FACULTY OF ARTS AND SOCIAL SCIENCES
3 Yr Academic Plan (2010 – 2013)
October 19, 2009

1. EXECUTIVE SUMMARY

The Faculty of Arts and Social Sciences (FASS) is a dynamic faculty, whose strength lies in its diversity, its important contributions to research and learning, and its engaged and engaging teachers, researchers and students. What unites this diverse Faculty is our commitment to the importance of a liberal education and a belief in the life-changing nature of such teaching and learning. Equally we share a commitment to the finest traditions of research in and across our many disciplines.

FASS has been and will continue to be a major contributor to the core activities of Simon Fraser University. As the Faculty that houses almost half the students and one-third of the instructors, we provide the programs that attract students to SFU. We have created and continue to create learning opportunities for students with a foundation in the core disciplines of the social sciences and humanities, while making strong and constant connections with the world in which our students live and participate. We have long fostered experiential learning, providing students with opportunities to engage in complex disciplinary research and real world situations, but in greater Vancouver and in the world around us. The majority of international opportunities of students are fostered through FASS; our students are truly thinking of the world.

The research conducted by members of the Faculty of Arts and Social Sciences is far-reaching and internationally known and respected. Here too, we combine a commitment to disciplinary rigour and a keen understanding that our work has importance in the wider world. Our research is highly rated internationally: in 2008, for example, SFU was rated 64th in the world by the Times Educational Survey, in the area of Social Sciences.

Finally, FASS is a very efficient faculty, providing student spaces for the least cost in the University.

All of this is at risk, however, with the budget cuts suggested in this plan. Because FASS is efficient, there is very little room for downsizing without serious damage. FASS continues to have plans for development and innovation, and will work diligently to preserve the excellence that is so evident in its many programs and departments. Simon Fraser University needs to be cognizant, however, that this will be a crucial period, which could result in a diminished reputation and lower student satisfaction.
1.1 VISION FOR THE FACULTY OF ARTS AND SOCIAL SCIENCES

Through a retreat in Spring, 2009, the chairs, directors, associate deans and the dean of FASS developed the following vision and core values for the Faculty:

FASS is committed to understanding society, culture, and the individual in order to make the world a better place. Through engaged research in the humanities and social sciences, FASS aims to advance understanding, and through transformative teaching inspire students and give them the tools to function in a changing world and to bring about changes that improve the world.

1.2 CORE VALUES

1. Create an environment for original thinking and for imaginative fundamental research
2. Apply research to practical issues that change our conception of the world, as well as offer solutions to existing problems
3. Teach and model informed critical thinking
4. Encourage instructional excellence and relevant, research-informed teaching
5. Achieve understanding by providing a breadth of ideas and diversity of perspectives
6. Recognize and respond to diversity among our students.
7. Engage and train students so they may be world citizens
8. Celebrate excellence in both disciplinary and interdisciplinary research
9. Encourage both disciplinary rigour and cross-disciplinary exchange in teaching and research

2. SELF ASSESSMENT

2.1 Strengths:

- FASS is a wide-ranging and diverse Faculty, with areas of significant strength in teaching, research, and community involvement. Scholars, programs, and students in the Faculty participate in areas of strategic importance to the university and to the community; further, we do it very efficiently with regards to the use of resources.
- FASS contributes to the overall success of every aspect of Simon Fraser University’s core mission: we teach students from across the university; we collaborate with researchers from all Faculties; we develop interdisciplinary certificates and programs.
- FASS participates in SFU’s three strategic areas of health, environment, and internationalization
  - Health, especially in Psychology, Gerontology, Sociology and Anthropology, Public Policy, and Philosophy
  - Environment, in programs such as Archaeology, Urban Studies, First Nations Studies, S&A, Public Policy, Humanities, and History
  - Internationalization: through programs such as International Studies and World Literature; through field schools and exchange programs run by French, English,
Linguistics, Archaeology, and Humanities; and through our diverse student body (36% of the University’s international fee-paying students are in FASS).

- Departments, schools and programs in FASS are innovative and nationally and internationally known.
  - Our social sciences programs are rated among the best in the world (64th in Times Educational ranking, 2008). Departments and programs such as Economics, Psychology, Criminology, Sociology and Anthropology, Archaeology, Gerontology, and Public Policy all contribute to this international reputation.
  - FASS has excellent departments and programs in the humanities, including English, History, Linguistics, and Humanities.
  - We have innovative interdisciplinary graduate programs, nationally and internationally respected, such as Public Policy, Urban Studies, Liberal Studies, Gerontology, International Studies, and Applied Legal Studies.
  - FASS has fostered important community relations through programs such as Hellenic studies, Women’s Studies, Integrated Studies, the Centre for Muslim Societies and Cultures, and the David Lam Centre.

- Teaching in FASS
  - FASS attracts a diverse student body and provides programs attractive to them.
  - The courses and programs offered in FASS offer foundational learning to students across the university; many students point, for example, to their Philosophy courses in critical thinking as fundamental to an understanding of all intellectual work.
  - FASS teaching is both disciplinary and interdisciplinary, focuses on critical thinking, and provides students with an excellent base for success in academia and life.
  - The FASS undergraduate program is designed to allow students maximum flexibility in assembling their degrees.
  - At the same time, FASS offers a series of degree options, including many interdisciplinary certificates that allow students to focus their studies around their interests.
  - Many students come to SFU specifically to study in FASS programs.
  - Faculty are committed to excellence in teaching. They teach more classes than instructors from other Faculties and work hard to ensure that their classes are meaningful and rigorous.

- Research in the Faculty of Arts and Social Sciences
  - Is noteworthy for its diversity, from areas in the arts, humanities and literatures, through mathematical analysis of human behaviour and experimental
investigations of cognition, to forensics, human evolution and archeological science

In terms of research output, FASS faculty publish in major international and national journals; they publish books for top international academic presses, and they are in strong demand for conference keynote addresses and participation. The Times ranking is based in part on citation indices, indicating that in the Social Sciences, SFU faculty are among the top echelon of influential scholars.

FASS is a remarkable faculty in terms of granting success. In SSHRC, the success rate has been far above the national average for several years. This rate would be the envy of other universities in Canada. FASS scholars have also had very strong success in other grants, such as NSERC, CIHR, and Michael Smith Foundation.

FASS research has significant penetration into others areas, both within the Faculty and across Faculties. Social Science and Humanities research can provide insight into the social, political, policy and human implications of basic research, it can describe the impact that similar research has had in the past, and it can provide predictions of future research directions. Equally, new methods of analysis and new technologies, whether they be mathematical or computational modeling, mathematical analysis of data sets, imaging technologies, multimedia representations of complex systems, etc., developed by social science and humanities researchers, is often applied to other types of research. Most, if not all, units in the Faculty have research areas that blend with those in other Faculties. For example, there is significant research within the Faculty of Arts and Social Sciences that complements that within the new Faculties of Health, Environment, and Communications, Art and Technology.

FASS’s research impacts the larger community. Significant research takes place within the community, working with practitioners and problems in the world. Many of the Centres and Institutes and academic units have important lecture programs as part of their knowledge mobilization strategies that deliver research results to the public. In addition, senior researchers from the Faculty sit on boards of government and community agencies and in so doing move their research results into the public sphere, contributing significantly to public policy decisions.

An increasingly significant addition to the manner in which research is conducted in the Social Sciences and the Humanities is in the collection, maintenance, storage, analysis and presentation of very large data sets. Across the faculty, researchers are using online resources to develop data sets for a variety of purposes. The Faculty and the University will have to be prepared to provide the computing resources to house these data sets and to manipulate them as required by the scholars.

Connections to community:

FASS prides itself on its strong interconnection with the community, both through disciplines of particular applied importance, such as Criminology, Gerontology, Psychology, Public Policy, and Urban Studies, and through interactive cultural
research and outreach in areas such as English, Women’s Studies, Graduate Liberal Studies and Archaeology

- FASS researchers have a significant media presence in areas where the public want information on areas of strong public opinion and are called upon as experts in court and legislative and parliamentary committees.

- Co-op students, community-based learning, practicums and internships all put our students into the community, where they learn and contribute

FASS has a very efficient operation.

- FASS delivers the most AFTEs for the least cost within SFU: $6,355/AFTE in 2007/08 compared to $8,761 in Science, $8,697 in Business and $9,568 in Applied Sciences

- FASS has the smallest staff to FTTE ratio in the university: .22 in 2007/08 compared to .36 in Science, .51 in Business and .41 in Applied Sciences.

2.2. Weaknesses

FASS’s greatest strength is also its weakness. FASS is a huge faculty, with many diverse programs, often insufficiently resourced. Excellent programs were not founded on a sufficiently robust footing, making it difficult for them to weather bad times. With so many programs and units, it is difficult to have one coherent message, to students, to the University as a whole, and to the larger community

SFU’s relative lack of professional schools in the Arts and Social Sciences is a weakness, both for FASS and for the University. Specifically, the absence of Law and legal studies, with the exception of the new Criminology program in Applied Legal Studies, means that one of the obvious paths for students is not present

SFU has not done a good enough job of integrating and encouraging First Nations Studies and students. We have a shockingly low number of indigenous students and few programs specifically designed for them. In FASS, we have only a First Nations minor and a very small program. Given the urgency of action for this community, particularly in the greater Vancouver area, this is a major weakness

SFU does not have a robust language training program. We do not have language degree programs (with the exception of French) and we have not come to terms with the particular language needs and desires of the student demographic we serve. How language programs articulate with other programs across campus has not been sufficiently explored.

The Public Policy Program is a gem, but lacks profile both internally and externally. It began as an innovative program, first in the west, but through lack of investment, it has been surpassed by the University of Calgary. Even more important, this is a program that has major importance for our strategic areas of health and environment. Without proper profile, the new faculties may not realize the strength we already have in that area
Applied ethics is an area needed for our students and our society, including in the areas of health and environment. SFU does not have a focused program in this area.

FASS program offerings at the Surrey campus need to be expanded at both the graduate and undergraduate levels, without further influx of funding.

Non-strategic retirements have created holes in departmental offerings which limit departments’ ability to maintain their national and international status. For example, Archaeology has lost most of its historic strength in scientific archaeology, through recent retirements and administrative secondments. French has lost much of its strength in literature, and Linguistics will soon have no phonologists.

Staffing weaknesses:
- In general, staffing levels are very low. Some departments have trouble keeping up with the daily operations
- FASS needs to promote its diverse set of programs more effectively. The lack of a communications officer has made it very difficult to get our message out, with regards to student recruitment, advancement, and research excellence
- FASS has only a single research grants facilitator; our research productivity could expand with additional resources in this area
- FASS has only a single fundraiser
- IT support is grossly inadequate, with 3 staff for the whole Faculty.

3. FACULTY OBJECTIVES 2010-13

3.1 New Programs. These speak to FASS’s “commitment to excellence in teaching, learning, research and community service”, as per the SFU Academic Vision.

- Establish First Nations as a department; develop a First Nations major. One of the constraints on this process has been the existence of a separate site for First Nations study in Kamloops. The plan for First Nations education at SFU will need to encompass both the FNST program at Burnaby and the future of the programs at SFU Kamloops
- Work with the Public Policy program to create a School of Public Policy, in order to take full advantage of the synergies across the university, to allow national and international visibility, and to facilitate fundraising and recruitment
- Explore possibility of growth at Surrey, including moving programs presently at Burnaby to the Surrey campus
- Develop Cybercrime as program at Surrey
- Facilitate discussion with Criminology concerning feasibility of a law school, particularly at SFU Surrey
- Discuss with Philosophy and the wider SFU community a possible university-wide program in applied ethics
Work to develop joint programs/appointments with health (esp. health economics, policy, ethics), environment (economics, policy, ethics), etc.

Devised premium fee programs as appropriate.

3.2. Administrative Efficiency and Efficacy. Thus, FASS “employs effective, efficient and innovative approaches to teaching, learning, research, service and administration.”

- Work to streamline curricula in all departments and programs
- Evaluate the many certificates administered through FASS for continued efficacy
- Use Arts Central as a model of integrated advising services for students
- Work closely with central units to better recruit and retain students
- Examine all Arts co-op, internships, field schools and community-based learning opportunities to better promote as experiential learning programs
- Develop a retention and program enhancement strategy for international students
- Develop a plan to deal with course availability, including reserves and waitlists
- Actively participate in Strategic Enrolment Management activities
- Develop a plan for strategic increases in graduate enrolments
- Provide training for chairs and other administrative office holders
- Work to facilitate cross-departmental and cross-faculty cooperation in teaching and research
- Examine possibilities for first year transition programming at the Burnaby campus, similar in nature to the Surrey campus first year opportunities
- Work with Douglas and other colleges to develop joint agreements for student recruitment and retention
- Evaluate administrative systems for better efficiency.

3.3. Maintain research excellence in terms of numbers of grants received per capita (Remain among the top of comprehensive universities in grants awarded). This will “support scholarship as the creation, advancement, application, transmission and preservation of knowledge, and the stimulation of critical and independent thinking”.

3.4. Develop and implement a communications plan. By doing so, FASS will work to “possess a global perspective with a local orientation and is an active and highly valued partner in the social, cultural and economic life of the community”.

3.4.a. Continue to develop a lively, interactive and informative website
3.4.b. Develop student promotional materials and web presence
3.4.c. Ensure that FASS events are promoted to the broader community
3.4.d. Develop strategies to expedite communication among 3 campuses.

3.5. Celebration of success – for students, faculty and staff. This follows SFU Vision by “creating an intellectually stimulating and culturally vibrant environment.”
4. FACULTY CORE ACTIVITIES

4.1 Departments, Schools and Programs

FASS provides a rich mix of program opportunities for students at both the undergraduate and graduate level. Through its 30-plus programs, FASS is a portal to vital knowledge and skills that help students shape their futures and be adaptive and resourceful over their lifetimes. Students can take Arts and Social Sciences courses and programs at all 3 campuses through the following departments, schools and programs:

- Department of Archaeology
- Asia-Canada Program
- Cognitive Science Program
- School of Criminology
- Department of Economics
- Department of English
- English Bridge Program (in cooperation with SFU International)
- Explorations in Arts and Social Sciences Program
- First Nations Studies Program
- French Cohort Program (BAFF/OFFA)
- Department of French
- Department of Gerontology
- Graduate Liberal Studies Program
- Hellenic Studies Program
- Department of History
- Department of Humanities
- Integrated Studies Programs (in cooperation with Continuing Studies)
- School for International Studies
- Labour Studies Program
- Language Training Institute
- Latin American Studies Program
- Department of Linguistics
- Master of Arts for Teachers of English (MATE) Program
- Department of Philosophy
- Department of Political Science
- Department of Psychology
- Public Policy Program
- Department of Sociology and Anthropology
- Urban Studies Program
- Department of Women’s Studies
- World Literature Program

The Faculty of Arts and Social Science has partnered with Monash University’s Faculty of Arts to offer students a Double Degree Program in Australia. This opportunity allows students to complete two degrees concurrently in both Canada and Australia – one from SFU and one from Monash University in Melbourne, Australia.
FASS programs and courses continue to play a substantial role in helping SFU recruit international students, whose language abilities may not be sufficient for direct admission to the university through the English Bridge Program and its many offerings at Fraser International College. In addition, FASS offers approximately 75% of SFU’s international opportunities, including field schools, exchanges and semester abroad programs.

4.2 FASS Research Centres and Institutes
- Bill Reid Centre for Northwest Coast Art Studies
- Centre d'études francophone Québec-Pacifique
- Centre for Education Research and Policy
- Centre for Forensic Research
- Centre for Global Political Economy
- Centre for Labour Studies
- Centre for Public Policy Research
- Centre for Research on Adaptive Behaviour in Economics
- Centre for Restorative Justice
- Centre for Scottish Studies
- Centre for Studies in Criminal Justice Policy
- Centre for the Comparative Study of Muslim Societies and Cultures
- Criminology Research Centre
- David Lam Centre
- Feminist Institute for Studies on Law and Society
- Gerontology Research Centre
- Institute for Canadian Urban Research Studies
- Institute for Critical Studies in Gender and Health
- Institute for Studies in Criminal Justice
- Institute for the Humanities
- Institute of Governance Studies
- Mental Health, Law and Policy Institute

4.3 Degrees Granted
The Faculty of Arts and Social Sciences offers B.A. and B.G.S. programs at the undergraduate level and M.A., M.P.P., M.A.L.S. and Ph.D programs at the graduate level. Additionally, the Faculty offers the Certificate in Liberal Arts (CLA), which is tailored for students with an interest in a broad range of courses that would be helpful in a well rounded liberal education. The Certificate is available to all undergraduate students at SFU who satisfy normal admission requirements to the University. The CLA may be taken in conjunction with a degree program, or by students not currently seeking to complete a degree.

The Faculty of Arts and Social Sciences also offers the following certificate programs, again to students from across the university:
- Certificate in Chinese Studies
- Certificate in French Canadian Studies
- Certificate in Criminology (General, Advanced)
- Certificate in Explorations
- Certificate in First Nations Studies Research
• Certificate in French Language Proficiency
• Certificate in Italian Studies
• Certificate in Urban Studies
• Certificate in Hellenic Studies
• Certificate in Labour Studies
• Certificate in First Nations Language Proficiency
• Certificate in Teaching ESL Linguistics
• Certificate in Ethnic and Intercultural Relations
• Certificate in Family Studies
• Certificate in Spanish Language Proficiency

FASS offers the following Post-Baccalaureate Diploma (PBD) programs that help students round out their undergraduate programs:
• PBD in Arts and Social Sciences
• PBD in Criminology
• PBD in Economics
• PBD in First Nations Studies
• PBD in French and Education
• PBD in Gerontology
• PBD in Humanities
• PBD in Legal Studies
• PBD in Social Policy Issues
• PBD in Sustainable Community Development
• PBD in Teaching English as a Second Language

4.4 Student Demographics (Faculty structures prior to 2009)

4.4.1 Undergraduate Headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time Faculty</th>
<th>University</th>
<th>Arts &amp; Social Sciences</th>
<th>Applied Sciences</th>
<th>Business Administration</th>
<th>Education</th>
<th>Health Sciences</th>
<th>Science</th>
<th>Unspecified</th>
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<tr>
<td>2004/05</td>
<td></td>
<td>11,451</td>
<td>5,620</td>
<td>2,172</td>
<td>1,283</td>
<td>561</td>
<td>41</td>
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<td>2005/06</td>
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<td>11,866</td>
<td>5,760</td>
<td>2,258</td>
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<td>569</td>
<td>184</td>
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<td>5</td>
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<td>2006/07</td>
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<td>5,740</td>
<td>2,260</td>
<td>1,712</td>
<td>627</td>
<td>378</td>
<td>1,794</td>
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<td>2007/08</td>
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<td>12,605</td>
<td>5,617</td>
<td>2,424</td>
<td>1,900</td>
<td>623</td>
<td>629</td>
<td>1,853</td>
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<td>2008/09</td>
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<td>629</td>
<td>378</td>
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University Total
### 4.4.2 Undergraduate Enrollment in all Courses and Sections

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<th>2005/06</th>
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<th>2007/08</th>
<th>2008/09</th>
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<tr>
<td>University</td>
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<td>711</td>
<td>806</td>
<td>837</td>
<td>851</td>
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<td></td>
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<td>12,502</td>
<td>12,830</td>
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### 4.4.3 Undergraduate AFTE

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<th>Year</th>
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<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
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### 4.5 STAFFING DEMOGRAPHICS

#### 4.5.1 Teaching Staff

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<th>CFL FTE - Filled</th>
<th>Year</th>
<th>Faculty</th>
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<th>2004/05</th>
<th>2005/06</th>
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<table>
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<th>2004/05</th>
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<th>2006/07</th>
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<td>Education</td>
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<td>1,423.4</td>
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</table>

**1 FTTE = 1 FTE Tenure Track Faculty = 1/2 FTE Lecturer = 1 FTE Lab Instructor = 16 Sessional/FA/Other Contact Hours**

<table>
<thead>
<tr>
<th>CFL FTE as a % of Total FTTE</th>
<th>Year</th>
<th>Faculty</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>Applied Sciences</td>
<td>73.9%</td>
<td>77.5%</td>
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<td>82.4%</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Arts &amp; Social Sciences</td>
<td>70.8%</td>
<td>70.3%</td>
<td>66.6%</td>
<td>68.8%</td>
<td>71.7%</td>
</tr>
<tr>
<td></td>
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<td>Business Administration</td>
<td>68.8%</td>
<td>75.1%</td>
<td>72.7%</td>
<td>68.1%</td>
<td>69.9%</td>
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<td></td>
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<td>87.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science</td>
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<td>85.1%</td>
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<tr>
<td>University Total</td>
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<th>Faculty</th>
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<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
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4.5.2 Support Staff

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<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>FTE Support Staff /FTTE</th>
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<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
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<td>University</td>
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<td></td>
<td></td>
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<td>0.75</td>
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<td>0.51</td>
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<tr>
<td>Education</td>
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<td>0.28</td>
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<tr>
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<td>-</td>
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</tr>
<tr>
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<td>0.27</td>
<td>0.33</td>
<td>0.31</td>
<td>0.32</td>
<td>0.31</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>All Students Headcount/FTE Support Staff</th>
<th>Year 2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>378.69</td>
<td>304.53</td>
<td>273.77</td>
<td>290.29</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
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<td>210.85</td>
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<td>-</td>
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<td>325.47</td>
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</tr>
<tr>
<td>University Total</td>
<td>405.54</td>
<td>399.67</td>
<td>372.55</td>
<td>392.17</td>
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</tbody>
</table>

4.6 RESEARCH ACHIEVEMENTS

In both input (research grant success rates) and output (publications, citations, conference participation, etc.) measures, FASS is a very strong research faculty. FASS faculty publish in major international and national journals; they publish books for top international academic presses, and they are in strong demand for conference keynote addresses and participation. The Times ranking is based in part on citation indices, indicating that in the Social Sciences, SFU faculty are among the top echelon of influential scholars.

FASS researchers and research teams have an extraordinary success rate in receiving grants and contracts. FASS has research funded by all three tri-council agencies, including standard research grants and discovery grants, MCRIs, CURA grants, and CIHR scholar grants. We have 7 scholars with Michael Smith funding. As well, scholars in FASS receive funding from public and private sources, including the RCMP, Genome BC and both provincial and national...
agencies. What follows is some indication of our success, compared with SFU as a whole and with the national averages.

**FASS Research Grant Funding** (in total, including all funding years, RTS, etc.)
- 2008: over $7 million
- 2007: over $10 million
- 2006: over $5 million

**SSHRC Standard Research Grants**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Funding (all years + RTS)</th>
<th>Standard Research Grants</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>$882,350</td>
<td>31 applications; 10 awarded</td>
<td>32%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>$2,876,350</td>
<td>40 applications; 17 awarded</td>
<td>43%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>$2,357,980</td>
<td>43 applications; 21 awarded</td>
<td>49%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$1,879,827</td>
<td>35 applications; 21 awarded</td>
<td>60%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$1,663,552</td>
<td>45 applications; 26 awarded</td>
<td>57%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$1,309,550</td>
<td>41 applications; 18 awarded; 2 submitted were refused consideration</td>
<td>44%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$2,250,293</td>
<td>54 applications; 28 awarded</td>
<td>52%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Fass Success Rate</th>
<th>SFU Success Rate</th>
<th>National Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>44%</td>
<td>38%</td>
<td>33%</td>
</tr>
<tr>
<td>2008</td>
<td>52%</td>
<td>51%</td>
<td>33%</td>
</tr>
</tbody>
</table>

**SSHRC Success Rates**
- In the 2008 competition, 80% of FASS Standard Research Grants were recommended for funding, though SSHRC only had funds for 52%.

The total amount of Standard Research Grant funding awarded this year to FASS (including all funding years plus RTS) is just over $2.25 million (compared to $1.3 million in 2007; $1.6 million in 2006, and $1.6 million in 2005). For all of SFU, 41 SRG applications were funded in the 2008 competition, totaling about $3.3 million (including all funding years plus RTS).
For comparison with another institution in overall SSHRC funding, note that SFU received $8.4M in 2006/2007, whereas UBC received $8.9M in the same year. This result can be attributed in large part to FASS researchers.

**NSERC Discovery Grants**

In 2008, six FASS researchers were awarded NSERC Discovery Grants out of 9 submitted, for almost $119,000 in 2008 for new Discovery Grants. The overall national success rate in 2008 for NSERC Discovery Grants was 70% and SFU’s success rate was 84%.

In 2007, FASS was awarded 9 NSERC Discovery Grants out of a total of 11 applications submitted (for over $200,000 in 2007 for new Discovery Grants).

**CIHR**

In 2008, FASS researchers were awarded approximately $440,000 from CIHR. In 2007, FASS researchers were awarded just over $1 million from CIHR, with approximately $300,000 awarded to FASS by CIHR in 2006.

4.7 University-wide and Community Contributions

- **Teaching and Learning**
  - The Faculty provides academic preparation for international students through the English Bridge Program, and EBP’s programs at Fraser International College
  - FASS provides 11,000 W seats for the university as well as providing lower division courses for programs such as Business, Environment and FCAT
  - FASS offers a Bachelor of General Studies that has allowed students from other Faculties to graduate if their academic careers take them out of their home area of study
  - FASS is the largest contributor to the SFU NOW program for adult learners
  - FASS, in conjunction with Continuing Studies, has the only program for adult learners at SFU that recognizes prior learning assessment (ISP)
  - FASS provides approximately 75% of all international programming opportunities for students. Students from all Faculties participate in these programs.

- **Community/academic community outreach**
  - FASS faculty are active in community politics, social, and arts groups. Lecture series by FASS faculty members, such as Psych in the City, the Philosopher’s Café, and the Bard Explained, reach thousands of people in the Vancouver area
  - FASS faculty organize dozens of national and international scholarly conferences
  - FASS departments and schools sponsor hundreds of public lectures, including the BMO Public lectures in Economics and the Mirhady Annual Lecture in Iranian culture.
5. STRATEGIC INFLUENCES

5.1 Opportunities

- **People**
  - Faculty are committed to the core mission of FASS and SFU; we have excellent scholars and committed teachers, including almost half hired in the last 7 years
  - There is enthusiasm for both the disciplinary rigour and the interdisciplinary opportunities, both in teaching and research
  - FASS has loyal support staff, hard-working and committed to FASS.

- **Students**
  - SFU has attracted a diverse student body, in terms of ethnic origin, language of origin, age, and socio-economic status. This is a tremendous opportunity, and one that FASS is well positioned to exploit
  - FASS provides the largest suite of programs at SFU, and is therefore well situated to respond to student interest and changing disciplinary imperatives
  - FASS already has a number of programs targeted towards adult learners, a growing demographic. (e.g. ISP, GLS, MATE, SFU Now)
  - As the largest recipient of transfer students at SFU, FASS is strategically positioned to develop transfer arrangements with local colleges. Our new and developing partnership program with Douglas College is a model for partnerships with other BC and Canadian colleges
  - The new millennial students offer certain challenges to our traditional pedagogy, but also opportunities to rethink how we teach and how we encourage learning.

- **Programs**
  - FASS has innovative and interdisciplinary programs; through interdisciplinary certificates (many of which are conceived and administered through FASS) we can supply guided paths through our rich interdisciplinary choices
  - Departments, schools and programs are nationally and internationally renowned
  - Our teaching model has been based on close contact between instructors and students
  - We have programs based at all three campuses, and facilitate student movement between campuses.
  - We have a cohort first year program at Surrey which has facilitated an exceptional level of student integration and success
  - The Surrey campus represents a real opportunity: the south Fraser region is the only area in Canada where the 18-25 year old population continues to grow, and this growth will fuel expansion at the Surrey campus. SFU Surrey has huge potential as a central of innovation for the south Fraser region, and FASS programs can and should be part of that
  - We have an opportunity to develop First Nations programs and to work collaboratively with indigenous people.
Research
- Our young and vibrant faculty will continue to develop locally, nationally and internationally important research programs, and to receive significant research grants
- The Faculty provides opportunities for interdisciplinary research, especially in the strategic areas of health, environment and internationalization
- FASS is working on new collaborations with UBC and other BC universities
- FASS demonstrates increasing interest in graduate education; with such lively research programs in the Faculty, FASS is a good location for expansion of graduate student access.

5.2 Threats

People
- FASS has hired wonderful young academics committed to FASS and SFU. However, across the board cuts have created non-strategic “holes” in some departments and morale and collegiality will be in jeopardy – especially as FASS is seen to be teaching more with fewer resources and individual faculty workloads are higher than in other Faculties
- A high proportion of junior CFLs make them more mobile
- Staff burnout is already taking place and with cut to staff complement, could be more pronounced.

Students
- FASS courses are full, making students frustrated with their lack of access to courses and programs they wish to enter. SFU and FASS need to solve the problems of: scheduling, enrolment planning, and course availability
- Increasing international student numbers make particular demands on some disciplinary areas, demands we cannot meet with present resources
- Declining pool of undergraduate applicants. The number of high school students graduating in BC is in decline, and with the addition of the “new” and regional universities the number of transfer students is also beginning to decline.

Programs
- Our interdisciplinarity is also a threat: there is a danger of overextending ourselves. We must guard against a continually expanding list of certificates, interdisciplinary programs, etc, since we must be aware of our limited resources
- For students, our mix of programs can be overwhelming, and our lack of a robust advising team makes this a difficult situation. FASS is now the only Faculty at SFU that does not directly admit students to programs. Even though FASS represents 45-48% of the student body at SFU, our admission model is no longer well understood or promoted within the university. We need to communicate more effectively regarding our admission model and help to support students in other Faculties at SFU who wish to explore their program options
- The excellence of our programs could diminish with non strategic retirements
The loss of language education through budget cuts could reduce our ability to speak to our diverse student population, or to be educators on the Pacific Rim in the 21st century.

SFU’s work with First Nations students and studies is inadequate.

As class sizes continue to grow and the traditional tutorial disappears, faculty will have less opportunity for interaction with excellent students. New pedagogy will need to be developed, both to deal with diminishing resources and the millennial student.

Funding for grad students through TAships in jeopardy; SFU is less competitive than most other universities in terms of the packages of funding available for graduate students, threatening our ability to attract the best and the brightest in Canada and internationally.

There will be less and less flexibility as an increasingly larger portion of budget is taken up with continuing salaries and benefits.

- **Research**
  - Cost of doing research: significant research monies, such as LEEF chairs, CRCs, and endowed chairs carry with them obligations to further expenditure. This results in diminished teaching capacity, both because these chairs seldom teach a full load and because the cost of supporting them must take the place of junior hires.
  - End of Michael Smith money will have both short-term and long-term implications that will reduce FASS’s research and teaching capacity.
  - As CRCs end, FASS does not have money in the system to pay for their salaries.
  - In a period in which research monies often stand for the importance of the research itself, a threat to FASS’s reputation lies in the importance of research done with relatively small or no extra financial support. FASS must continue to insist on the importance of such research and therefore to look for ways to evaluate research output rather than input.

6. **COMMUNICATION**

This planning process began with a visioning retreat in the spring of 2009, attended by all chairs and directors. The resulting ‘vision and core values’ statement was shared with departments as they began their 3-year planning process. Each unit consulted widely to produce their plans, which have all been used in the creation of this plan. This plan was shared with chairs and directors and, through them, with faculty and students.
7. PLANNING ASSUMPTIONS

For the purpose of this planning exercise, we have made the following assumptions:
- steady state enrolments
- minor or no extra external funding
- consolidation of units with savings accruing to FASS
- FASS will receive funding from the centre to pay for CRCs as federal funding ends
- TA budget will remain the same
- There will be retirements
- Retirements will count towards the 10% cut
- The centre will pay for severance.

8. YEAR GROWTH SCENARIOS
N/A

9. WORST CASE SCENARIO FOR 2010/11 – 2012/13 CONFIDENTIAL PLAN

As can be seen in the accompanying template, a 10% cut to our base budget would mean the reduction of $5.193M over three years. For the purposes of this planning exercise, we have envisaged a reduction of 4% in 2010/11, 3% in 2011/12, and 3% in 2012/13.

<table>
<thead>
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<th>10% budget cut over 3 years</th>
<th>2010-2011 (000's)</th>
<th>2011-2012 (000's)</th>
<th>2012-2013 (000's)</th>
<th>Total 3 yr</th>
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<td></td>
<td></td>
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</tr>
<tr>
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<td>3%</td>
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</tr>
<tr>
<td>CFL retired/resigned positions 09-10 - 11 FTE</td>
<td>1,176</td>
<td></td>
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</tr>
<tr>
<td>CFL retired/resigned 10-11 - 3 FTE</td>
<td>375</td>
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<tr>
<td>CFL retired/resigned 11-12 - 3 FTE</td>
<td>368</td>
<td></td>
<td></td>
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<tr>
<td>possible CFL retired/resigned positions not known yet</td>
<td>220</td>
<td>220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>close programs in Kamloops</td>
<td>197</td>
<td>249</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assume central pays severance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>end Semester Abroad program</td>
<td>13</td>
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</tr>
</tbody>
</table>
| **Reduce TI** 09-10 Ltd term budget $1,770,582,  
SI $2,254,329, TA$3,947,866 total $7,972,777 | (420) | (349) | 200   |
| expand EBP, PAS, AES, IELTS             |       |       | 500   |
| 2.65% cut to operating and staff        | 198   | 197   |       |
| cut LTI                                  |       |       | 914   |
| **TOTAL CUT PLANNED**                    | 2,011 | 1,607 | 1,485 | 5,104 |
In order to meet this reduction, the following steps would need to be taken:

Year 1
1. Surrender the fall-out from the positions made vacant by VFEIP. Since this money was used to fund temporary instruction in 2009/10, this will mean a reduction in the TI budget (see 5)
2. Surrender all positions made vacant by retirement or resignation. We predict at the moment that this will be 11 FTEs (4 retired Aug, 2009, 4 resigned during 2009/10, 1 died 2008, 2 early retirement 2008/09, with budget impact 2010/11)
3. Close the Kamloops site. It will take two years to realize all savings from this move, since we will need to transition students, give proper notice to employees, and work with TRU to ensure that the community is still well served
4. End Semester abroad in Greece; end field schools in various departments
5. The Temporary Instruction budget will be reduced by the $1M one time VFEIP money, plus any other loss or decrease of internal/external recoveries such as soft funding from the VPA/President's office, Harbour Centre, MSFHR, RTS, etc. We expect TI will decrease from $4M in 2009-10 to $1.8M in 2010-11, a decrease of $2.2M or 55% as a result.

Year 2
1. Surrender all positions made vacant by retirement or resignation. We have no way of knowing how many of these there would be: three people are due to retire in a multi-year phase-out; we predict two more for the sake of this model. If more retire, the cuts to the rest of this scenario might be somewhat mitigated
2. Complete the close-out of Kamloops
3. Close the Language Training Institute. This would eliminate the teaching of Chinese, Japanese, Spanish, and German for credit at SFU and of course would necessitate significant curricular change
4. All departments, schools, and programs, including the Dean’s office, would take a 2.65% cut to staff and operating budgets. Units would be allowed to develop plans as they saw fit to deal with this and the next year’s cut.

Year 3
1. Surrender all positions (5 predicted)
2. All departments, schools and programs would take a further 2.65% cut to staff and operating budgets
3. Reduce TI by $200,000
4. Increase revenues from ESL programs by $500,000.
With the exception of the closing of the Kamloops site, these cuts are not strategic, but rather were chosen as the only cuts possible. At the end of three years, the result will be a Faculty with considerably less teaching capacity: there will be at least 25 fewer CFLs, 5 fewer lecturers, and a reduction of the temporary instruction budget from $4M to $1.2M. This will mean 220 fewer course sections offered, or approximately 8000 seats per year. There will be holes in all departments based on attrition rather than strategic decisions, and resultant loss of graduate supervision and research strength, as well as significant morale issues. Some of this may be alleviated if there are new positions available from the centre, to be allocated strategically in areas of high teaching and research productivity. Further, there will be a reduction of approximately 6 staff members, and given that FASS has the lowest staff to FTTE in the university already, this will mean a reduction in service and the need to find less onerous administrative systems.