PRINCIPLES TO GUIDE THE PHASE 2 TASK FORCE ON ACADEMIC STRUCTURE

1. The University’s academic structure should continue to enhance and support innovation, excellence, integration, engagement and adaptability in teaching and research.
2. The University’s academic structure should allow for responsiveness within a framework of stability. It should reaffirm our commitment to the liberal arts and sciences, to professional and applied programming, and to the fundamental value of discipline based inquiry and to the opportunities afforded by interdisciplinarity.
3. The University’s academic structure should enable us to be effectively positioned for the opportunities and challenges that will be presented to us: it should position us to succeed in a demand-driven student enrolment environment; it should be financially viable within a diversified fiscal environment; it should advance our distinctiveness and strategic strengths; it should support our engagement with, and response to, increasingly diverse communities and student populations; and it should retain coherence in response to changes that will occur within the intellectual, social, political and economic environment.
4. The University’s academic structure should attract outstanding graduate and undergraduate students and facilitate excellence\(^1\) in their learning experience.
5. The University’s academic structure should consider our multi-campus presence and accommodate the distinctiveness of each campus while simultaneously contributing to a unified identity for Simon Fraser University as a whole.
6. The University’s academic structure should incorporate the increasing number of academic programs into structures that will ensure stability, provide the ability for the units to advance themselves to the fullest extent, provide engagement for its members, and minimize the risks of under-representation in priority setting and budgetary discussions.
7. The University’s academic structure should retain or enhance managerial and administrative effectiveness and efficiency particularly as it facilitates and supports effective planning, communication and decision-making, collegial governance, and resource allocation.
8. Any proposed change to the University’s academic structure should be based on carefully considered analysis of the reasons and need for change, its impact on members of the unit as well as other academic units affected by the proposed changes, its respectfulness of members of the University community, its transparency, and its opportunity for meaningful collegial engagement throughout.

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\(^1\) For undergraduate students, the Faculty Structure Task Force believes that excellence should include the following qualities: opportunities for students to explore different disciplines, to engage in interdisciplinary problem-based learning environments, to be exposed to innovative pedagogical approaches and diversified learning opportunities (such as cohort programs, semesters of study, capstone courses, supplemental learning in tutorials, open laboratories and technological enhancements), to engage in experiential learning by means of cooperative education, research participation, civic engagement and/or international study environments, and to have experiences in writing intensive learning, quantitative understanding and knowledge breadth. For graduate students, the Faculty Structure Task Force believes that excellence should include opportunities to explore both the frontiers of knowledge within core disciplines as well as provide opportunities to understand the perspectives of, and intersections with, other disciplines.