APPENDICES

a. Appendix A – Senate Principles to Guide the Phase 2 Task Force on Academic Structure
b. Appendix B – Procedural Framework to Guide Phase 2 Task Force
c. Appendix C – Phase 1 Task Force Vision for SFU in the Year 2025
d. Appendix D – Summary of Submissions to the Phase 2 Task Force
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APPENDIX A - 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.
APPENDIX B - PHASE 2 TASK FORCE ON ACADEMIC STRUCTURE
PROCEDURAL FRAMEWORK

Senate has approved the following procedural framework to guide the Phase 2 Task Force on Academic Structure:

1. The Phase 2 Task Force on Academic Structure will have the following composition: the Vice President, Academic who will Chair the Task Force, seven faculty members (one representative from each of the existing Faculties with the exception of Arts and Social Sciences which will have two representatives), an undergraduate student, and a graduate student. The Vice President, Academic will appoint all members to the Phase 2 Task Force on Academic Structure in consultation with the Senate Committee on University Priorities. Clerical and/or professional personnel will be appointed as required by the Vice President, Academic. The composition of the Phase 2 Task Force on Academic Structure will attempt to ensure some continuity in membership between it and the Faculty Structure Task Force.

2. The Phase 2 Task Force on Academic Structure will receive submissions from the University community.

3. Following the receipt of submissions, the Phase 2 Task Force on Academic Structure will establish Working Group(s) to undertake comprehensive evaluation of the proposals. The composition of the Working Group(s) will be determined and appointed by the Vice President, Academic in consideration of the submissions received. Students will be represented on each Work Group established.

4. Evaluation by the Working Group(s) will include extensive opportunities for engagement with members of the community affected by each submission.

5. The Working Group(s) will bring forward a detailed evaluation of submissions to the Phase 2 Task Force on Academic Structure for consideration as a whole. The Phase 2 Task Force on Academic Structure will engage in extensive University wide consultation on the potential models, strategies for change, and recommendations that it is contemplating in each of the three areas of its mandate. The Phase 2 Task Force on Academic Structure may choose to present options related to the areas of its mandate either separately or in combination.

6. The Phase 2 Task Force on Academic Structure will endeavor to present its final recommendations to Senate by November 2007.
SFU will be known for the value it places upon, and commitment it has to, innovation, excellence, integration, engagement and adaptability;

SFU will be recognized as the best comprehensive research university in Canada. Its academic strength and comprehensiveness will be demonstrated through its:

- Reaffirmation and continued commitment to its liberal arts and sciences core
- Ongoing development and innovation of applied and professional programming
- Significant presence and growth in Health Sciences programming
- Significant growth and development in strategic research areas including Communication, Computation and Technology; Culture, Society and Human Behavior; Economic Organization, Public Policy and Global Community; Environment; and Health
- Evidence of differentiation from other universities
- Development of new academic programming within and beyond traditional disciplines;

SFU will be known for its far-reaching international strategy:

- This will be in evidence through the many significant international educational and research partnerships between individual faculty members and institutional arrangements, faculty research teams and exchanges, student study abroad programs and joint degree learning opportunities, the expanded internationalization of the curriculum, and the increased opportunity for study and research into global issues;

SFU will be recognized for its expanded presence in providing outstanding graduate education

SFU will provide one of the best student experiences in Canada

- It will become a destination for graduate learning with unparalleled opportunities to engage at the frontiers of knowledge and understand the potential intersections with other disciplines
- It will offer a unique undergraduate educational experience characterized by the following:
  - required experiences in writing intensive learning, quantitative understanding, and knowledge breadth,
  - innovative pedagogical approaches and diversified learning opportunities (cohort programs, semesters of study, capstone courses, supplemental learning in tutorials, open laboratories, and technological enhancements)
  - experiential learning by means of cooperative education, research participation, civic engagement and/or international study
- It will offer a rich spectrum and integrated network of academic and non

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• SFU’s will have a projected student, staff and faculty complement as follows:
  o an undergraduate student complement of 25,000 – 30,000 FTE
  o a graduate student complement of 6,500 – 7,500 FTE
  o an international graduate and undergraduate student complement of 3,000 – 3,500 FTE
  o a faculty complement of 1,500 – 1,800 FTE with more than 150 faculty recognized as distinguished scholars and/or educators
  o a staff complement of 2,000 FTE;
• SFU will have the most comprehensive network of life-long learning opportunities in Canada
• SFU will have a comprehensive structure for seeding research and pedagogical innovation; and,
• SFU will continue its multi-campus strategy based on differentiated foci at each of its four campuses while simultaneously ensuring effective intercampus connectivity and a coherent and unified SFU identity
  o SFU will have significantly expanded physical facilities in Surrey, in Vancouver, and on Burnaby Mountain;
  o SFU will have developed the best example of an integrated and engaged urban campus in the country at its Vancouver campus. The campus is expected to have:
    ♣ an undergraduate and graduate student complement of 3,000 credit FTEs
    ♣ significantly expanded non-credit programming
    ♣ significantly expanded use of the Morris J. Wosk Centre for Dialogue;
  o SFU will have fully developed academic programs at the undergraduate and graduate level in all Faculties at the Surrey campus and such programming will be distinctive for its cohort learning style and intimate learning experiences;
  o SFU will have a defined presence at the Great Northern Way campus.
APPENDIX D – SUMMARY OF SUBMISSIONS TO THE PHASE 2 TASK FORCE

1. School of Computing Science
2. School of Engineering Science
3. Cognitive Science Program
4. School of Kinesiology
5. Addendum to School of Kinesiology Submission by Dr. Andy Hoffer
6. Proposal for a Sport, Commerce, Culture and Community Program
7. Faculty of Health Sciences
8. Department of Geography
9. School of Resource and Environmental Management
10. Environmental Science Program
11. Joint proposal from Urban Studies Program and the Centre for Sustainable Community Development
12. Graduate Certificate in Development Studies
13. Submission for a new Faculty in the area of Media, new media, communications, information, performance, and dialogue by Dean Brian Lewis
14. School of Communication
15. Submission for a new Department of Media, Culture and Public Policy submitted by Drs. Alison Beale, Zoe Druick, Bob Hackett, Steve Kline, Kirsten McAllister, Catherine Murray and Yuezhi Zhao
16. Proposal for a Program in Technology and Society submitted by Dr. Ellen Balka
17. School for the Contemporary Arts
18. School of Interactive Arts and Technology
19. Master of Publishing Program and the Canadian Centre for Studies in Publishing
20. Centre for Dialogue
21. Continuing Studies
22. Department of Philosophy Proposal for Two Centres: Ethics and Political Economy
23. Language Training Institute
24. Faculty of Arts and Social Sciences
25. Proposal from Dr. Michael Howlett
APPENDIX E - SUMMARY OF WORKING GROUP COMPOSITION AND SUBMISSION DISTRIBUTION

Working Group 1

MEMBERS: Charmaine Dean (Chair), Van Truong, Blaize Reich, Richard Lockhart, Nadine Schuurman, Sue Roppel

PROPOSALS FOR EVALUATION: Computing Science; Engineering Science

Working Group 2

MEMBERS: Frank Gobas (Chair), Jonathan Chu, Mark Winston, Richard Lockhart, Sue Roppel

PROPOSALS FOR EVALUATION: Health Science; Kinesiology; Cognitive Science; Faculty of Arts and Social Sciences - Item 5

Working Group 3

MEMBERS: Craig Janes (Chair), Jane Friesen, Van Truong, Tim Takaro, Steven Thompson, Sue Roppel

PROPOSALS FOR EVALUATION: Geography; Resource & Environmental Management; Urban Studies Program and Centre for Sustainable Community Development; Environmental Science Program; Faculty of Arts and Social Sciences - Items 2 and 4.

Working Group 4

MEMBERS: Jack Martin (Chair), Bob Krider, Van Truong, Kitty Corbett, Cheryl Amundsen, Sue Roppel

PROPOSALS FOR EVALUATION: Media, New Media, Communications, Information, Performance, and Dialogue; Contemporary Arts; Interactive Arts & Technology; Faculty of Arts and Social Sciences - Item 3; Canadian Centre for Studies in Publishing

Working Group 5

MEMBERS: Paul Budra (Chair), Jonathan Chu, Catherine Murray, Rob Woodbury, Sue Roppel

PROPOSALS FOR EVALUATION: Continuing Studies; Philosophy; Centre for Dialogue - Public Scholarship; Language Training Institute; Arts and Social Sciences - Item 1
APPENDIX F – SUMMARY OF TASK FORCE RECOMMENDATIONS

Recommendation 1: That a Faculty of Engineering and Computing be established.

Recommendation 2: That a new Faculty (name to be determined) comprised of the School of Communication, the School for the Contemporary Arts, the School of Interactive Arts and Technology and the Master of Publishing Program be established.

Recommendation 3: That an Environment Faculty (name to be determined) be established with the following founding units and programs:
- Environmental Science Program as a new Department of Environmental Sciences
- Department of Geography
- School of Resource and Environmental Management
- Centre for Sustainable Community Development
- Graduate Certificate Program in Development Studies

Recommendation 4: That a Faculty Interdisciplinary Programming Committee (FIPC) be established with the membership, principles, and blueprint development requirements as outlined in this report and further that this blueprint be presented to Senate for approval by April 2009.

Recommendation 5: That the School of Kinesiology be relocated to the Faculty of Science.

Recommendation 6: That units active in health research and programming pursue the development of new collaborative initiatives.

Recommendation 7: That a “SFU Health Network” be established.

Recommendation 8: That the Faculty of Applied Science be disbanded.

Recommendation 9: That a College of Lifelong and Experiential Learning be established.
9.1: That the College of Lifelong and Experiential Learning be the locus and home for the encouragement, coordination, interconnection, and development of interdisciplinary, cross-Faculty experiential learning programs.
9.1.a: That the Semester in Dialogue and the Centre for Dialogue be consolidated and that they be classified as a College Program within the College of Lifelong and Experiential Learning.
9.1.b: That the Vice-President, Academic establish a Committee for Experiential Learning (CEL), and that this Committee be established with a mandate to develop a plan for introducing an experiential credit for undergraduate students. We further recommend that the CEL be mandated to submit its plan to Senate by September 2009.

3 Here and elsewhere in this report we will make recommendations that particular processes be considered by Senate. We use the term “Senate” to represent the full process of review and consideration that leads to Senate approval. In no way do we wish to convey any alteration to the standard processes of consideration of approval that exist within the University.
9.2: That the College of Lifelong and Experiential Learning house the existing portfolio of Continuing Studies and Distance Education.

Recommendation 10: That the University establish a Simon Fraser University Institute for Advanced Studies of the highest caliber, made possible through a targeted fundraising campaign for this purpose. We further recommend that the University strive to realize its dream for the creation of the SFU–IAS by the year 2012.

Recommendation 11: That the University establish a new Office for Interdisciplinary Collaboration (OIC) with the design, mandate and responsibilities outlined in this report.

Recommendation 12: That the University’s Academic Policies be revised as follows:

12.1: That the Joint Appointments Policy be revised in consideration of the suggestions included in this report.

12.2: That the University develop a new policy which would allow for internal secondment of post tenure research faculty and permanent teaching faculty members for 2-5 year terms to Centres and Institutes.

12.3: That the University develop a new policy on Team Teaching.

12.4: That the University develop better provisions for the review of interdisciplinary research and teaching in all academic performance review processes.

12.5: That the Centres and Institutes policy be revised as envisioned in this report.

Recommendation 13: That the Vice-President, Academic in collaboration with the Deans and Vice-Presidents undertake the following:

13.1: Develop a series of incentive strategies and position funding arrangements that would lead to a substantial increase in the number of joint appointments at Simon Fraser University.

13.2: Review the current enrolment based funding allocation formula to identify ways in which funding can effectively flow to support supplementary interdisciplinary course credits offered through Centres and Institutes and new strategic and interdisciplinary program development.

Recommendation 14: That there be formalization and adequate commitments given to the Cognitive Science Program by participating units and that the Terms of Reference for the External Review Team of the Cognitive Science Program (scheduled for early 2008) specifically solicit the advice of the review team on the issues identified in the submission by Cognitive Science to the Task Force.

Recommendation 15: That Senate develop a submission template to ensure that sufficient commitments are in place for the development of new interdisciplinary programs and that such a template addresses the issues identified in this report.

Recommendation 16: That a new “Information and Communications Technology” (IT/ICT) program be collaboratively pursued at Simon Fraser University as follows:
16.1: A Joint Program Development Committee be established with representatives from Computing Science, Engineering Science, Interactive Arts and Technology, Business Administration, Cognitive Science, and potentially others;

16.2: The IT/ICT Joint Program Development Committee develop a report for consideration by Senate by September 2009 outlining the feasibility, faculty gap analysis, resource requirements and draft curriculum of implementing an IT/ICT program at SFU.

Recommendation 17: That the undergraduate publishing courses now offered by the School of Communication be consolidated with the Master of Publishing Program and that Continuing Studies publishing programming be further explored for consolidation with the Master of Publishing Program.

Recommendation 18: That the TechOne Program temporarily be moved to the new Faculty comprised of Contemporary Arts, Communication, Interactive Arts and Technology and Publishing.

18.1: That the Vice President, Academic establish a review committee to examine the design, future and resource allocation of the TechOne Program and to develop a written report by April 2009 for how all constituent units will be provided with a first-year cohort experience that effectively serves their disciplines.

18.2: That upon receipt of the report, and by no later September 2009, the Director of the TechOne program along with the Deans from the Faculty of Engineering and Computing, the new Faculty comprised of Communication, Contemporary Arts, Interactive Arts and Technology and Publishing, the Faculty of Business Administration, will propose to the Vice-President, Academic the future permanent home for the program. Once the location is agreed to by the Vice-President, Academic, a recommendation would then be forwarded through Senate for approval.

Recommendation 19: That the Faculty of Arts and Social Sciences present a detailed plan to Senate by no later April 2009 for the establishment of an independent unit for the study of foreign languages based on the vision identified in this report.

Recommendation 20: That the Report of the Language Instruction Committee (2005) be revisited by the Vice-President, Academic with the goal of implementing a coherent, consolidated, and sustainable strategy for English language learning at Simon Fraser University.

Recommendation 21: That a Student Mobility and Course Access Review Committee be established by the Vice-President, Academic to identify barriers to interdisciplinary educational experiences of students. We further recommend that a report of findings, recommendations for improvement, and a plan for implementation, be submitted to Senate by April 2009.

Recommendation 22: That the Dean of Graduate Studies research and recommend a strategy for supporting and stimulating the development of new interdisciplinary graduate programming and providing financial support to graduate students who undertake interdisciplinary projects. We further recommend that his report be presented to Senate for consideration by September 2009.
Recommendation 23: That the Network Support Group be relocated to the Faculty of Engineering and Computing in April 2009 and that it continue to support all areas of the University that it currently serves. Further, we recommend that in April 2010, the Vice President, Academic follow up with areas served by the Network Support Group to ensure that all areas continue to be effectively served.

Recommendation 24: That the structural elements as described this report be adopted as part of the structural framework for Simon Fraser University.

Recommendation 25: That the Vice-President, Research be mandated to develop a systematic and rigorous process of evaluation for the establishment and renewal of new Centres and Institutes.
APPENDIX G – REFERENCES CONSULTED

(Note we have not identified those bibliographic materials that were used only by the Working Groups).

Books:


Crossing Boundaries: Knowledge, Disciplinarities, and Interdisciplinarities, Julie Thompson Klein, University Press of Virginia, 1996.


Practising Interdisciplinarity, Edited by Peter Weingart and Nico Stehr, 2000, University of Toronto Press.


Articles / Papers / Proposals:


“Computing Curricula 2005”, a report produced by the Association for Computing Machinery (ACM), the Association of Information Systems (AIS), and the Computer Society of the Institute of Electronics and Electrical Engineers (IEEE-CS), an Information Technology, 2005.


InterConnection, Interdisciplinary Studies at Duke University, Volume 5, Issue 1, Fall 2006.


“One University in Many Places: Transitional Design to Twenty-First Century Excellence”, The President’s Response to the University Provost’s Recommendations Regarding the University Design Team Report, Arizona State University, April 2004

“Proposal to Create the University of Toronto Centre for Environment”, Proposal Submitted to the Deans of the Faculty of Arts and Science, and School of Graduate Studies, April 30, 2004, jointly by the Institute for Environmental Studies, the Division of the Environment and Innis College Environmental Studies program.


Websites:

University of Alberta, Office of Interdisciplinary Studies, http://www.uofaweb.ualberta.ca/arts/ois.cfm


University of British Columbia, College of Interdisciplinary Studies, http://www.cfis.ubc.ca/index.html

Wayne State University, Interdisciplinary Research and Education, Office of the Vice President Research, http://www.research.wayne.edu/idre
University of Tennessee, University Studies Program, http://notes.utk.edu/bio/unistudy.nsf

“Interdisciplinary Project in the Humanities”, University of Washington in St. Louis, http://www.artsci.wustl.edu/%7Eiph

“President’s Opening Address”, Dr. Drew Gilpin Faust, Harvard University, July 1, 2007.

Radcliffe Institute for Advanced Studies, Harvard University.


Stanford University Multidisciplinary Initiatives website, http://www.multi.stanford.edu/initiatives

Arizona State University website, http://mynew.asu.edu

Memo to Faculty Colleagues, Dr. B. Bruce Bare, Dean, College of Forest Resources, University of Washington, September 21, 2007.


Simon Fraser University Documents:

“A Vision for Environmental Programming at Simon Fraser University”, Jock Munro, November 5, 2007.


President’s Agenda, Dr. Michael Stevenson, Simon Fraser University. August 22, 2007.

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Strategic Research Plan, Simon Fraser University

Centres and Institutes Annual Report, 2007

University Policies:

- GP 38, Sustainability Draft Policy, Simon Fraser University, November 2007.
- R40.01 – Centres and Institutes Policy
o A30.03 - Faculty Workload Policy
o A11.07 – Joint Appointments
o A13.05 – Search Committees for Deans