“REMOVING BARRIERS: A DESIGN FOR THE FUTURE OF SFU”

Phase 2 Task Force on Academic Structure Discussion Paper

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from the members of the Phase 2 Task Force on Academic Structure

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Table of Contents

Acknowledgements ................................................................. 1

Volume I: Introduction and Background .................................... 5
   a. Setting the Stage ......................................................... 5
   b. Designing SFU for 2025 ............................................... 6
   c. Structure of Our Report .............................................. 10

Volume II: Major Structural Change ......................................... 12
   a. Process Overview ..................................................... 13
   b. Major Structural Recommendations of the Task Force ......... 15
   c. Overview .............................................................. 15
      i. New Faculties ..................................................... 17
         1. Faculty of Engineering and Computing .................. 17
         2. Faculty of Contemporary Arts, Communication & Design ...20
         3. Environment Faculty ........................................... 23
      ii. Health ............................................................ 31
      iii. Dissolution of Faculty of Applied Science ................. 33
      iv. College of Lifelong and Experiential Learning ............. 33
      v. Institute for Advanced Scholarship ........................ 41
   d. Summary .............................................................. 41

Volume III: Interdisciplinarity ................................................. 44
   a. What is Interdisciplinarity? ......................................... 45
   b. Process Overview ..................................................... 46
   c. Evidence of Successful Interdisciplinarity at SFU ............. 47
   d. Issues Raised and Areas Identified for Review, Support or Redesign ...47
   e. Multifaceted Strategy ............................................... 49
      i. Support, Facilitation, Championship ......................... 50
      ii. Centres and Institutes Reform .................................. 51
      iii. Policy Revision .................................................. 54
         1. Joint Appointments ............................................. 54
         2. Secondments Policy ........................................... 54
         3. Team Teaching Policy .......................................... 55
         4. Interdisciplinary Performance Review Mechanism ...........55
   f. Financial Support .................................................... 56
   g. Summary and Recommendations ..................................... 57

Volume IV: Programs, Processes and Other Activities .................. 59
   a. Specific Academic Program Areas ................................ 60
      i. Cognitive Science Program ..................................... 60
      ii. IT/ICT Program .................................................. 61
      iii. Publishing Program Consolidation ........................ 62
      iv. TechOne Program ............................................... 63
b. Existing Structures and Activities ...63
   c. Process Review ...65
      i. Student Mobility / Course Access Review ...65
      ii. Graduate Student Interdisciplinary Program Review ...66
   d. Infrastructure Support ...66

**Volume V: Academic Structural Elements** ...68
   a. General Overview ...69
   b. Department and School? ...70
   c. Independent Programs ...70
   d. College of Lifelong and Experiential Learning ...71
   e. College Programs ...72
   f. Centres and Institutes ...73
      i. Faculty Participation in Centres and Institutes ...76
      ii. Centre and Institute Quality Review ...76
   g. Summary and Recommendations ...77

**Volume VI: Implementation and Process Forward** ...78
   a. Implementation issues ...79
      i. Implementation Issues for Students, Faculty and Staff ...79
      ii. Implementation Issues for Administrative Areas, Systems and Infrastructure Support ...81
   b. Context for Costs ...82
   c. Specific Costs ...84
   d. Implementation and Prioritization of Recommendations ...85
   e. External Fundraising ...87
   f. What’s Next? – Consultation ...88

**Appendices**
   a. Appendix A – Principles to Guide Phase 2 Task Force
   b. Appendix B – Procedural Framework to Guide Phase 2 Task Force
   c. Appendix C – Phase 1 Task Force Summary of the Vision for SFU in the Year 2025
   d. Appendix D – Summary of Submissions to the Phase 2 Task Force
   e. Appendix E - Summary of Working Group Composition and Submission Distribution
   f. Appendix F – Summary of all Task Force Recommendations
   g. Appendix G - Bibliographic References
VOLUME I – INTRODUCTION AND BACKGROUND

Setting the Stage

In 1965, Simon Fraser University opened its doors to its first students, faculty, and staff. Since those beginnings only slightly more than 40 years ago, Simon Fraser University has grown into an internationally recognized, comprehensive research institution with about 30 Departments and Schools, six Faculties, more than 18,000 full-time equivalent (FTE) undergraduate students and 3,000 FTE graduate students, a faculty complement of approximately 900 FTE, and a staff complement of approximately 2,000 FTE.

The growth of the University has been extraordinary over the past decade alone, and we have witnessed dramatic changes in the range and scope of academic activities within the University including the expansion of our activities to span four campuses. We have also experienced significant changes in the external social, political, demographic, fiscal and intellectual contexts. During these changes we have, consistent with our legacy, kept our eye on the future to ensure that we are able to make meaningful contributions to society and the world in which we live through our research, teaching and outreach.

It is in the context of these forces that in October 2005, the Vice President, Academic created a Faculty Structure Task Force (hereinafter referred to as the Phase 1 Task Force) to examine the question:

_is Simon Fraser University’s current academic structure one that best reflects our qualities and strengths and one that will enable us to most effectively and visibly advance our strategic goals?_

Notably, this review did not occur within a context of financial crisis, crisis of reputation, or crisis of vision, often typical of restructuring exercises at other academic institutions.

After a year of detailed study and review, the Phase 1 Task Force concluded that “the University should consider and thoroughly examine the potential of alternative academic configurations, structures and/or systems of support” (p. 2).

And thus, on the basis of the Phase 1 Task Force findings, Senate approved the establishment of a Phase 2 Task Force on Academic Structure in November 2006. The mandate of this second phase was threefold:

1. Consider and evaluate proposals from the University community as well as those developed by the Phase 2 Task Force itself, and, following exploration and consultation

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1 Campuses include Burnaby Mountain campus, Surrey campus, Vancouver campus (which includes Harbour Centre, the Wosk Centre for Dialogue, the Segal Graduate School of Business, and the various Contemporary Arts studio facilities in the downtown eastside) and the Kamloops campus. We also have a presence at the Great Northern Way Campus, but due to the joint institutional nature of this development we have not claimed it as an SFU campus in this report.
with the University community, recommend to Senate an overall academic unit configuration for Simon Fraser University;

2. Consider and evaluate the coherence, roles, responsibilities, functions, administrative requirements, costs, and terminology of the structural building blocks employed at Simon Fraser University (i.e. programs, schools, departments, centres, and institutes) and, following exploration and consultation with the University community, recommend to Senate a strategy that will provide definitional clarity, administrative effectiveness, and appropriate differentiation among these structures; and,

3. Consider and evaluate the University’s effectiveness in incubating, facilitating, and supporting interdisciplinary research and programming and, following exploration and consultation with the University community, recommend structural and/or policy changes that will enhance interdisciplinary innovation in the future.

Senate also approved from the Phase 1 Task Force Final Report, eight principles and a procedural framework to guide the Phase 2 Task Force in its work. The principles and procedural framework are captured as Appendix A and B, respectively, to this report.

**Designing SFU for 2025**

The Phase 1 Task Force conducted its initial assessment of whether Simon Fraser University should further delve into issues of academic structure and interdisciplinarity in view of what the University should strive to be by the year 2025. Their vision is presented as Appendix C. Since the release of the Final Report of the Phase 1 Task Force in November 2006, there have been several significant developments in the external context.

First, in April 2007, Jeff Plant, QC, and Special Advisor to the BC Provincial Government, released a report entitled “Campus 2020 / Thinking Ahead: The Report” with the subtitle – “Access and Excellence, The Campus 2020 Plan for British Columbia’s Post-Secondary Education System”. This report lays out a series of targets for the provincial government that the author argues must be achieved if the government is to realize its “Great Goal” which aims to make British Columbia “the best educated, most literate jurisdiction” in North America by 2015 (Campus 2020, p. 3). Important among these targets for the Phase 2 Task Force are:

- “By 2010, BC will consistently be one of the three highest spending provinces in terms of provincial support for basic and applied research.
- By 2015, BC will achieve the highest level of participation in post-secondary education per capita in Canada, confer more post-secondary credentials per capita than any other province and rank top in the country on quality measures focused on student achievement.” (Campus 2020, p. 3)

The report argues that regional access must remain an imperative and that, to the extent possible “as we move down the path to 2020, we must ensure that the opportunity to learn close to home continues to be a core imperative of higher education.” (Campus 2020, p. 4)
With such a prominent commitment to post-secondary participation, Simon Fraser University must ensure that all of its programs are seen as a first choice for outstanding undergraduate and graduate students. The University has demonstrated its commitment historically, and through recent initiatives, to offer an unparalleled educational experience for students. At the undergraduate level, initiatives such as the Student Learning Commons, the undergraduate curriculum initiative (W-Q-B), the cohort approach to learning at the Surrey campus and in first year programming (Explorations, TechOne, and Science One), our innovations in pedagogical delivery as exemplified by the Semester in Dialogue, the joint-degree program in Computing Science, and proposed international experiential programs in Business Administration and Arts and Social Sciences, are all exemplary of this commitment. Further, our trimester operations, tutorial system, and flexible programming structures all signify our commitment to a unique undergraduate educational experience. At the graduate level, Simon Fraser University has established a strong record of excellence in disciplinary and interdisciplinary studies across the University. Our outstanding researchers, world-class Chairs, and research success as demonstrated by research council and other support, all provide a top-level graduate learning environment. We recognize these successes, but also believe that we can do more. The Task Force proposes additional structures and initiatives in this report that we believe will build on the past successes of Simon Fraser University and will ensure that we offer one of the best educational experiences and learning environments for undergraduate and graduate students in the country, attracting the highest quality students from around the world.

The Campus 2020 report further notes that academic excellence must be the cornerstone of the province’s post-secondary educational strategy: “Our research-intensive institutions must continue to be the key incubators of the innovation needed to address our most pressing social and environmental challenges and to develop a strong economy. They must also be places of teaching excellence, and they must be destinations of choice for the best and brightest students from across the province and around the world.” (Campus 2020, p. 4) The imperative of serving as an incubator of innovation as we address pressing social and environmental challenges is an important motivational underpinning for the ultimate recommendations found within this Phase 2 Task Force report. The Task Force believes that the additions we offer to structural building blocks to enable incubation and adaptability, the areas of new focus for the University that we recommend through alignment of academic units and new program creation, and the multifaceted strategy we suggest for interdisciplinarity, will help Simon Fraser University play a fundamental role as an incubator of innovation and as a place for addressing pressing social and environmental challenges in our changing world.

A second recent contextual change is the appearance of a new tiering of the Canadian University system. Universities that consider themselves to be Tier 1 are typically those research-intensive institutions with medical schools. However, recently the University of Waterloo has become part of the Tier 1 league. We are concerned that the tiering of Canadian Universities may have a direct impact on the way in which universities generally are able to participate in, and exert influence upon, provincial, national and, potentially even, international research agendas. We must ensure that Simon Fraser University is widely recognized nationally and internationally as a Tier 1 University should the tiering that appears to be on the horizon actually take hold within the Canadian post-secondary context. As a consequence, we believe that it is imperative for
Simon Fraser University’s research excellence to be better profiled and better facilitated, especially in the most pressing areas of societal need such as health and the environment. Further, as the future of research success is comprehensively intertwined with excellence in graduate education, we believe we should look for opportunities to significantly expand our graduate offerings and more effectively involve graduate students in our research activities.

A third contextual change that deserves noting is the increasing profile and attention to issues of environmental concern. The awarding of the Nobel Peace Prize this past month to a group including Al Gore for drawing attention to issues of global warming and climate change is illustrative of the level of societal importance and the inescapable conclusion that the world must become urgently proactive in discovering and studying solutions to environmental problems. It did not go unnoticed by the Task Force that within a day of the awarding of the Nobel Peace Prize, universities across Canada rushed to report in local and national newspapers the members of their faculty who have been actively involved in the various national and international global change programs and related initiatives.

A fourth recent development in the external environment is the noticeable move by universities and funding agencies internationally over the past 5-10 years to integrate knowledge communities in an effort to enhance knowledge creation and address socially relevant global issues. The transformation of the Canadian Medical Council into the interdisciplinary Canadian Institutes for Health Research, the United States National Research Council’s 2001 study and identification of the eight “Grand Challenges” confronting the large Environmental Observatories, the multi-billion dollar initiative by Stanford University to develop four multidisciplinary initiatives, the blossoming of a literature, and perhaps the appearance of a nascent field of study in interdisciplinary pedagogy, is in evidence.

Within the Canadian University sector, there are signs of response. As examples, we have seen in 2007 alone the creation of a semi-virtual College of Interdisciplinarity at the University of British Columbia, and the development of three new virtual Interdisciplinary Schools at the University of Saskatchewan. We have also seen an increase in program funding envelopes with criteria seeking demonstration of interdisciplinary research teams. All of these are testament to the changing intellectual context. And while some skeptics may view these developments as the trend of the “00s”, the President of Stanford University, Dr. John Hennessy, has argued that the transformation of knowledge and understanding by multidisciplinarity will be as revolutionizing as technology has been over the past two decades. The Task Force believes that there is compelling evidence to support his prediction.

Fifth and finally, the Task Force has observed a significant shift in the positioning of major United States institutions towards expanded engagement, connectivity, and efforts to be relevant to communities and individuals around the world. It is apparent that the major US Universities are looking outwards and are taking their obligation to be socially responsible to a scale, and in

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2 The initiatives are: (1) The Initiative on Human Health, (2) The Initiative on the Environment and Sustainability, (3) The International Initiative and (4) The Arts Initiative: Engaging the Arts and Creativity (see website for further details http://multi.stanford.edu/initiatives/).

3 This was a report of his words by Dr. Roberta Katz, Associate Vice President for Strategic Planning, Stanford University.
ways, previously unimagined. Two examples are indicative of these trends. With regard to expanded community engagement, we note that Arizona State University, which recently launched its mission to set “The Golden Standard” for universities in the United States, has as two of only eight design imperatives “societal transformation – where the ASU will be a force, not only a place” and “social embeddedness – where the goal is to diffuse the boundaries between the University and the community that it serves”. (ASU website http://mynew.asu.edu/)

We have also noticed significant initiatives in the resuscitation of the arts and culture as a key role for, and responsibility of, universities. An example of the revival in arts and culture is evidenced by Stanford University, who, in response to demand by external donors and friends of the University, have set as one of their four multidisciplinary initiatives, “The Arts Initiative: Engaging the Arts and Creativity”. This initiative was commenced in 2006. Coordinated through the Stanford Institute for Creativity and the Arts, the Institute has been mandated to “act as the nerve center for the development of new undergraduate arts programs, hosting artists in residence, administering new multidisciplinary graduate degree programs, awarding grants for multidisciplinary arts research and teaching, incubating collaborative performances and exhibitions and providing centralized communication”. (Stanford website http://multi.stanford.edu/initiatives/)

Within the context of these above five observations, the more detailed internal and external context framework provided in the Final Report of the Phase 1 Task Force, the analysis and recommendations of the five Academic Structure Working Groups, and the feedback received from the University community, the Phase 2 Task Force has concluded that we must design Simon Fraser University for 2025 so that it will emblemize four key qualities. We note that many of these attributes are currently in evidence in various areas of the University. We recognize these strengths and aim to build upon them.

(1) Faculty members will see Simon Fraser University as a place where they can effectively pursue disciplinary and interdisciplinary knowledge discovery, application, and practice of their art; where they can easily share their discoveries, applications and arts with colleagues and communities; where they are able to identify and engage with colleagues with whom they wish to collaborate; where their energy and creativity for programmatic and research innovation will find incubation, support and development; and where this environment will lead to the attraction and retention of a world-class academic complement.

(2) Graduate students will see Simon Fraser University as a place where they are afforded an expanded range of outstanding programmatic options; where there is a diverse range of opportunities for disciplinary and interdisciplinary courses of study; where they are intimately connected with the research agenda and activities of the University; and where this combination will continue our success in recruiting superb students interested in pursuing advanced exploration of disciplines and interdisciplines.

(3) The design of our undergraduate programs will be recognizably distinct and of exceptional quality providing students with life-changing experiences, a wide range of opportunities to study within, and at the intersections of, disciplines, and which,
therefore, will continue to attract students of the highest caliber from local, national and international origins.

(4) Our communities, both locally and internationally, will see Simon Fraser University as a place where we fulfill our social responsibility to provide learning opportunities to all members of society through a comprehensive collection of programming that spans non-credit and credit learning; where we actively pursue and contribute to understanding and knowledge development concerning the social and environmental problems of the world; and where we provide our students with opportunities to learn with others and participate in initiatives in communities around the world.

As we develop our recommendations, we will strive to build upon our existing strengths and accomplishments and ensure that, throughout Simon Fraser University, these qualities are showcased.

Structure of Our Report

Given the significant ground to be covered over the course of our threefold mandate, the Task Force has decided to organized our report into volumes. These are necessarily interrelated, but can also stand as topic focused sub-reports.

Volume II – Major Structural Change: This volume provides the core recommendations of the Task Force with regard to changes in the academic structure - the creation of three new Faculties, the disbanding of the Faculty of Applied Sciences, the creation of a new College of Lifelong and Experiential Learning, and a proposal for the development of a Simon Fraser University Institute for Advanced Scholarship.

Volume III – Interdisciplinarity: In this volume, the Task Force identifies the successes of Simon Fraser University to date in supporting interdisciplinarity, highlights existing barriers to effective pursuit of interdisciplinary teaching and research, and lays out a multifaceted strategy for improved facilitation, nurturing and incubation of interdisciplinary initiatives.

Volume IV – Programs, Processes and Other Activities: This volume presents the Task Force’s recommendations related to specific programs such as a new IT/ICT Program, TechOne, the Cognitive Science Program, and consolidation of Publishing programs and initiatives. In addition, this volume recommends the creation of several process reviews designed to enhance the student experience. Finally, Volume IV speaks to several issues raised by various areas of the University community in submissions to the Task Force.

Volume V – Academic Structural Elements: Notable in this volume is the definition and conceptualization of a new entity – the College of Lifelong and Experiential Learning – and a sub-category of structure, the College Program. Also of critical importance in this Volume is a re-conceptualization of the Centres and Institutes R40.01 policy envisioned with a considerably more expansive taxonomy (3 categories of Centres and 2 categories of Institutes).
Volume VI – Implementation and Process Forward: This final volume of our report speaks to issues of implementation, costs analysis, impact on individuals, and administrative process. It also importantly identifies the consultation path forward for the consideration and debate of our report and its recommendations.
VOLUME II – MAJOR STRUCTURAL CHANGE

Process Overview

In January 2007, the Task Force issued a call for proposals regarding the academic structural configuration of the University. This call produced 25 proposals from a broad cross-section of the University (see Appendix D for a list of submissions). Given the number of proposals received and the need for detailed investigation and evaluation of each, the Task Force created five Academic Structure Working Groups (see Appendix E for the Working Group composition and submission assignment). Each Working Group was chaired by a member of the Task Force and augmented with several faculty members from the University community who had cognate interests in the proposals being considered but who were not from any of the units identified in the proposals. A student representative, either graduate or undergraduate, was also a member of each Working Group.

The Working Groups engaged in extensive consultation with the units and individuals from which proposals were submitted and met with interested members of the University community who wished to discuss proposals with the Working Groups. Working Group 3 which considered proposals from the broad areas of environment, development and sustainability, also held an Open Forum on the Environment for all interested members of the University community. In total, more than 260 members of the University community were consulted as part of the Working Groups’ activities. In June 2007, each Working Group submitted a report to the Task Force containing their assessment of the submissions and their recommendations. These reports are available for review on the Task Force website.

Upon receipt of the Working Group reports, the Task Force held five Open Forums - one on each of the Working Group reports. In total, approximately 225 members of the University community interacted with the Task Force and provided their views and insights on the recommendations and contents of the Working Group reports. A summary of feedback received at the five Open Forums is available for review on the Task Force website. In addition, all written feedback to the Task Force is available on our site.

Three exceptions to the general support of the Working Group directions are noteworthy:

(1) Health

In essence, Working Group 2, which dealt with proposals around the area of health, recommended the realignment of Kinesiology to the Faculty of Science, and the creation of a Collaborative Health Research Institute to stimulate the development of increased collaboration and communication between the Faculty of Health Sciences and other individuals and units engaged in health research and teaching across the University. Initially, in response to this report, the School of Kinesiology reiterated their interest in joining the Faculty of Health Sciences as an intact unit. As understanding of orientations, philosophical underpinnings, and worldviews evolved between members of the Faculty of Health Sciences and School of Kinesiology, the School of Kinesiology subsequently determined for a number of reasons outlined in Volume II, that realignment to the Faculty of Science would prove a
better environment for them. Additionally, there was little interest by anyone in the creation of a broad Collaborative Health Research Institute.

(2) College of Lifelong and Experiential Learning

There has been mixed support for this initiative. We believe the majority of concerns can be classified into one of four issues: the significant new direction for the University that this proposal represents and our collective conservative inclinations to proceed cautiously and with known entities; the uncertainty over what is envisioned for the academic oversight of credit programming within the College; concerns about whether this represents a de-facto expansion of the portfolio of Continuing Studies; and, concerns about the ways in which this structure may be perceived to overlap or potentially duplicate activities that are occurring within other academic areas of the University. Further, while there is evidence of strong support in some quarters for an experiential credit component for undergraduate education, there are a number of unanswered questions as to how this would intersect with the W,Q,B initiative, what its impact might be on degree completion timeframes, and the view that this might be the creation of unnecessary administrative bureaucracy for activities that could be diffusely accommodated within existing academic units, elements of which already exist or are being developed.

(3) Language Training

The recommendation by Working Group 5 to reposition the Language Training Institute outside of the Department of Linguistics has received general support from the majority of the members of the Language Training Institute but we understand there is a desire for continued connection with the Faculty of Arts and Social Sciences. The Dean’s office of the Faculty of Arts and Social Sciences does not support any change to the positioning of the Language Training Institute. The Working Group proposal to relocate this unit into the new College of Lifelong and Experiential Learning has received opposition. We believe that the primary reasons for this opposition are fourfold: (1) there are resource implications for the Faculty of Arts and Social Sciences attributed to the Language Training Institute; (2) some view the Language Training Institute as intimately connected with the research being conducted in the Department of Linguistics in areas of language pedagogy, language learning, and language and culture; (3) the Working Group report may not have clearly outlined the view of its members that they did not see area-based language learning (such as French, Ancient Greek, etc.) moving to the College which raised concerns by the area-based disciplines; and, (4) there appears to be misunderstanding about what the vision for the College is, which we believe is leading to some false assumptions about the academic quality and interconnection of its activities with disciplines across the University.

The issues and concerns identified above will each be addressed in the corresponding subsection later in this Volume.

In consideration of the content of the Working Group reports and the feedback and issues raised through the consultation process, the Task Force initiated several follow up processes as follows:
• The Schools of Computing Science and Engineering Science were asked to provide the Task Force with further input as to what the unique arguments were for a combination of their two units, what collaborative initiatives they envisioned in the future, the distinctiveness of their plans within the Canadian context, and the implications for their proposal on the Network Support Group.
• The Task Force requested that the Schools of Communication, Contemporary Arts, Interactive Arts and Technology, and the Master of Publishing Program each provide the Task Force with their unit’s view as to the proposal from Working Group 4 for the creation of a new Faculty that would be comprised of their units.
• The Task Force also initiated an independently-led visioning process on a potential initiative in the environment for Simon Fraser University. Dr. Jock Munro, professor emeritus of Simon Fraser University, was appointed to this role. Dr. Munro prepared a draft discussion paper, held an Environmental Visioning Workshop with 16 faculty members, and hosted an Open Forum on the Environment on November 1, 2007 as part of his activities as facilitator. Dr. Munro’s final report was submitted to the Task Force on November 6, 2007.
• The Task Force explored with each of the stakeholders in the TechOne program possible location of that program should the Task Force recommend the creation of new Faculties that would position the units that the TechOne serves in multiple Faculties.
• The Task Force sought a response from each of the units that submitted a proposal to the Task Force in the area of the environment for their feedback on a proposal by the Task Force for the establishment of a new Faculty in the environment and the nature of a planning blueprint to be developed by an Environment Planning Committee.

Major Structural Recommendations of the Task Force

Overview

Although the rest of this volume will provide full discussion of our recommendations, we thought it might be helpful to the reader to have an overall vision of the changes we propose in relation to the University’s academic structure. The major changes that are being recommended by the Task Force are as follows:

• the elimination of the existing Faculty of Applied Science

• the creation of three new Faculties:
  o Faculty of Contemporary Arts, Communication and Design (exact name to be determined) consisting of the Schools of Communication, Contemporary Arts, Interactive Arts & Technology and the Master of Publishing Program
  o Faculty of Engineering and Computing, comprised of the Schools of Engineering Science and Computing Science.
Faculty of Environment and Sustainability / Faculty of Environment (name to be determined) initially comprised of the School of Resource and Environmental Management, the Department of Geography, the Environmental Science Program, the Centre for Sustainable Community Development, and the Graduate Certificate Program in Development Studies.

- the realignment of the School of Kinesiology to the Faculty of Science

- the establishment of a College of Lifelong and Experiential Learning comprised of two divisions:
  - Experiential Learning Division initially including an amalgamated Semester in Dialogue and the Centre for Dialogue, and a Foreign Language Studies Program
  - Lifelong Learning Division comprised of the existing Continuing Studies activities, and Distance Education

- the future development of an Institute for Advanced Scholarship

A series of other recommendations appear within the detailed discussion that follows this summary. A summary list of all recommendations of the Task Force is provided as Appendix F.

Should Senate and the Board of Governors ultimately approve the recommendations of the Task Force, the future overarching academic structure of Simon Fraser University would appear as follows:

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4 The new Faculty will have to be identified through a collaborative naming process. The term “Sustainability” is important to the Centre for Sustainable Development and to the Graduate Certificate Program in Development Studies. Resource and Environmental Management would like a name that is communicative of the interdisciplinary vision of the Faculty and the plans for integrating environmental research and teaching across the arts, humanities, and social, applied, and natural sciences. The Department of Geography clearly prefers the straightforward name Faculty of Environment. During the activities of Working Group 3 and the Task Force, we considered various names for the new Faculty. To some the term, “Faculty of Environment” conveys a historic conceptualization of study in the environment that existed during the 1970s. To others, the term sustainability potentially communicates a passing trend and a framework of activism that is not seen a suitable for a permanent structural entity within the University. The Task Force view is that the term must be chosen so as to communicate effectively to the external community that the initiative in the environment at Simon Fraser University is built upon a vision of integration across the disciplines, that deals with problem-centered topics, and which speaks to a broadly conceived scope of activity. For reference throughout the remainder of the report we will simply call the new Faculty the “Environment Faculty” so as to demonstrate no position on the name by the Task Force.
New Faculties

Faculty of Engineering and Computing

The original submissions of the Schools of Engineering Science and Computing Science called for the creation of a new Faculty comprised of their two units. In its examination of issues, Working Group 1 created a list of six potential structural configurations that might effectively house these units. (WG 1 report, p. 9) Four critical issues needed to be answered: (1) To what extent does the vision for the future of the University wish to strategically highlight Computing and Engineering?; (2) Should Simon Fraser University integrate a more comprehensive notion of computational sciences through the inclusion of departments such as Mathematics and Statistics & Actuarial Science?; (3) What is the likelihood of success and distinctiveness of a Faculty comprised of the Schools of Computing Science and Engineering Science within a national context?; and, (4) What is distinct about their arguments within the internal SFU context? We have the overriding fifth question that we must assess for all proposals: that being, how would a new Faculty of Engineering and Computing help Simon Fraser University exemplify the four qualities that we wish to define ourselves by in 2025?

Simon Fraser University’s School of Engineering Science was created in 1983 as a unique, elite, and atypical, engineering programming, offering distinctive programming from other British Columbia universities. The School’s high technology focus with programming options focused on such advanced technologies as microelectronics, robotics, mechatronics, biomedical
engineering, multimedia, systems, and telecommunications, set it apart from other Engineering programs across the nation. Other Engineering programs and Faculties across the country generally offer a larger spectrum of traditional engineering disciplines such as mechanical, civil, chemical, materials and aeronautical engineering. Our distinctiveness has enabled Simon Fraser University’s School of Engineering Science to retain a fairly high stature nationally despite its generally smaller size and less diverse breadth of traditional engineering programming.

The distinctiveness of Simon Fraser University’s Engineering Science School also situates it for alignment with our School of Computing Science which has at its core a technology and computational focus to its programming. Research and teaching specialization in the School of Computing Science occurs in areas such as graphics and usability, computer vision, and autonomous robots, as well as cross-disciplinary fields such as medical computing, bioinformatics, computational linguistics, and computer-based music.

Given the generally traditional foci of Engineering units at other Canadian institutions, relatively few institutions have such a complementary program relationship between their Computing and Engineering programming as evident at Simon Fraser University. Those leading U.S. institutions that share this feature of complementarity – such as MIT, Stanford, Berkeley, Harvard, and Northwestern – all have both Computing and Engineering within a Faculty or College of Engineering.

This interconnectedness between Computing Science and Engineering Science is in evidence in new program initiatives such as the Mechatronics Systems Engineering (MSE) Program. The launch of the program has exceeded high expectations in the areas of student demand and the ability to attract outstanding students. In the first year of the program’s operations (commencing September 2007), the MSE Program attracted nearly double the anticipated enrolments, with 71 students enrolled for Fall 2007.

Given the technological and computational focus of both of the Schools of Computing Science and Engineering Science, the Task Force considered the option of placing Computing Science and Engineering Science in closer proximity to the Department of Mathematics. This could be accomplished either by moving the Schools of Engineering Science and Computing Science to the Faculty of Science or by the realignment of Mathematics to a new Faculty structure comprised of the three units. The most comprehensive set of multidisciplinary collaborations both in research and teaching for the School of Computing Science actually exists with the Department of Mathematics. We note that this strong collaborative environment is effectively managed across Faculty boundaries and thus, we do not see Faculty boundary divisions as an obstacle that requires redress by us. Importantly, the Department of Mathematics has equally, if not stronger, interconnections with the Department of Statistics and Actuarial Science and thus any re-conceptualization of the location of Mathematics would by necessity require the realignment of Statistics and Actuarial Science as well. Notably, both departments are thriving within the Faculty of Science and are contributing significantly to the overall profile and strength of that Faculty and to the goals of Simon Fraser University for the year 2025 with regard to the nature of the faculty complement, undergraduate and graduate student experience, and outreach and engagement with our communities. As a consequence, we do not believe any structural proposal that would potentially jeopardize this success, is warranted or justified. We would also
note that the preeminent example of the combination of Computing and Mathematics occurred at the University of Waterloo some twenty years ago. It has led, by all accounts, to exceptional success for the institution. It is not clear, however, that the opportunities that presented themselves twenty years ago, are necessarily still in place today, and therefore a move in the direction of bringing these disciplines together in a structural way may have had its moment in history.

The successful nature of the collaborative relationship between Computing Science and Mathematics is also found in collaborations between Engineering Science and other areas of the University, such as Kinesiology in the joint Biomedical Engineering program, and the joint degree program offered between the School of Engineering Science and the Department of Physics. We note the clear articulation by Computing Science and Engineering Science’s vision for stimulating both core and interdisciplinary development in the future:

“...Interdisciplinary programs with units outside [a new faculty] will remain important, and the new faculty will strongly support creation and expansion of such activities while preserving, advancing, and promoting the traditional engineering and technology programs. A prerequisite to successful interdisciplinary programs is strong core disciplines. We envision that the new proposed faculty will nurture and expand the core disciplines in CS and ES while fostering a culture that supports interdisciplinary work through forging strong links with other faculties in the University. For example, by applying engineering and computing technologies to problems in medicine and health related areas, biology, and the environment; establishing stronger ties to Business, Arts and Social Sciences; fostering the emerging nanotechnology revolution with the Faculty of Science; and promotion of the power of information technology through the University.” (page 2, joint submission to the Task Force, October 24, 2007)

A recent 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), entitled “Computing Curricula 2005” reviews five closely related disciplines: Computer Engineering, Computer Science, Information Technology, Information Systems, and Software Engineering, and provides recommendations on the future of these fields. The foci identified by the School of Computing Science and the School of Engineering Science in the areas of Computer Engineering and Information Systems, as well as the new emergent areas of biomedical engineering, mechatronics, telecommunications and information technology are among those highlighted by the “Computing Curricula 2005” report as critical areas in the future of the disciplines. As a consequence, keeping the partnership and relationship between Computing Science and Engineering Science together would help to position Simon Fraser University to assume a leadership role in these emerging areas of their disciplines.

The School of Computing Science boasts one of the largest graduate student complements in the University. It is imperative as we strive to expand our research profile and activity that we support the interconnection and fostering of research excellence through the contributions of our graduate student programming. We must, therefore, ensure that an area that is able to contribute significantly to these objectives of the University is well supported within the structural
configuration of the University. The Task Force understands from the School of Computing Science that the increased attention and visibility that will be achieved through its establishment as one of two core members in a Faculty of Engineering and Computing will reaffirm the University’s excellence in graduate education in this area and should result in the continued attractiveness and recruitment success by Computing Science.

The School of Engineering Science seeks to expand its graduate programming. With Engineering units at 36 other Canadian universities showcased in stand-alone Faculties bearing that name, the Simon Fraser School of Engineering Science believes that the visibility brought to their discipline by a new Faculty is a critical component to future recruitment success of graduate students. It is argued that outstanding graduate students look to study at institutions that have clearly defined, highly profiled, and focused attention on the discipline. Further, in combination with the compatibility to graduate programming Computing Science, it is believed that student recruitment initiatives can be effectively planned and marshaled in collaborative, cost effective ways between the two disciplines. With heightened profile and visibility for the Faculty of Engineering and Computing, the School of Engineering Science also believes this will lead to increased success in research grant competitions and a shift towards increased faculty engagement with graduate student supervision and collaborative research projects.

This draws us to the question as to whether the University seeks to highlight and profile Computing Science and Engineering Science as a strategic area of focus within the organizational structure of the University and in our communication of dominant strengths to the external community. With a current combined complement of over 70 faculty members, an ongoing program of expansion initiated through the provincial government Doubling the Opportunity (DTO) initiative for computing and engineering programming, a positive reversal to recent enrolment declines, the continued witness of technological and computational transformation of society, and the potential for Simon Fraser University to lead innovative disciplinary and interdisciplinary graduate and undergraduate programming innovation and expansion within North America, we conclude that the units of Computing Science and Engineering Science offer a compelling case for distinction within the overall academic organization of the University.

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

Faculty of Contemporary Arts, Communication, and Design (name to be determined)

Working Group 4 provided a comprehensive assessment and rationale of the reasons in support of creating a new Faculty comprised of the Schools of Communication, Contemporary Arts, and Interactive Arts and Technology. In addition, the report provided recommendations with regard to the Master of Publishing Program. We note that the Working Group proposed the working name of a new “Faculty of Contemporary Arts, Communication and Design” but this name does not have the support of the various constituent units and they would prefer to engage in a process to name the Faculty if approved.
The Task Force found the Working Group’s portrayal and articulation of the reasons for joining together Communication, Contemporary Arts, Interactive Arts and Technology, and the Master of Publishing Program into a new Faculty compelling:

“The creation of a Faculty of Contemporary Arts, Communication and Design is intellectually and socially appropriate and timely. Significant innovations in technology and media historically have exerted tremendous influence on human societies and cultures, and have created new possibilities for communication, self and other understanding and expression, and interaction with the biophysical world. Applications of new technologies and media permeate every facet of contemporary life, and have enabled forms of communication, art, and design that are significantly restructuring our forms of life, understanding, and agency. The scholarly study of such applications and their socio-cultural, psychological, and aesthetic impact, including ways of representing critically and expressively the nature of this impact on the human condition, is necessarily interdisciplinary. It is this scholarly impulse that is shared widely amongst members of faculty in the Schools of Contemporary Arts, Communication, and Interactive Arts and Technology, and which provides a foundation for a wide range of applied and basic research centered on our use of new technology and media, and the ways in which we are affected and altered by this use.” (WG 4 Report, p. 13)

The Task Force further endorses the view by Working Group 4 that there are unique opportunities and contextual factors for each of the units that support their enhanced profiling and the commitment by the University to articulate them as part of its strategic strength to the external community. With the world’s attention on Vancouver for the 2010 Olympics and a new venue in the downtown Eastside of Vancouver, the School for the Contemporary Arts at its new Woodward’s site in 2009 can help realize President Stevenson’s vision for Simon Fraser University as an international destination for arts and culture, and as a flagship for multifaceted and diverse social interaction within an urban community. Further, the Task Force believes that the University has a social responsibility to preserve and promote the arts and art-making as a societally important activity.

The School of Communication attracts one of the largest departmental undergraduate student complements in the University and it has established a prominent national reputation for excellence. Further its undergraduate student enrolment has increased by over 25% in the last five years alone. Notwithstanding this success, there will be several recruitment challenges for the School of Communication in the future. Undergraduate communications programs are dramatically expanding within the British Columbia University College system at institutions such as Malaspina, Kwantlen, and Capilano. While there are currently restrictions on these programs enabling them to offer only two years of study in communications, it is anticipated that there will be a move toward full baccalaureate offerings within the BC College System in the not-too-distant future. Further, increased competition is in evidence from the emergence of new initiatives in communications programming and research at universities such as Ryerson, York and the University of Calgary. As the Working Group 4 noted, “The University that will rise to lead the nation will be one that is (a) clearly distinctive from competitors, (b) provides students with an exceptional learning experience, and (c) builds interdisciplinary understanding upon core
disciplinary strength. It is a critical moment and opportunity for the future of Simon Fraser University’s School of Communication.” (WG 4 Report, p. 18)

The Task Force believes that positioning the School of Communication as one of four signature units within a new Faculty of intellectually cognate areas who share a philosophical commitment to interdisciplinarity, experiential, integrative and imaginative learning environments and who are energized by the potential of their combination to develop new undergraduate and graduate programming areas and to play an enhanced role in representing the strategic strengths of the University, will enable it to successfully seize the opportunity that is before it.

Created in 2003, the School of Interactive Arts and Technology has become one of the leaders in Canada in a field where art, technology, and design converge. Since 2003, a number of institutions have emerged on the stage to share the prominence of this integrated trilogy. While we believe that Simon Fraser University’s School remains a leader, we also feel it critical that its development be nurtured, and its maturity facilitated, so as to assure its leadership position for the future. This requires, in our view, the positioning of the School within an environment that is defined by its shared philosophical orientation to the value of art, design and technology; to the commitment to interdisciplinarity and pedagogical innovation; to the recognized contributions of art and art making, natural and applied science, and theoretical and epistemological research. While the School has endeavored to create an environment of internal balance among its elements, it is equally critical to the School to have external balance in its neighboring community of units. The addition of the School of the Contemporary Arts into the new Faculty will provide important connectivity to art and design elements within SIAT. There is, however, a perceived gap by the technology area to have lost some of its external balance by the removal of the Schools of Computing Science and Engineering Science. It will be critical to develop “expressways” (to quote the Director of SIAT) between the two Faculties, and the proposed new collaborative programming in the IT/ICT area (see Volume IV) should be expeditiously developed and located at the Surrey campus.

The Master of Publishing Program has earned a national reputation as a leader in the publishing industry in Canada. Its unique approach to professional programming, its quality, and its head-start in the field, have contributed to significant success. Should the Publishing activities of the University be consolidated under a single umbrella hosted by the Publishing Program – including the Master of Publishing Program, the Undergraduate Minor in Publishing, and the Writing and Publishing Program in Continuing Studies - we believe this would lead to a more expansive and potentially greater presence for Publishing Studies at Simon Fraser University in the future. We explore program amalgamation in Volume IV of this report.

Opportunities for inter-unit collaboration by the Schools of Communication, Contemporary Arts, Interactive Arts and Technology and the Publishing Program, would be prevalent within a new Faculty. Examples of potential programs include Screen Studies; Technology and Society; Citizenship and Democracy in a Globalizing World; Global Media and Communication;
Information Technology; Publishing and Technology\(^5\); and Sport, Commerce, Culture and Community, to name just a few.

Taken together, the Task Force believes that there is a clear and defensible rationale and an energizing and exciting opportunity for the University community should Senate approve the Task Force’s recommendation for the creation of a new Faculty 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.

Importantly we note that there is almost total unanimity\(^6\) within all four of the units that a new Faculty comprised of their units would provide an excellent academic environment for their success as researchers and educators.

**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.

**Environment Faculty**

The environment has emerged as a dominant global issue that permeates our society at all levels. Environmental concerns will increasingly influence the way people live on the planet and shape global aspirations for improving human wellbeing and health. The University is uniquely positioned to contribute to the global environmental challenge. This is because of its a key role in education and research as well as its inherent quality of universality which puts the university in the unique position of housing expertise in the many areas of sciences and humanities relevant to addressing environmental problems. Furthermore, universities recognize that to remain relevant and receive broad support from all aspects of society, it is important to respond to the need for engagement in the area of the environment.

The National Research Council of the United States in 2001 published a report entitled the “Grand Challenges in Environmental Sciences”. This report sought to identify a limited number of “major scientific tasks that are compelling for both intellectual and practical reasons, [and] that offer potential for major breakthroughs on the basis of recent developments in science and technology”. (Grand Challenges, p.2) The eight grand challenges identified were: biogeochemical cycles, biological diversity and ecosystem functioning, climate variability, hydrologic forecasting, infectious disease and the environment, institutions and resource use, land-use dynamics, and reinventing the use of materials. In the report, the National Research Council described the complexity of solving environmental problems:

> “Perhaps even more challenging for science is that the outcomes of interest within each

\(^5\) This labeling by the Working Group is intended as a representation of potential collaborations that would explore the evolving technology in the publishing industry. It is not a term originating from the Master of Publishing Program.

\(^6\) Voting results on motions to participate in a new Faculty resulted in only three (3) faculty members from all Schools not supporting a motion for inclusion and two (2) faculty members abstaining from the vote.
grand challenge depend simultaneously on change in more than one driving variable. The grand challenges require problem-oriented science that can integrate physical, biological, chemical, and human systems well enough to predict the response of critical regions or phenomena to multiple causal variables, sometimes referred to as multiple stresses. Understanding the interactions of these systems is imperative, because the many environmental factors now undergoing change make it difficult to assess the impact of any single change in the Earth system (particularly changes in human activities), and thus it is difficult to assess the outcomes of specific mitigation and adaptation strategies.

Understanding how environmental and human outcomes are affected by multiple driving variables lies beyond the capacity of any single environmental science discipline. Studies focused on single causal variables are typically inadequate and potentially misleading. As emphasized throughout this report, the needed understanding will require true integration of the social sciences and engineering, as well as various disciplines within the natural sciences, around common research problems.” (Grand Challenges, p.71)

The “Grand Challenges” report was followed in September 2007 by a report titled “Rising to the Challenge: Integrating Social Science into the Natural Science Foundation Environmental Observatories” by Resources for the Future. It provided a series of recommendations to the national funding organizations of the United States for how to effectively design integrative research projects and transform, through participation by the social sciences, the well established environmental observatories which collect only natural science data.

In 2005, the United Nations declared 2005-2014 to be the Decade of Education for Sustainable Development. This has been followed by three major new higher education initiatives in the United States: the Higher Education Associations Sustainability Consortium (HEASC), the Disciplinary Associations Network for Sustainability (DANS), and the Association for the Advancement of Sustainability in Higher Education (AASHE)7. These organizations have spearheaded numerous initiatives to expand sustainability programming throughout the post-secondary education system in the United States. Also noteworthy is the recognition that environmental education needed to become a fundamental component of K-12 education. As a consequence, there have been a series of State level initiatives introducing sustainability education components into the K-12 curriculum. These have often been coordinated with universities and colleges to offer increased teacher training in sustainable development and environmental science at the master’s level.

More locally, there have been two recent significant activities by government with regard to environment and sustainability initiatives. In November 2007, Mr. Godfrey, the Liberal Environmental Caucus Chair, introduced into the House of Commons a National Sustainable Development Act (C-474). Notably this Act was developed within Simon Fraser University’s School of Resource and Environmental Management. Secondly, the British Columbia Provincial Government recently declared that the focus of the 2008 provincial budget will be one designed around priority environmental initiatives. The governments funding priorities are being developed on the basis of significant citizenry input (including household surveys, public

7 See Science article for an overview of the focus and work of these initiatives.
consultations, and open discussion tables) and this confirms the view of the Task Force that Simon Fraser University has a critical role to play not only in addressing and researching global environmental issues but also in providing local citizens and students with comprehensive environmental understanding and education.

In response to the global environmental crisis and the actions of governments, organizations, and professional councils, North America universities are restructuring, refocusing, and re-visioning, their focus on environmental research and teaching. The range of responses is instructive. In the United States, there has been an increasing occurrence of pan-university, multidisciplinary environmental initiatives led by the large institutions such as Harvard, Stanford, and Columbia. These are often of an initiative-style model built upon dispersed disciplinary Departments, Faculties, and even Colleges, which form the coordinating nexus of a number of Institutes, Centres and programs. Typically they are topic-centered and multidisciplinary in approach and have the benefit of extraordinary levels of funding. In contrast, the Canadian University system until recently has been predominantly characterized by Faculties of Environment, Departments of Environmental Science or Departments of Environmental Studies with a clear divide between the social and natural sciences. Within the past five years, there have been three initiatives that have caught the attention of the Working Group and the Task Force. These are the Clayton H. Riddell Faculty of Environment, Earth and Resources at the University of Manitoba, the Centre for Environment at the University of Toronto, and the new Interdisciplinary School of Environment and Sustainability at the University of Saskatchewan. Each, in their own way, seeks to support a more interdisciplinary and expansive conceptualization of environment spanning the social sciences and natural sciences.

As Dr. Munro has pointed out in his report, student undergraduate enrolment in environmental courses at Simon Fraser University has been relatively stable, and thus as overall enrolment of the University has grown, this has represented a declining proportion of our educational activity. It is unlikely that there is a lack of student interest in, or demand for, environmental programming. It may be, though, as one student described at an Open Forum, that there is such lack of clarity and direction in environmental programming at Simon Fraser University that they are studying it in spite of the obstacles that exist.

Several trends point to a positive student demand scenario in the future. First, the heightened attention to environmental issues in the public is increasing prospective student awareness to the importance of research and education in the solution to the world’s environmental problems. Second, the “graying of the green generation” and the accompanying recognition that activism needs to be accompanied by scientific research is leading to an increasing need for trained environmental managers and researchers. Third, the interrelated nature of environmental problems has led to a call for a new type of research and education, one focused on the integration of disciplinary approaches to discovery and knowledge development. Fourth, movements to increase environmental education within the K-12 system within North America will lead to increased awareness about the areas of potential study and career paths available to students who pursue advanced study in the environment. Finally, a recent poll of high school counselors by Simon Fraser University resulted in 80 of 110 indicating that there would be a very positive response by prospective students to the opportunity to study in an Environment Faculty at Simon Fraser University.
From the Task Force perspective, the area of the environment is likely to be one of the most attractive areas for external fundraising. Over the past few years, the newspapers have reported a number of multi-million dollar donations to universities who are seeking to expand or reshape their environmental research and educational programming. Situated in one of the most resource intensive provinces of Canada, we believe there will be a positive response from provincial organizations, individuals, and the provincial government to invest in a new Environment Faculty. At the granting council level we have already witnessed significant new ventures by the National Research Council of the United States to identify high funding priorities from the “Grand Challenges” to the environment, and we have seen these require not only balanced integrated teams from the social and natural sciences, but also significant components for graduate and undergraduate education initiatives as part of the research proposals. Locally, we believe there is in the works at the provincial government the design of a graduate enrolment funding pool dedicated to environmental enrolments. These are likely only the beginning of a growing commitment by provincial, national, and international governments, agencies, individuals and organizations to seek to support the advancement of knowledge in searching for solutions to the environmental problems that plague our communities and our planet.

The field of the environment is clearly a high priority for the University, featuring in the President’s Agenda, the Strategic Research Plan, and in the award of six Canada Research Chairs (three of whom are in area of Climate Change), a B.C. Leading Edge Endowment Fund Chair, and a Chair in Coastal Studies. We have an internationally recognized School of Resource and Environmental Management, strength in environmental research and teaching across campus, and a developing nexus of researchers in environmental health and in the areas of sustainable development and urban studies. As Dr. Jock Munro noted in his Facilitator’s report, there are in fact 23 departments at Simon Fraser University with at least one environmental course and over 70 faculty members with identifiable environmental interests. Further, there are currently 11 Centres or Institutes dedicated to an area of the environment. Finally, Simon Fraser University is a signatory to the Talloires Declaration on university sustainability, a leading member of the Adaptation to Climate Change Team (ACT) led by the Public Policy Program, and a member since 1992 of the China Council for International Development and Cooperation (CCICED) which is designed to promote cooperation and exchange between China and the international community in the field of environment and development. Despite these many and varied activities, we have not achieved a significantly high profile nationally or internationally for Simon Fraser University as a whole in relation to sustainable development or the environment.

Perhaps because of the expansive and dispersed interests in the areas of environment, sustainability, and development at Simon Fraser University, it is not surprising that we have struggled to identify a clear and coherent thematic vision for a new initiative. As the examination and consultation processes have unfolded through the work of Working Group 3, the environment facilitator, Dr. Jock Munro, and processes of the Task Force itself, we have heard many views as to how best to proceed. These have ranged from “proceed cautiously and grow slowly” to “go big or go home”. They have ranged from unit-based clustering to individual-based reconfiguration to all new appointments. Moreover, the views have ranged from discipline-based approaches to solely integrated interdisciplinary programming.
Despite the variety of views presented, a series of shared, underlying pillars exist that the Task Force believes forms a foundation and a vision for a new Environment Faculty.

- The Faculty will result in the emergence of strong interdisciplinary research and programming occurring in the presence of strong and dynamic disciplines.
- The Faculty will develop new integrative programming bringing together the arts, humanities, social, natural and applied sciences around problem-centered topics at both the graduate and undergraduate level.
- The Faculty will be a model for collaborative engagement of faculty members in research and programming initiatives across the University.
- The Faculty will be inclusive by design.
- The Faculty will be a model of programming innovation offering cohort-based degree programs, capstone “big environmental issues” courses, first year interdisciplinary courses, non-degree cohort based seminar program on the “big issues” (perhaps one course per year) leading to a supplementary environmental designation for non-environment majors, environmental literacy courses, and non-credit and certificate programming for the external community.
- The Faculty will contribute actively to Simon Fraser University’s engagement with its community, seeking to actively participate in policy debates, citizen education, and hosting forums, speaker’s series and other forms of outreach to the community.
- The Faculty will develop significant international programming partnerships with countries around the world, thus forming a pivotal part of Simon Fraser University’s international agenda. Such programming will provide students with unparalleled educational and research opportunities to study issues of development, sustainability and environment within international settings. Joint programming, field schools, international exchange programs, dual degree programs, are a few examples of the types of partnerships that can be imagined.

Given the diverse types of structural elements – Departments, Independent Programs, integrative curriculum programs, and perhaps other types of curriculum initiatives in the future, the structuring of interrelationships is critical. We do not envision a Faculty that will be dominated by departments with only peripheral activity in integrated interdisciplinary programming around problem-centered issues. We envision instead a system of equally important elements contributing to the overall definition and distinctiveness of an Environment Faculty at Simon Fraser University. To ensure that this objective is met, we envision that the Chair/Director of each department and interdisciplinary program would have an equal voice and vote in the activities of the Faculty and would sit as equal members of a Deans Advisory Committee. The Faculty Interdisciplinary Program Committee would initially develop the blueprint for new integrative programming, the faculty complement growth associated with this plan would be directed to the new programs. Long-term decisions on growth, strategic direction, and budgetary allocation would be a matter of determination by the Dean acting in collaboration and with the advice of his/her advisory council.

The Faculty itself would be comprised of core departments plus interdisciplinary programming of various types. New Interdisciplinary Programs will be developed by the Faculty
Interdisciplinary Program Committee as per the Task Force Proposal. Additionally, there will likely be some Research or Research and Teaching Centres interested in joining the Faculty.

We believe that subsequent to the approval for the creation of an Environment Faculty, it will be advisable to develop a constitution that will affirm the principles of collaborative development of the future of the Faculty and identify processes and structures that will deal with the nuances of the creation of a Faculty with such a diversity of membership.

The most critical gap at present in the understanding of the Task Force is the thematic foci that we envision as a critical component to the multi-dimensional vision of the Environment Faculty. While there have been various suggestions put forth to the Task Force, the Working Group, and the Facilitator, these have not yet been sufficiently explored, discussed, or advanced as a set of core new directions for the Faculty. As example of what has been mentioned, we offer a few, though we note that these are not recommendations by the Task Force. They may, however, serve as points of discussion for the future.

Sample topics include:

- Climate Change / The Science of Global Change
- Global Health and Environment
- Watersheds, Oceans and Fisheries
- Regional and Global Change Impacts and Responses
- Earth Systems, Environmental Change, and Society
- Sustainability and Urbanization
- Strategies for Sustainability Leadership
- Land-Use, Environmental Change, and Sustainability
- Sustainability, Conservation, and Society
- Industrialization, Sustainability and Environmental Policy
- Power and the Urban Environment
- Ethnicity, First Nations Studies and Traditional Ecological Knowledge
- The Social Environment
- Geospatial Technologies and GIS

Dr. Jock Munro’s report concluded that “most of the opinion in the consultation process supported the creation of an Environment Faculty…” He identified “four particular issues that would need to be addresses as a part of a decision to proceed in this way:

1. Agreement on a vision statement that set out the scope and purposes of the Faculty
2. Decisions on whether any existing units should immediately be transferred to the Faculty
3. Undertakings to review all existing environmental programs and undertake planning for new programs
4. Agreement on mechanisms to encourage effective participation by faculty members and students in the work of the new Faculty.” (p. 26)

The Task Force believes that the vision identified earlier in this section is a vision agreed to by members of the University community interested in creating a new Environment Faculty. With regard to issues 2 and 3 above, the Task Force proposed a multidimensional vision of a new
Environment Faculty to those units who originally submitted proposals to the Task Force which called for their participation as units within the new Faculty as well as an inclusive process involving faculty from within and outside the new Faculty in the development of new integrative problem-centered programming based on the strengths of existing Simon Fraser University faculty members. We have received strong support from the Department of Geography, the School for Resource and Environmental Management, Environmental Science, the Centre for Sustainable Community Development, and Graduate Certificate Program in Development. The Urban Studies program was not prepared to support the proposal from the Task Force in its current form. Concerns were expressed with regard to the asymmetrical nature of units in the proposed new Faculty. To offset these concerns, Urban Studies sought to limit the future growth of the Department of Geography to qualitative, not quantitative, growth only. The Task Force was not prepared to recommend this limitation, believing that unit growth should be determined on the basis of student demand and strategic decision making by the Vice President, Academic. As a consequence, we understand that the Urban Studies Program will not seek to be one of the founding units for a new Environment Faculty.

We would hope, however, that Urban Studies, as other areas in the University with interests in environment, development and sustainability, will seek to engage and collaborate with the new Faculty as it develops new integrative interdisciplinary programming. We are also hopeful that those members of the Urban Studies Steering Committee who voted\(^8\) in favor of joining the new Faculty would serve as key bridges between Urban Studies and the new Faculty so that the new Faculty will benefit from the expertise and insights that Urban Studies has to offer in broadly conceived research and teaching in the environment.

The Task Force believes that its vision of the new Faculty outlined above and the recommendations we make elsewhere in this report for changes to policies will considerably enhance and facilitate the engagement of faculty members in other disciplines in the research and programming initiatives of the new Faculty. So important is the involvement of other areas of the University and our inclusive view for new integrative programming that the Task Force believes it critical that a Faculty Interdisciplinary Programming Committee (FIPC) be established to develop a blueprint for the future integrative programming of the Environment Faculty. The FIPC would be comprised of a relatively small number of faculty members (appointed by the Vice President, Academic) from within and external to the new Faculty, each of whom would have an equal voice and vote in all matters of the Committee.

The FIPC would have the mandate to develop a blueprint for new integrated programming at the graduate and undergraduate level based on the following principles:

- develop undergraduate programming of an integrative character (bringing together humanities, applied, social and natural sciences) around problem-centered thematic areas
- develop graduate programming of an integrative character (bringing together humanities, applied, social and natural sciences) likely around problem-centered thematic areas

\(^8\) Voting results were 3 in favour, 5 opposed, and 1 abstention.
• continue to offer graduate and undergraduate programs that are currently offered in the constituent units
• advance the research agenda and research capacity of the University
• have a policy outreach and community engagement role
• develop its plan built upon a framework of existing expertise at SFU

Further, the Task Force believes that while it will be important in developing a blueprint for integrative programming that builds on existing strengths and expertise across the University, there will be a need for the deployment of net new faculty positions to ensure the successful launch of the new Faculty. In this spirit, the Task Force therefore recommends that the FIPC blueprint also speak to the way in which up to 6-8 new faculty FTEs would be deployed to:

• ensure collaboration among members of the University community outside of the Environment Faculty
• ensure that undergraduate programming will intersect with, or share, programming offered outside of the Faculty
• ensure that graduate programming will intersect with, or share, programming and graduate supervisory expertise outside of the Faculty
• lead to enrolment demand in the integrative areas based on comparative competition analysis
• provide for a variety of ways in which non-FES faculty members will be able to be involved and contribute to the new programming (either through joint appointments, secondments, or realignments, or new hiring requirements)

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 independent program
- 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 Senate9 for approval by April 2009.

We note that while the Task Force calls for a commitment by the University to provide, as part of its initial establishment, 6-8 new FTE faculty positions to the FES (conditional upon approval by Senate of the blueprint and provided over a 3 year time horizon). If the blueprint planning

9 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.
process identifies a need over the long-term for additional positions, these would have to be acquired through either the internal annual budgetary process applicable to all other academic areas of the University, or through the attainment of external fundraising activities.

We also recommend that given the asymmetry in unit size, the constitution of the Faculty and the policy concerning the selection of the Dean will need to be constructed to ensure fair representation and meaningful engagement of each unit in the Faculty regardless of the size of academic complement. It is also critical that faculty complement growth associated with the Faculty Interdisciplinary Program Committee blueprint be directed to new interdisciplinary programming.

Health

In its original submission to the Task Force, the School of Kinesiology favored being relocated into the Faculty of Health Sciences. The arguments for doing so have merit. The most compelling argument is the opportunity for Simon Fraser University to realize, through the inclusion of Kinesiology within the Faculty of Health Sciences, an immediately expanded profile in Health. As we examined the possibility of the realignment of the School of Kinesiology into the Faculty of Health Sciences we found, however, that there were also countervailing reasons that questioned the viability of that structural change. The most important of these are: the desire by both units to retain their current organizational structure (departmentalization and non-departmentalization) which they equally see as being integral to their orientation and approach to programming; the considerably varied conceptualization of disciplinarity and interdisciplinarity and the manifestation of these views in undergraduate and graduate programming; and, the stage of development of programming within the Faculty of Health Sciences which must be continued to effectively realize the cross-sectoral approach that integrates cellular to community perspectives and knowledge approaches in health research and teaching.

Our understanding has led us to two major observations:

First, we believe that it is imperative that Simon Fraser University have, and be perceived to have, a major presence in health-related teaching and research. Our vision, and one that we believe is widely shared by the University community, is that our profile and presence in Health must be expanded and deepened over the next five years. We have concluded, however, that Health at Simon Fraser University will, and should continue to be, located in more than a single academic unit. There are health researchers working within the vast majority of disciplines in the University. Among these are Women’s Studies, Sociology & Anthropology, Psychology, History, Political Science, Public Policy, Gerontology, Economics, Kinesiology, Biological Sciences, Molecular Biology and Biochemistry, Chemistry, Statistics & Actuarial Science, Mathematics, Interactive Arts & Technology, Business Administration, Education and more. As a consequence, our recommendations will be directed towards profiling and deepening health research and teaching across the institution both within the disciplines and within initiatives that help us to realize our goals with respect to interdisciplinary and multidisciplinary collaboration.
Second, we have come to realize that there are two very different orientations towards health programming and research between the School of Kinesiology and the Faculty of Health Sciences. This distinctiveness and diversity are viewed by the Task Force as two of Simon Fraser University’s considerable strengths. On the one hand, we have the School of Kinesiology, with its internationally renowned and accredited discipline-based undergraduate program. On the other hand, we have the Faculty of Health Sciences with its emerging integrated interdisciplinary programs in population and public health and infectious disease that are becoming recognized internationally for their unique approach to cross-sectoral health teaching and research. Both units strongly contribute to defining Simon Fraser University’s reputation and profile in health research and teaching in Canada. The Task Force believes it essential that these two types of contributions are retained.

In examining all of these factors, the Task Force has concluded that to best realize the School of Kinesiology and the University’s ambitions, the School of Kinesiology should be relocated to the Faculty of Science. We believe this for a number of reasons, including: (a) Kinesiology’s orientation, and perspective is akin to those held by other science disciplines; (b) Kinesiology’s highly reputed undergraduate program has significant science course content (a total of 34 credits), higher than content from any other area; (c) opportunities for research and teaching collaboration are plentiful and established within the Faculty of Science, particularly with Molecular Biology and Biochemistry and Biological Sciences; and finally, (d) we believe that the Faculty of Science is a proven stable and productive environment for research and teaching excellence within the disciplines. These views have led us to conclude that the Faculty of Science will prove to be a hospitable and supportive home for the School of Kinesiology. It is our strong preference that the Faculty of Science provide the School of Kinesiology with incentives to collaborate with the Faculty of Health Science, as with other disciplines, in the future.

Before setting out our recommendations, the Task Force believes it important to clearly articulate what our goals are for health research and teaching at Simon Fraser University generally. We identify these as follows:

Goals:

1. That the vision for health research and teaching at Simon Fraser University be bold, and that it be deepened and expanded.
2. That we continue to recognize the benefits of multiple perspectives and orientations to the study of health and that we recognize that contributions will be made within many disciplines and through the integration of the natural, applied and social sciences by means of problem-centered themes. We will find these across all areas of the University.
3. That despite our diverse areas of activity in health, we retain as our utmost priority coherence and clarity in educational programming and the need for making significant contributions to society and the world through our research and discovery.
4. That while health research and programming will exist in diverse areas across the University, Simon Fraser University must speak with a strong and single voice to the external community.
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.

The “SFU Health Network” would be developed and managed by the Office for Interdisciplinary Collaboration. The purpose of the Network would be multi-faceted:

- It would be proactive in stimulating knowledge of, and opportunities for, collaboration among health researchers across the University through the development of communication vehicles (i.e. databases, newsletters, colloquium series, semi-annual events, a dedicated “Research Matters” issue on health at SFU, etc).
- It would present a single portal to the University for health education and research, serving both as a directory to potential students for health programming across the University, as well as providing a clear picture of the extent to which Simon Fraser University is engaged in health related research and teaching.

Faculty of Applied Science

It follows from the above recommendations for the creation of new Faculties, that the Task Force believes the Faculty of Applied Science should be disbanded.

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

College of Lifelong and Experiential Learning

Working Group 5 noted in their report that:

“The University’s commitment to internationalization, its geographical positioning with strong ties to the Pacific Rim and East Asia, its reputation for community engagement, outreach and global participation, its strength in interdisciplinarity both in research and undergraduate education, and its history of distinctive learning environments, flexibility and service to diverse populations, provides an unparalleled backdrop upon which to develop structures and initiatives that are designed for the betterment of students as citizens in the world.”

The Working Group further wrote that we need to:
“... establish Simon Fraser University as a place where students obtain an outstanding education, enriched by opportunities to engage and experience their world as preparation for their role in it.” (page 3, Working Group 5 report)

The Task Force agrees with the opportunity and need identified by Working Group 5. Our view of Simon Fraser University for 2025 calls on us to ensure that undergraduate students have an unparalleled learning experience. We believe that one component of this is the value that can be added to the student learning process through the contribution of an experiential learning component. We conceive “experiential learning” in its fullest sense, envisioning experiential learning opportunities in at least three categories of experience: an international experience (such as learning a foreign language, participating in a field school, an international exchange program, or a study-abroad experience, etc.), an integrated work and learning experience (such as a co-op program, an internship, a research assistantship, a program related volunteer experience, etc.), or an interdisciplinary experience (such as a semester in dialogue, an interdisciplinary capstone course, an integrative first year program, an environmental literacy initiative, etc).

Simon Fraser University has long recognized the value of experiential learning. The considerable diversity of cooperative learning opportunities for students, our international field schools, and participation of students in research projects, are just a few of the ways in which we offer our students unique experiences to complement their discipline based learning. The examples and successes to date, speak to the ability of existing Faculty and administrative structures to successfully innovate and create some forms of experiential learning opportunities for students. The Cooperative Education and International Field School models are illustrative for the ways in which they combine both central infrastructure and support with connectivity to the disciplines they serve.

Over the past five years, the University has introduced the concept of a semester of study in a problem-centered area that changes from year to year. We have introduced cohort-based first year experience programs for undergraduate students. And we have mounted a new multidisciplinary graduate certificate program in Development. Despite their different foci, subject matters, and target audience, all three have two qualities in common: they seek to deepen the experience of students at the University, and they are highly interdisciplinary in design. All have been highly successful; attracting excellent students and all are being well received. But each of these learning forms has encountered considerable administrative difficulty within a structural system that is designed around disciplines.

The Task Force believes that our strengths in this area are hidden. We also believe that we should expand the opportunities for students to engage in experiential learning as part of their degree at Simon Fraser University. While there are members of the Task Force who would propose that this be a mandatory experience for students, defining of the SFU undergraduate program, we ultimately reached the view that further exploration of this proposal is required and that we should instead conceive as a first step, the introduction of opportunities for students to obtain credit for experiential learning. This will require a thorough review of the way in which such credits fit within other changes to the undergraduate curriculum (W,Q,B), the potential impact on overall degree credit requirements, and the ways in which these experiences can be evaluated, adjudicated, implemented and coordinated. While the W-Q-B initiative focused on
the undergraduate experience, we believe that there are also great opportunities to be afforded at the graduate level. For example, many students in Masters or Doctoral programs in areas of public policy, international studies, environment, health, etc. might find a semester in dialogue, a language certificate program, or a community project extremely interesting and a value-added component to their degree. Further, we can even imagine that for some students the opportunity may not present itself during their degree for a study abroad semester, international field school or language in location program, but that once they have completed their degree requirements, they might be interested in participating through an alumni program. This strategy would provide valued continued learning opportunities for our alumni as well as strengthen their connection to the University, perhaps leading to Simon Fraser University being the first choice for further post-graduate education or as an option for financial contribution.

We believe this vision will require a coherent and easily navigable path for students, a portal opening to a variety of choices supported by an effective structure to support, stimulate, incubate and nourish experiential initiatives that will emerge and be developed both within disciplines and within a new College of Lifelong and Experiential Learning.

The Task Force also firmly believes that the University of the future must be actively engaged within its communities and must take a leadership role in addressing the pressing issues confronting society.

Continuing Studies at Simon Fraser University has functioned as the primary area of the University responsible for outreach to diverse populations for non-credit programming. It has also through its distance education arms, and collaborative ventures with academic areas across the University, supported the discipline-based teaching and community outreach missions of the University and currently offers numerous for-credit certificate programs.

Continuing Studies will be a critically important vehicle for the University of the future. Shifting demographics, changing educational needs of professionals and adult learners, engagement with diverse communities internationally, all will draw upon the expertise and activities located within our existing Continuing Studies umbrella.

We believe, however, that there needs to be some shift in the perception of this arm of the University’s activities. We believe it imperative that Continuing Studies offer, and be seen to offer, services and courses of comparable academic quality to those offered within the disciplines at Simon Fraser University. We believe that part of the solution lies in a more effective integration of our outreach activities with our traditional programming activities. There should be more articulated pathways between non-credit and credit-learning and our service to diverse communities should be built upon the foundations of our research and teaching expertise. We also believe that there is a need for more direct involvement in the teaching activities of Continuing Studies by our faculty and for us to more effectively capitalize on the expertise of highly trained professionals and practitioners. Further, we feel that both lifelong and experiential learning represent unique pedagogical approaches to learning for both seasoned academics and professionals alike. Bringing together the expertise of Program Directors in Continuing Studies with faculty members in disciplines will create a vibrant and exciting new research Centre.
Ultimately, the Task Force concluded that there is a need for the University of the future to be intimately connected with and serving of its communities, both locally and internationally. This means for us that Simon Fraser University needs to develop a more integrated conceptualization of Continuing Studies within the University. While the positioning of much of Continuing Studies initial programming occurred through our Harbour Centre campus, it is by no means accidental that an increasing portion of our discipline-based programming has moved to downtown Vancouver. Nor it is surprising to us that there is an exponentially growing demand for Continuing Studies programming in our new city location of Surrey. The University of the future is one embedded within its communities, offering a spectrum of programming from Philosopher Café style events, Hippy program outreach programs, non-credit programming, full credit degree programming at the undergraduate, graduate, masters and post-doctorate level. It is the nexus for intellectual engagement for all members of our community.

When we take the above observations, opportunities and vision of the future together, the Task Force believes there are four areas that deserve special attention: *interdisciplinarity, experiential learning, community engagement and lifelong learning*.

The Task Force believes that these four areas can form the cornerstones of a new “College of Lifelong and Experiential Learning”. The College would be comprised of two divisions – the Experiential Learning Division and the Lifelong Learning Division.

The Experiential Learning Division would have the following responsibilities:

- develop, incubate, nourish and house credit (but not degree granting) programming of an interdisciplinary, cross-Faculty character within College Programs;¹⁰
- develop a portal to showcase experiential programming and learning opportunities across the University;
- serve as a reference, resource, and support centre for members of the University community seeking to develop new experiential programming;
- coordinate experiential credit administration and adjudication processes in the future; and,
- integrate our mission of internationalization into the language programming of the University.

The Lifelong Learning Division would have the following responsibilities:

- develop programs that provide opportunities for coherent pathways between non-credit and credit learning; and,
- house continuing studies, distance education, and diverse population outreach activities.

The Task Force believes that the creation of the College of Lifelong and Experiential Learning will effectively profile and ‘brand’ Simon Fraser University as a unique place that institutionalizes its commitment to excellence in student learning experience.

¹⁰ See Volume V – Structural Elements – for a detailed discussion of a College Program.
We would note that while we see the College serving as the home for experiential programs that cross multiple Faculty boundaries, and which are supplementary to disciplinary and interdisciplinary learning programs, the College is not intended to be imperialistic. Those interdisciplinary experiential programs that can be well served within the traditional Faculty structure should remain where they are housed. The Explorations Program for example, which serves the Faculty of Arts and Social Sciences in a highly effective manner, should remain where it is.

We believe that other examples, however, such as the Semester in Dialogue and the Centre for Dialogue, and the Foreign Language Studies Program, should form the genesis of the Experiential Division within the new College. Ultimately, the College would house a diverse array of supplemental pan-university programs such as integrative cross-Faculty first year programming, interdisciplinary capstone programs, integrative thematic summer workshops, interdisciplinary graduate certificate programs, etc. The College would be mandated to ensure that teaching in these various areas is research-infused and of the highest quality. Further, it is critical that the interdisciplinary programming that is developed remain intimately interconnected with the disciplines from which they evolve and enhance, and we would therefore recommend that discipline-based steering committees be put in place for all College Programs.

As one of the signature interdisciplinary and pan-university supplemental learning initiatives at the University, we believe that the Semester in Dialogue would be a perfect fit for our vision of the College of Lifelong and Experiential Learning. Defined as a “College Program” under the structural elements framework of the University discussed below, the exceptional administrative provisions required to enable the Semester in Dialogue program to function would have institutionally sanctioned mechanisms that would resolve the cumbersome and somewhat ineffective temporary structures under which the program has been operating. In this spirit of administrative resolution, we also find considerable merit to the proposal to consolidate the Semester in Dialogue program with the Centre for Dialogue in an effort to more effectively coordinate programming, community outreach and oversight.

Second, if we draw together the elements of the above discussion in the Working Group 5 report around global participation, internationalization commitment, geographical positioning at the edge of the Pacific Rim and East Asia with significant British Columbia populations from these origins, and engagement in communities and within individuals around the world, the Task Force believes that one of the thematic pillars of a new College should be the study and training in foreign languages. We wish to explicitly note that we are not referring here to area-based language learning that is intimately tied with area-based studies such as ancient Greek in the Humanities. Further, given French’s status as one of Canada’s official languages we also do not see French as a language for inclusion within the new College language training activities. Finally, we wish to clearly state that we are speaking of foreign language learning only and are not recommending the inclusion of English language training within the College. We will offer other recommendations for this.

We recognize that this recommendation will not be universally supported. However, we hope that the following arguments will prove compelling:
• First, foreign language learning at Simon Fraser University is viewed by students as incoherent, poorly profiled, and a difficult area of programming to navigate.

• Second, in our view the Language Training Institute has not found a successful partnership in its relationship with the Department of Linguistics. The response by Linguistics to the external review report supported the separation of the Language Training Institute from the Department. Further, the search for a Director for the Language Training Institute has now failed for the third consecutive time.

• Third, there is poor integration between academic unit programming requiring foreign language learning and the language offerings of the University.

• Fourth, there does not appear to be a clearly developed strategic plan for foreign language study in relation to the University’s key commitment and priority in internationalization nor in the development of foreign language learning in support of the communities within which we have situated our campuses (i.e. east Asian languages are not adequately developed at the Surrey campus).

• Fifth, the internationalization of disciplines across the University and the increased presence of international research teams and the study of issues globally speaks to the need for language study in disciplines across the University. This pan-university need supports the location of language learning in a structure designed to facilitate and support disciplines across the University.

• Sixth, in comparison to most other universities locally, nationally and internationally who espouse a commitment to global engagement, Simon Fraser University does not have a sufficiently strong or diverse foreign language learning program.

We do not believe that our proposal to situate non-area based foreign language learning within the College of Lifelong and Experiential Learning will create a parallel curriculum structure duplicating the activities of academic units such as Departments, Schools and Faculties, nor do we believe it will be of lesser quality or rigor for being situated there. Appropriate academic leadership as provided through faculty appointment provisions and a steering committee will ensure quality preservation of credit programming at Simon Fraser University. We do believe that foreign language learning at Simon Fraser University will be an increasing component of disciplinary learning across the University. Already we see examples of international experiential programs in Business, and the need for Chinese language learning in association with the joint degree program in Computing Science. Further, we see significant opportunities for the expansion of language learning in connection with our international agenda and potentially in terms of the creation of certificate programs to accompany majors, particularly in areas of international studies, development, health and environment, etc. Members of the Task Force also see the opportunity for the development of greater coherence and articulation between non-credit programming, our translation programs, and for-credit language learning through the positioning of non-area based language learning under a single structural umbrella.

Through some web-based research, the Task Force has discerned three general models for the structuring of foreign language learning at institutions that have active profiles in international activities. These are: (a) area-based language learning (i.e. East Asian languages in an “Asian Studies Department”), (b) non-area based credit language learning (eg. Languages taught for the purpose of diversity but where the institution does not have a specific department dedicated to the area where the language is from), and (c) language resource centres. The location of
language resource centres depends on the desired positioning by the University. We have found them located in Faculties of Arts, in Faculties of International Studies, in Continuing Studies operations, or as completely independent units that seem to be service centres to the University as a whole. We recognize that the predominant model is within the Faculty of Arts although we would note that these are typically in the presence of significant area-based programming, the type of which Simon Fraser University does not have many examples.

In consideration of these various arguments, the Task Force believes that the University should take a new direction in the provision of foreign language learning. The following detailed overview outlines our recommended plan.

The Foreign Language Studies Program would be of the form of a College Program described in the structural elements volume of this report. The Task Force believes that the Foreign Language Studies Program should be established on the basis of six governing principles:

1. Be supplementary to area-based studies Departments and Schools;
2. Be a university-wide cross-latticing entity;
3. Have a service mandate to area-based foreign language learning in disciplines;
4. Be responsive to academic programming that has an international character to it;
5. Be integrated with the University’s internationalization strategy and our commitment to responsiveness to the communities within which our campuses are situated; and,
6. Be grounded in sound linguistic theory and pedagogy.

We note that the Foreign Language Studies Program we propose is designed with a multifaceted purpose not only to develop and offer credit programming and courses towards degree credit, but also as a service and coordinating unit for the University. This is consistent with the overall objectives and view of the role and responsibility of the College for Lifelong and Experiential Learning within the University. The Foreign Language Studies Program would be established with the following core responsibilities and features:

(a) Offer non-credit, certificates and credit programming not offered in area-based studies departments although an area-based department wishing to have language instruction done by the Language Studies Program can do so;
(b) Provide a web directory of all language learning opportunities at Simon Fraser University, showcasing area-based language learning as well as its independent programming;
(c) Develop certificate and credit programming around a model that combines language and culture studies;
(d) Work with SFU International to look for opportunities for studies abroad language learning optional components wherever possible;
(e) House technology-based language learning infrastructure for all foreign language training at the University (including both area-based and non-area-based language learning);
(f) Provide professional development activities and teaching resource materials for language instructors within the Foreign Language Studies Program and area-based disciplines;
(g) Administer foreign language proficiency examinations for its programming and programming in area-based departments if an area-based unit so desires;
(h) Have a research mandate and consider housing a Centre for Language Teaching and Learning for faculty members from across the University interested in language acquisition, language learning, pedagogy, etc.;
(i) Work with academic units across campus in developing language programs to suit requirements they wish to have as part of their degrees (eg. with International Studies, Business Administration, etc.);
(j) Develop language certificate programs customized to external partners or in view of interest of activities of organizations (eg. Asian languages certificate program for Business Administration Students);
(k) House Continuing Studies programming related to translation; and,
(l) Have an advisory committee that will provide advice on strategic direction and activities and would include strong representation from area-based language disciplines.

In conclusion, based on the four pillars of interdisciplinarity, experiential learning, community engagement and lifelong learning, the Task Force makes the following recommendation:

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<thead>
<tr>
<th>Recommendation 9: That a College of Lifelong and Experiential Learning be established.</th>
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<tr>
<td><strong>9.1:</strong> 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.</td>
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<tr>
<td><strong>9.1.a:</strong> 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.</td>
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<td><strong>9.1.b:</strong> That the University establish a new Foreign Language Studies Program within the College of Lifelong and Experiential Learning based on the principles and the responsibilities identified in this report.</td>
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<td><strong>9.1.c:</strong> 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.</td>
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9.2: That the College of Lifelong and Experiential Learning house the existing portfolio of Continuing Studies and Distance Education.

Institute for Advanced Scholarship

Working Group 5 recognized the significant impact that a major research institute could have for the profiling of our research excellence and for stimulating research programs through the connection of Simon Fraser University researchers with leading world experts. Modeled after Institutes for Advanced Scholarship at Princeton, Harvard, and others, the goal of a Simon Fraser Institute for Advanced Scholarship (SFU-IAS) would be the pursuit of research excellence at the leading edge of pressing global issues. The SFU-IAS is envisioned as one of the pre-eminent Institutes for the exploration of critical interdisciplinary research questions that would bring together leading world scholars from the arts, humanities, applied, social and natural sciences within and beyond Simon Fraser University around a thematic project for a two-year period. With state-of-the-art facilities, an internationally acclaimed conference, and proceedings of the highest quality, the SFU-IAS would bolster Simon Fraser University’s place on the international stage for research excellence. The Institute is also envisioned to have significant graduate educational and community outreach components. This ambitious vision has captured the imagination of the Task Force and we believe it would prove an extremely important asset for the future of the University, particularly in the context of our urgent priority to advance our research intensity and excellence. To effectively realize the vision and stature envisioned, the project will require substantial investment. And yet, the Task Force believes that it has such potential that we recommend it be pursued through a targeted external fundraising campaign.

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.

Summary

Over the course of Volume II, we have recommended significant new structures for the future of Simon Fraser University including three new Faculties, a College of Lifelong and Experiential Learning, and a future Institute for Advanced Scholarship.

If we return to the four qualities, identified at the beginning of our report, that we believe should define Simon Fraser University by 2025, we can summarize our view as to how each of our major structural recommendations speak to the qualities we wish to build upon and exemplify.

For faculty members, we believe that the profiling of three new areas within the University’s academic structure – environment and sustainability, engineering and computing, and

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11 Refer to the Working Group 5 report for a more detailed vision of the Simon Fraser University Institute for Advanced Scholarship.
communication, contemporary arts and design, will provide for all faculty members working
directly or indirectly within these disciplines and interdisciplines a clear signal of commitment
by the University to their areas of research, and will heighten Simon Fraser University’s
activities and strengths in these areas in national and international contexts. The design of the
Environment Faculty, in particular, with its vision for a broadly inclusive and participatory
structure of engagement by faculty from across the University we hope to become a model for
interdisciplinarity and collaboration, providing significant new opportunities for knowledge
discovery. The College of Experiential and Lifelong Learning is also a critically important
component of enhancing the University for faculty members. Those faculty members seeking to
innovate in the creation of new interdisciplinary programming will find a nourishing home that
facilitates their ideas’ incubation and development. Further, the expertise of our academic
complement will more seamlessly permeate our outreach and community engagement activities
thus ensuring the highest quality possible for all academic programming, credit and non-credit,
offered by Simon Fraser University. And finally, our vision for one of Canada’s top Institutes
for Advanced Scholarship will become the focal point for world-leading research, attracting the
best scholars from Simon Fraser University and around the world to engage and collaborate.

Our recommendations have been designed as well to serve our vision for developing an
expanded range of outstanding programmatic options for graduate students, increasing the
diversity and opportunity for interdisciplinary courses of study, and being more actively engaged
in the research mission of the University. Prospective graduate students in Computing Science
and Engineering Science will see Simon Fraser University similar to other Canadian and US
Universities – with their disciplines clustered in a focused and visible configuration of a Faculty.
But unlike other institutions, they will have unique educational experiences given the foci of our
Engineering and Computing disciplines. For graduate students interested in issues of
Environment and Sustainability, an area of increasingly critical need of study and research within
the world, our graduate students will find a clear constellation of graduate programming
opportunities both within the new Environment Faculty as well as through the communication
portal that will exist to ensure that there are clear pathways of study known to students. Further,
the specific plan for the development of new integrative graduate programming within the
Faculty will provide our graduate students with exciting new interdisciplinary program
opportunities. The structures that are being designed to bridge faculty members from across the
University will also provide the strong networks of collaboration and interconnectedness that
will provide for importantly diverse thesis and dissertation supervisory committees. Future
graduate students from Simon Fraser University will also benefit tremendously from the
programming imagined through the College of Lifelong and Experiential Learning. New
interdisciplinary programming, expanded language training, and unique curriculum initiatives
such as perhaps a graduate dialogue semester, international experiences, etc., will enrich their
discipline based learning. And finally, the Institute for Advanced Scholarship, with a key
component dedicated to the participation and membership in the Institute by graduate students,
will provide the structural mechanism for more actively engaging graduate students in world
leading research.

The recommendations we have made in this section, are also designed to develop Simon Fraser
University into one of the best educational institutions for undergraduate students. Simon Fraser
University will be seen as the institution in Canada offering students a truly unique experience.
Our three pillar experience – disciplinary grounding, interdisciplinary understanding, and experiential engagement with the world – will become internationally acclaimed and recognizable. From a disciplinary perspective, the establishment of a Faculty of Contemporary Arts, Communication and Design (name to be defined), will create an identifiable and highly visible new Faculty in areas of high demand and interest by undergraduate students. New interdisciplinary programming at the interstices of these disciplines and that of the Publishing Program will provide exciting new areas of study for prospective students. The new Environment Faculty is also a very important contribution to attaining our goals with regard to undergraduate education. Providing coherence and clarity to the undergraduate program offerings in the areas of environment and sustainability both within the new Faculty and external to it, will help prospective students see the considerable breadth and strength in environmental programming at Simon Fraser University. Further, the stabilization, independence and revitalization of the Environmental Science Program imagined to occur within the new Faculty will prove, we believe, extremely attractive to prospective students. Additionally, the blueprint for new integrative programming will result in the development of unparalleled educational opportunities for students both in the design of full degree programming but also, we expect, in the development of environmental awareness and literacy programs, supplemental credit initiatives, and environmental “value-added” components to non-environment specialist students. We also see through initial conversations among prospective participants (both as units and as collaborators) in the new Faculty, a significant desire to develop international study and experiential program initiatives. In addition to the benefits of the new Faculties for undergraduate students of the future, the Task Force recognizes that the College of Lifelong and Experiential Learning will be one of the most significant contributors to the undergraduate experience of the future.

The final quality we sought to design our recommendations to serve was the role we envision for Simon Fraser University with respect to the local and international communities we serve. We had aspired to have Simon Fraser University become a “place where we fulfill our social responsibility to provide learning opportunities to all members of society through a comprehensive collection of programming … where we [would] actively pursue and contribute to understanding and knowledge development in the large social and environmental problems of the world; and where we [would] provide our students with opportunities to learn with individuals, and participate in initiatives, in communities around the world”. We have recognized our social responsibility to engage in perhaps the world’s most pressing area of issues – environment and sustainability. We have appreciated the role of University’s to foster, nourish, and showcase the arts, art-making and culture within society. We have understood the continuing influence that technology is having in society. And we have chosen to coalesce our strengths in each of these areas so as to provide “neighborhoods” within Simon Fraser University dedicated to the study and knowledge development in each of these areas. The Task Force also appreciates that Universities must become increasingly interconnected with the fabric of society and must provide ways for all members of society to engage with us. In this spirit, we have developed the College of Lifelong and Experiential Learning upon four critically important foundations: interdisciplinarity, experiential learning, community engagement and lifelong learning. The latter three of these, have particular import to our vital role in connecting with our communities.
The third area of the mandate for the Phase 2 Task Force on Academic Structure is that of interdisciplinarity. Specifically, Senate mandated the Task Force to:

*Consider and evaluate the University’s effectiveness in incubating, facilitating, and supporting interdisciplinary research and programming and, following exploration and consultation with the University community, recommend structural and/or policy changes that will enhance interdisciplinary innovation in the future.*

As we delve into this area of our mandate, the Task Force wishes to reinforce that all of the recommendations contained within this report are aimed to further Simon Fraser University in its pursuit of excellence: excellence in research, excellence in teaching, and meaningful engagement with, and contributions to, our community, both locally and globally.

Successful interdisciplinarity can, and will only, occur in the presence of strong, vibrant, and dynamic disciplines. We value the research being undertaken within disciplines and understand its importance to interdisciplinary research and we recognize that interdisciplinarity occurs both within disciplines as well as outside of disciplines. As such, the University’s structures and policies must be designed to support innovation, knowledge advancement and the pursuit of opportunities in both disciplinary and interdisciplinary directions. We recognize that both disciplinary and interdisciplinarity advancement will occur at all scales and in all settings.

The Task Force believes that, as with other areas of the University, interdisciplinarity can, and will, flourish if there is a vision for its future, a strategic plan to guide its development, the leadership to champion it, and the resources to implement the vision.

Over the following section, we highlight those ways in which Simon Fraser University is currently successful in supporting interdisciplinary research and teaching, identify areas that are in need of review, support or redesign, and set out an overall multifaceted strategy for how we believe interdisciplinarity at Simon Fraser University can emerge as one of our hallmark qualities that deserves the ongoing core commitment of the University.

**What is Interdisciplinarity?**

While there is an expansive literature speaking to the definition, qualities, hierarchies, and activities of interdisciplinarity, the Task Force finds that a straightforward operational definition of interdisciplinarity is that offered by Professor Cathy N. Davidson, Vice-Provost for Interdisciplinarity Studies, at Duke University:

> “Interdisciplinarity is any productive research or teaching that occurs across, between, and among two or more areas of knowledge that typically have different histories.”

12 While the Task Force did not conduct a thorough literature review of the theoretical classification and definition of Interdisciplinarity, we did read a number of works that we understood to represent dominant thinking in the field. The sources we consulted are identified in Appendix G - the Bibliographical references to our full report.
methodologies, or objects of study. Interdisciplinarity can occur across schools or it can happen within a single department; it can involve collaborations of many researchers or it can be embodied in the work of a single researcher.” (“Why Interdisciplinarity?”, in InterConnection, Volume 5.1, Fall 2006, {Newsletter on Interdisciplinarity Studies at Duke}).

**Process Overview**

The Task Force pursued its study of interdisciplinarity through two primary activities: a literature web review and an Interdisciplinarity Charette Day. The latter was held as a full-day event on March 23, 2007 and attracted more than 80 members of the University community. The Charette Day was designed to accomplish six goals:

1. To hear members of the University community speak of their experiences in pursuing interdisciplinary research and teaching;
2. To understand the ways in which current structures, policies, frameworks, or supports, enable successful interdisciplinary research and teaching to occur;
3. To learn about the impediments to the pursuit of interdisciplinary research and teaching;
4. To develop a view of what SFU’s goal(s) should be with regard to interdisciplinarity for the future (we think of the future being at least the next 20 years);
5. To determine if there are any principles that should guide the incubation, encouragement, facilitation, support, and/or evaluation, of interdisciplinary research and teaching; and,
6. To imagine/invent/or model – structures, policies, frameworks and supports to enable SFU to successfully facilitate interdisciplinary research and teaching.

To realize our goals, we designed the event in two parts: the first – “Learning from Experience” – featured a series of presentations. Dr. Roberta Katz, Associate Vice-President of Strategic Planning, at Stanford University, began the day with an enlightening discussion about the multidisciplinary vision and activities at Stanford University. This was followed by eight presentations from the following Simon Fraser University faculty members:

- *Dr. Peter Borwein (Director of IRMACS, Burnaby Mountain Chair in Mathematics)*
- *Dr. Jeff Pelletier (Canada Research Chair in Cognitive Science; Professor, Departments of Philosophy and Linguistics)*
- *Dr. Bob Anderson (Professor, School of Communication)*
- *Dr. Ken Lertzman (Professor, School of Resource and Environmental Management)*
- *Dr. Marilyn MacDonald (Professor, Department of Women’s Studies)*
- *Dr. Rick Gruneau (Professor, School of Communication)*
- *Dr. Meg Holden (Assistant Professor, Departments of Urban Studies/Geography) and Dr. Janet Moore (Assistant Professor, Urban Studies Program/Undergraduate Semester in Dialogue)*
- *Dr. Jennifer Marchbank (Director of Explorations, Professor, Women’s Studies) and Dr. Jane Fee (Director of TechOne and Special Advisor to the Dean of Applied Sciences)*
The second part of the day – “Imagining a New Future” – consisted of small group design teams led by experienced SFU facilitators. Proceedings from the Charrette Day can be found on the Task Force web site.

**Evidence of Successful Interdisciplinarity at SFU**

Simon Fraser University has from its earliest planning documents shown a clear institutional commitment to interdisciplinarity. This commitment appears in nearly all vision statements, university-level strategic plans, our statement of purpose, and our major communications to the external community. Testament to our commitment to interdisciplinarity is the strength of units such as the Schools of Criminology, Communication, Contemporary Arts, Interactive Arts and Technology, Resource & Environmental Management, and the Faculties of Business Administration, Education, and Health Sciences. Equally evidentiary of our commitment are new initiatives in research funding through the CTE Fund for large multidisciplinary projects, the undergraduate student breadth requirement to encourage knowledge acquisition outside of primary disciplines of study, first-year experience programs such as Explorations, TechOne and Science One, and new interdisciplinary degree programs such as Global Health, Public Policy, International Studies and Urban Studies. Others are in the development stage such as the proposal by Dr. Rick Gruneau for the creation of a program in Sport, Commerce, Culture and Community. Finally, we have seen internal leadership in promoting and advancing interdisciplinary connection by such policy decisions as the Faculty of Arts and Social Sciences which chose to use all of their Canada Research Chairs as vehicles for promoting and expanding interdisciplinary work.

Clearly there are a number of other examples. We hope, however, that the brief list in the above paragraph signals the success the University has achieved to date, and the actual realization of our commitment to interdisciplinarity.

**Issues Raised and Areas Identified for Review, Support or Redesign**

Despite our successes, many faculty members at Simon Fraser University believe that, as an institution, we could better incubate and support interdisciplinary research and teaching. Through the Interdisciplinarity Charrette Day, a survey of faculty with joint appointments, and a variety of input provided during Working Group meetings and Task Force consultation processes, we have learned of the following issues and areas where Simon Fraser University is not as successful as we could be in facilitating strong interdisciplinary teaching and research.

At an institutional level, the University does not have a clearly articulated and focused vision or strategy for how to support interdisciplinarity. This is viewed as one reason underpinning the lack of a university-wide culture of understanding, support, or recognition of the merit of interdisciplinary work. A number of faculty members believe that this permeates performance review processes wherein they feel that there are difficulties in the measurement of the quality of interdisciplinary scholarship, in the establishment of parameters for assessing excellence for interdisciplinarity, and in the recognition of interdisciplinary scholarship being of potentially
equal caliber and quality to disciplinary scholarship. It was further noted that one of the primary structural mechanisms designed to promote interdisciplinarity – joint appointments – were not being used effectively or to the degree used by some other institutions. The Task Force attempted to compare our use of joint appointments with other institutions in the country but have experienced difficulty in obtaining information from other institutions. Those who have responded to our query for information, share our concern that joint appointments serve as important mechanisms for interdisciplinarity but that these have not been marshaled to most institutions’ advantage.

Barriers to effective interdisciplinarity have been noted for, and by, students in relation to our teaching and program development, in our research activities, and in the way in which we have deployed Centres and Institutes in the past.

In the area of students, we learned from professors and students alike, that students encounter the following barriers to interdisciplinary study:

- they often experienced difficulty in taking cross-Faculty minors and double majors;
- they feel there is an over-prescription of prerequisites that make the design of interdisciplinary programs difficult and opportunities for students to explore other disciplines nearly impossible;
- they find having credits recognized towards overall degree credential from one discipline to another can often be extremely difficult and students may be required if they switch programs of study to ultimately take more than 120 credits for degree completion;
- they find the course approval process cumbersome and unwieldy for students seeking to study across disciplines;
- they believe that structures of registration priority to disciplinary majors is restricting exposure to other disciplines;
- they see a lack of choice in navigating a path of study at the graduate level and often non-disciplinary learning is accomplished through “special arrangements” or directed readings courses;
- they find that financial support structures, particularly for graduate students, come from discipline-based channels and research funding which is typically directed at discipline-based research and learning; and,
- they believe there is a significant lack of integrated, problem-centered courses available to students.

Participants in the Interdisciplinarity Charette Day and the literature review confirmed that the most frequent barriers to interdisciplinary learning for students derive from the difficulty of faculty members to effectively engage in interdisciplinary course and program development and teaching. The most frequently cited problems were the lack of encouragement and support for this activity and the low recognition of interdisciplinary teaching in discipline-based performance review processes. There is a view by many that interdisciplinary courses are perceived as diluted in quality and substance. Further, generally there is little if any provision for compensation or inclusion of interdisciplinary teaching outside of departments as part of annual workload activities. In part this may be attributed to the legitimate need of departments to ensure that their degree programming requirements can be sustained. However, such
legitimate calls on faculty members’ time are acting as a substantial barrier to the realization of interdisciplinary programming objectives of the University. Finally, both the literature and Simon Fraser University faculty members confirm that there is a lack of visibility for those interdisciplinary teaching and programs that do exist and there is a lack of support and guidance for faculty members who seek to develop interdisciplinary courses and programs.

In general, interdisciplinary research is more easily pursued and encounters fewer barriers than does interdisciplinary teaching. A number of faculty members reported that if they are interested in engaging in an interdisciplinary team, they can do so by simply gathering together a group of diverse faculty members who may share interests in a project. This ability to marshal multidisciplinary research teams was in evidence through the number and diversity of applications that were submitted in short order to the newly created CTEF initiative two years ago. However, despite these positive reports, faculty members at the Interdisciplinarity Charette Day noted several critical barriers to effective and supported interdisciplinary research at Simon Fraser University. These included poor communication of interdisciplinary research initiatives; a lack of space for interdisciplinary teams to collaborate, meet, and exchange ideas; lack of financial support (particularly for the incubation of smaller-scale interdisciplinary research projects); a lack of opportunities that stimulate interaction among diverse disciplines; and a lack of full-time personnel to support initiatives.

The Task Force learned of many perceived inadequacies with our Centre and Institutes policy, one of Simon Fraser University’s primary vehicles for interdisciplinary research. Our own initial review of Centres and Institutes had led us to conclude that there was considerably variability in the degree to which Centres and Institutes were stimulating and nourishing interdisciplinarity, and equally that there was great variety in the extent to which existing Centres and Institutes appeared to be dynamic and active areas of research.

Participants at the Interdisciplinarity Charette Day alerted the Task Force to a number of perceived deficiencies with our existing Centres and Institutes model including a lack of clarity as to the differentiation between Centres and Institutes, a lack of operational funding and administrative support, inadequate economics of scale for the support and facilitation of Centres and Institutes, a lack of effective enabling mechanisms to encourage faculty member participation and leadership in a meaningful way, the inability for graduate students to become integrated members of Centres and Institutes, the lack of encouragement for the development of courses and programming related to the Centre and Institutes’ research activities, and the inconsistent quality of existing Centres and Institutes which was in part attributed to ineffective adjudication of new Centres/Institutes proposals, review processes and the lack of graceful phase out mechanisms for Centres and Institutes which were no longer dynamic and contributing research engines of the University.

**Multifaceted Strategy**

In view of the barriers to interdisciplinarity that have been identified above, and in consideration of the successes we have recorded, the Task Force recommends that a multifaceted strategy be adopted to successfully stimulate and nourish interdisciplinary collaboration in teaching and
research at Simon Fraser University. We note that in this area of our work in particular, our solutions extend beyond structures of the University and focus on leadership, support, policy revision and process review.

Support, Facilitation, Championship

The Task Force believes that to overcome the barriers to interdisciplinarity encountered, we will require leadership, commitment and focused attention. We are conscious that additions to the academic administration of the University must be carefully considered and thoroughly justified. It is our view, backed by observations of the activities of leading Universities internationally, the shifting intellectual context to questions of such grand scale that the only way to tackle them is from integrated contributions from the humanities, arts, social, applied and natural sciences, and the desire by students for interdisciplinary learning opportunities, that a renewed focus and commitment to interdisciplinarity is essential. This requires support, facilitation and leadership.

We believe that an Office for Interdisciplinary Collaboration should be established. The design, mandate and responsibilities of the OIC are proposed as follows:

- The OIC would be led by a senior academic administrator appointed for a 3-year renewable term, holding the position title of Director. The Director would report jointly to the Vice-President, Research and the Vice-President, Academic.

- The Office would be responsible for:
  
  o championing interdisciplinarity at senior decision-making tables, as well as within and external to the University community
  o developing a strategic plan for interdisciplinarity at SFU, creating an implementation strategy, overseeing its execution, and preparing accountability reporting on interdisciplinary activities at SFU
  o working with the Advancement Office to develop a significant fundraising campaign in relation to signature interdisciplinary initiatives
  o facilitating interdisciplinary initiatives at SFU through advising, process development, problem-solving activities between units and individuals, and coordination
  o developing communication structures for members within and beyond SFU regarding SFU’s interdisciplinary activities – to include development of “connections” databases, coordinate speaker series, develop newsletters, host events aimed at bringing researchers together from across disciplines
  o managing the Centre/Institute Shared Support Centre which would be housed within the OIC
  o supporting the Vice-President, Research in the processes related to Centre and Institute application, review and renewal
  o developing structures to support the strategic integrated research directions of the University (the SFU Health Network serves as an example)
o developing unified profiles for major areas of the University where diverse research and teaching activities would benefit from a consolidated profile to the external community (perhaps such as: Health, Environment, and other future areas), and,

o administering funding envelopes related to the support and development of interdisciplinary activities in collaboration with the Vice-President, Academic, Vice-President, Research, and an elected interdisciplinary adjudicating committee for proposal review.

Centres and Institutes Reform

The Task Force believes that a key element to a multifaceted strategy in support of interdisciplinary is the reformation of the Centres and Institutes policy. Our proposed reformation is designed to make Centres and Institutes better-suited to the support of research generally and interdisciplinary research in particular.

Simon Fraser University’s policy for Centres and Institutes R40.01 is an overarching framework designed to:

“Facilitate collaborative research, especially multi-disciplinary research; to undertake specific types of teaching or training programs; to facilitate multi-university initiatives, such as centres of excellence; and to provide specific types of services to the community”.

We generally support these overarching goals. However, we find that there is a lack of definitional clarity regarding particular distinctions, objectives and capacities (such as what “types of teaching or training programs” are intentioned) of Centres and Institutes; that modifications to these structural vehicles can help them become a more powerful complement to other academic structures; that clarifications and qualifications are required to ensure that these structures do not become parallel academic universes or synonyms for Independent Programs, Departments, Schools or Faculties; and that the requirements for application, review and continuation are premised on a more substantial program of quality performance expectation and accountability.

Our investigation into the ways in which Centres and Institutes are currently being used led the Task Force to the view that there is considerable diversity in the extent of activity and substantial differentiation in quality and the degree to which existing Centres and Institutes are dynamic in nature and contribute to the overall research profile of the University.

Our review uncovered several examples of where credit courses (or even a certificate program in one case) are being offered through a Centre. These include the Centre for Labour Studies, the Centre for Education, Law and Society and the Centre for Sustainable Community Development. We also became aware that there have been historical examples where Institutes were used to host degree programming and/or academic appointment: Humanities, and the Institute for Health Research and Education serve as examples. At least in the latter case, however, the proposal that
established IHRE explicitly defined the Institute as a concept and structure unique from those envisioned and supported by the R40.01 policy. We are not certain whether the circumstances surrounding the creation of Humanities were also unique.

The Task Force believes that several substantive revisions are required to the conceptualization of Centres and Institutes at Simon Fraser University if they are to effectively advance the research mission and research profile of the University, if they are to serve as an important component of graduate student learning, and if they are to serve the University as devices to nourish and develop interdisciplinarity. The areas of revision we propose are summarized as follows:

- Re-conceptualization of the categories of Centres and Institutes
- Introduction of expanded and more rigorous review at the time of creation and renewal
- Introduction of 3 to 5 year renewable terms for Centres and Institutes
- Introduction of meaningful graduate student membership
- Establishment of temporally and numerically limited opportunities for faculty members to more fully engage with Centres and Institutes through joint appointments and secondments
- Empowerment of certain categories of Centres and Institutes to offer limited credit programming in the form of interdisciplinary course(s) or certificate programs that is supplemental to degree programming offered within disciplines
- Development over the longer term of a “Shared Centres and Institutes Support Office”
- Establishment over the longer term of limited financial support to enable faculty member participation and start up for Centres and Institutes, subject to increased budget allocation to the Vice-President, Academic Strategic Initiatives Fund and the Vice-President, Research “Centre and Institutes Start-Up Support Fund”.

We recognize and remind readers that all recommendations relating to academic appointment provisions for Centres and Institutes will be the subject of negotiations between the University and the Simon Fraser Faculty Association, and the ultimate shape of the parameters related to these matters may be different than those recommended by the Task Force.

For the convenience of readers, Table 1 below provides a summary of the powers and capabilities of each type of Centre and Institute that we propose. Full details of each are provided in the full discussion of structural elements in Volume V of this report.
**Table 1: Summary of Types of Centres and Institutes and their Defining Features**

<table>
<thead>
<tr>
<th>Category</th>
<th>Membership</th>
<th>Teaching</th>
<th>Appointments</th>
<th>Term</th>
<th>Reports to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Research Centre</td>
<td>Majority of members from single Department / School / Independent Program</td>
<td>Credit teaching not permitted.</td>
<td>Normally up to 2 temporally limited joint appointments or internal secondments</td>
<td>3 – 5 year terms, renewable</td>
<td>Chair / Director, Department, School, or Independent Program</td>
</tr>
<tr>
<td>Faculty Research Centre</td>
<td>Vast majority of members from single Faculty; significant membership from at least 2 disciplines</td>
<td>Credit teaching not permitted.</td>
<td>Normally up to 2 temporally limited joint appointments or internal secondments</td>
<td>3 – 5 year terms, renewable</td>
<td>Dean, Faculty</td>
</tr>
<tr>
<td>Faculty Research &amp; Teaching Centre</td>
<td>Vast majority of members from single Faculty; significant membership from at least 2 disciplines</td>
<td>Non credit programming; supplementary credit courses of interdisciplinary nature; certificates; no degrees</td>
<td>Limited number of temporally limited joint appointments or internal secondments</td>
<td>3 – 5 year terms, renewable</td>
<td>Dean, Faculty</td>
</tr>
<tr>
<td>Research Institutes</td>
<td>Significant membership from 2 or more Faculties or involve another Institution or University</td>
<td>Not permitted.</td>
<td>Normally only up to 4 temporally limited joint appointments or internal secondments</td>
<td>3 – 5 year terms, renewable; unless prescribed by Multi-University agreement</td>
<td>Vice-President, Research</td>
</tr>
<tr>
<td>Research &amp; Teaching Institutes</td>
<td>Significant membership from 2 or more Faculties or involve another Institution or University</td>
<td>Non credit programming; supplementary credit courses of interdisciplinary nature; certificates; no degrees</td>
<td>Limited number of temporally limited joint appointments or internal secondments</td>
<td>3 – 5 year terms, renewable; unless prescribed by Multi-University agreement</td>
<td>Jointly to Vice-President, Research and Vice-President, Academic</td>
</tr>
</tbody>
</table>
**Policy Revision**

As part of our multifaceted strategy on interdisciplinarity, the Task Force recommends that a number of policies in the University be amended. It should be noted that a number of the recommendations made will be a matter of negotiation between the University and the Simon Fraser University Faculty Association and may result in different provisions than what we imagine here. Nonetheless, we felt it important to indicate the issues that we feel need addressing within the academic policy environment at Simon Fraser University. We further note that while the amendments we recommend are designed as ways to enhance interdisciplinarity, the proposed changes will, in many instances, serve disciplinary research and teaching equally effectively.

- **Joint Appointments:**

  The Task Force suggests that the Joint Appointment Policy be revised as follows:

  - Limited timeframes for joint appointment provisions be introduced and that these be extended to particular categories of Centres and Institutes (i.e. for 3-5 year terms, renewable)
  - Flexibility be introduced into the nature of joint appointment relationships (i.e. they may have differential teaching commitments, service expectations or research locus between two or more units) and that these be articulated
  - Strategies be developed to ensure appropriate and adequate review mechanisms of interdisciplinary and multi-unit research and teaching
  - Expectations for faculty who are appointed to multiple units to have their workload activities in relation to each unit be clear and consistent with the overall expectations of annual workload requirements for faculty members of the university who are solely in disciplines

  The Task Force also believes that it is critical that incentives be developed to encourage units to make joint appointments.

- **Secondments Policy**

  The Task Force believes that the University requires a new mechanism to encourage faculty member participation in interdisciplinary teaching and research activities that are developed through Centres and Institutes. Such a policy would need to address issues of performance review, possibility of renewal for multi-year secondments, process for application, etc. The Task Force understands the tension between departmental teaching requirements and planning on the one hand and support for faculty member engagement in interdisciplinary initiatives on the other. As a consequence, we believe that while it is critically important that Department Chairs/School and Program Directors have a direct role in the approval of secondment applications, they have constraints placed upon them in their power to delay or refuse a secondment application. In terms of a delay, we believe that a Department must be able to effectively plan for the continued offering of
 degree program requirements and the financial functioning of the unit, and so the Department should have the right to delay for these two reasons the timing of a secondment. We believe that a Department should also have the right to deny a secondment application where the past performance of a faculty member has been assessed as unsatisfactory. Finally, a Department should have the right to ensure that a faculty member’s annual workload expectation is being fulfilled. If a faculty member applies for secondment to an institute but this secondment does not fulfill the expected teaching and service expectations of a faculty member, then the Department should be empowered to place conditions on the secondment to ensure that these will be met. In such cases we imagine that teaching and service commitments would be met through activities within the department. Notwithstanding these rights of the Department, the Task Force firmly believes that these matters should not be used to deter the approval of secondment applications, and the Director of the Office for Interdisciplinary Collaboration should be seen by both parties as a facilitator to aid in the success of secondment applications.

• **Team Teaching Policy**

The Task Force understands from members of the University community that there is considerable variety across the University in the extent to which team teaching is recognized in annual workload calculations and is assessed within performance review processes. It is our view that a fair and equitable process of application, review, and recognition is not only a fundamental component of a positive culture, but also is necessary if all areas of the University are to be participants in initiatives that would integrate the strengths of disciplines across the University.

• **Interdisciplinary Performance Review Mechanisms**

A frequently cited obstacle to interdisciplinary participation and success at Simon Fraser University, as with institutions elsewhere, is the lack of effective review processes for interdisciplinary scholarship and teaching. In part this stems from a lack of defined parameters for effective review of interdisciplinary work generally; in part it stems from the diverse nature of interdisciplinary work that often makes comparisons across faculty members, and standards of assessment extremely difficult. It is an issue that most Universities struggle with. We believe that Simon Fraser University has a reputation for progressive academic policies that is often cited as a best practice example. The customized nature of criteria and standards for promotion, tenure and salary review should provide a vehicle under which interdisciplinary assessment criteria can be effectively developed. While we recognize that changes to performance review of academic members is a matter for negotiation between the University and the Simon Fraser University Faculty Association, we believe that the Director of the Office for Interdisciplinary Collaboration should provide an independent discussion paper on interdisciplinary performance review. There is a significant literature on the topic and this issue has emerged in many other institutional contexts, though we were unable to locate in our limited research an exemplary model to offer the University and the Faculty Association as part of this report. The Task Force believes though that the University
should consider the establishment of a framework for individual interdisciplinary review committees, an expansion to the Faculty College to include interdisciplinary expertise, and specific guidelines for disciplines on how to incorporate and evaluate interdisciplinary expectations for renewal, tenure and promotion into departmental criteria documents.

Financial Support

The final component of the multi-faceted strategy on interdisciplinarity recommended by the Task Force deals with financial support. We believe that it will be essential for the University to provide financial incentives and support to both individuals and units if we are to effectively and significantly move the interdisciplinary objectives and commitment of the University forward. In principle, we believe that the following financial vehicles would be effective for stimulating interdisciplinarity at Simon Fraser University:

- Large Project Funding (CTEF) – VPR Responsibility – no changes recommended to current process
- Small Interdisciplinary Project Funding (SIP) – OIC responsibility – competitive process with interdisciplinary adjudicating committee proposal review
- Interdisciplinary Conference Funding (ICF) – OIC responsibility – this should be considered as an extension of the existing Vice-President, Academic conference fund
- Interdisciplinary Teaching Development Fund (ITDF) – OIC responsibility – dedicated to the support of teaching development

A financial commitment of perhaps $90,000 to $100,000 across the last three funding vehicles would, we believe, serve as a reasonable starting investment in improving support for interdisciplinary activity.

To succeed in creating a supportive, facilitative, and nourishing environment for interdisciplinarity at Simon Fraser University, we must create the space for this to occur. We would suggest, therefore, that through an incremental financial and space strategy, perhaps as a result of an external fundraising strategy, that the Office for Interdisciplinary Collaboration be developed over the long-term to have adequate physical facilities and infrastructure to support its activities and the shared Centre/Institute Support Centre. At a minimum, we imagine that a meeting room, teleconferencing facilities, reference library, and support personnel be provided to the OIC.

The Task Force recognizes that the funding allocation formulae used by the University has been devised as part of a complex consideration of enrolment activity and planned growth at the University within academic disciplines. While this strategy ensures that “funding follows scholars”, we nonetheless feel that its current 100% disposition to Faculties reinforces discipline-based competition and barriers which will continue to stifle programming initiatives of an interdisciplinary nature.
Summary and Recommendations

We recognize that the multifaceted strategy we have identified in support of interdisciplinarity at Simon Fraser University is an ambitious constellation of structures, supports, policy revisions and developments, and financial strategies. Nonetheless, we feel this strategy is critical to advance both disciplinary and interdisciplinary research and teaching excellence in the future.

The establishment of an Office for Interdisciplinary Collaboration will support faculty members seeking to pursue interdisciplinary knowledge discovery; it will be a centre for the interaction of faculty members across the University, and will serve as a catalyst for incubation of interdisciplinary research and teaching.

The reviews to be undertaken at both graduate and undergraduate levels, will ensure that students are able to effectively and seamlessly engage in study beyond their disciplines, thus providing them with an expanded perspective on the disciplinary areas they choose to explore.

The proposed revisions to the Centres and Institutes are envisioned to be a key component to our success in defining Simon Fraser University as a place where the “research innovation [of faculty] will find incubation, support and development” (p. 9) and where graduate students will be able to be “intimately connected with the research agenda and activities of the University” (p.10).

In the interdisciplinarity area of our mandate, we make the following recommendations:

<table>
<thead>
<tr>
<th>Recommendation 11: That the University establish a new Office for Interdisciplinary Collaboration (OIC) with the design, mandate and responsibilities outlined in this report.</th>
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</thead>
</table>

<table>
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<tr>
<th>Recommendation 12: That the University’s Academic Policies be revised as follows:</th>
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<tbody>
<tr>
<td>12.1 That the Joint Appointments Policy be revised in consideration of the suggestions included in this report.</td>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>12.3 That the University develop a new policy on Team Teaching.</td>
</tr>
<tr>
<td>12.4 That the University develop better provisions for the review of interdisciplinary research and teaching in all academic performance review processes.</td>
</tr>
<tr>
<td>12.5 That the Centres and Institutes policy be revised as envisioned in this report.</td>
</tr>
</tbody>
</table>
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.
“Removing Barriers: A Design For the Future of SFU”

“Removing Barriers: A Design For the Future of SFU”

Volume IV – Programs, Processes and Other Activities

Phase 2 Task Force on Academic Structure Discussion Paper

Presented to the University Community
December 17, 2007
VOLUME IV – PROGRAMS, PROCESSES AND OTHER ACTIVITIES

In Volume II of our report, the Task Force recommended major structural changes to the academic organization of the University. This has included the creation of three new Faculties, a new College, and a proposal for a new Institute for Advanced Scholarship.

This Volume examines four additional areas that came before the Task Force in the submissions we received: specific academic programs, existing structures, process reviews, and infrastructure support.

**Specific Academic Program Areas**

**Cognitive Science Program**

As a significant experiment in multidisciplinary collaboration spanning multiple Faculties, the Cognitive Science Program is an exemplar of what can be imagined, and how facilitation of that imagination is constrained. A series of pragmatic and logistical problems in the arrangements of collaboration have resulted in frustrations by both faculty members and students alike. Yet, the Task Force does not believe, at least upon initial investigation, that these problems require structural solution. Rather, we recommend that the commitments made by collaborating units be codified and formalized and that adequate commitment be given in terms of faculty teaching contributions and program service to ensure that program quality can be returned and sustained.

We are aware that the Cognitive Science Program is scheduled for review under the Senate External Review processes in early 2008. This will prove an important and timely review. The Task Force believes that this review provides the opportunity for an objective expert assessment of the issues identified by the Cognitive Science Program in its submission to the Task Force.

**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.

The issues raised by the Cognitive Science Program have led the Task Force to further consider the processes by which new interdisciplinary programs present their proposals through the Senate process and the extent to which the issues the Cognitive Science Program has encountered may have been avoided had the original proposal included more formalized understanding of the expectations surrounding collaboration and the ways in which faculty members and students would be enabled and supported to participate. We suggest that Senate develop a required template to guide the development of interdisciplinary program proposals which would also provide Senate with a framework to ensure appropriate mechanisms for collaboration are envisioned. As part of defining these commitments, we would suggest that the following issues be addressed within that guiding framework:
• plans for the provision and prioritization of student access;
• description of how faculty members who contribute will have their contributions considered as part of annual workload expectations;
• overview as to how academic leadership for the program will be encouraged and supported and what arrangements will be made for recognizing leadership roles;
• identification of what oversight structures will be in place of the program and what accountability structures/processes will be in place to ensure the continued quality of the program; and,
• identification of the composition and reporting structure of the steering committee for the interdisciplinary program and what communication structures will be in place between the steering committee and the collaborating units.

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.

IT/ICT Program

As one example of the potential for collaborative engagement with other units at the leading edge of knowledge advancement, the School of Computing Science and the School of Interactive Arts and Technology have developed a joint proposal for a new initiative in Information and Communications Technology (IT/ICT). This program represents a significant turning point in the interrelationship between the School of Computing Science and the School of Interactive Arts and Technology. The proposal from Computing Science and Interactive Arts and Technology calls for a program to be created at the convergence of information and communications technology. In addition to being an important proposal for the future collaborative relationship between Computing Science and Interactive Arts and Technology, the proposal also draws expertise from, and extends partnership involvement to, Engineering Science, Business Administration, and Cognitive Science. Others may also be interested in this initiative. We can imagine particular interest being expressed from faculty members in Communication and Health. Students from all of these programs would benefit from the expanded collaborative environment, and it is envisioned that specialty streams could be developed within the undergraduate IT/ICT program such that students could then further specialize at the graduate level within the partnership disciplines or perhaps even in a graduate IT/ICT Program. Collaborative opportunities would also be highly likely with industry and the program would be extremely compelling as an object of external financial support, industrial collaboration, and co-op and career placement for students, thus serving our external community and our students in a highly effective way.

13 “When combined, information and communications technology focuses on the development and use of computer-based information systems and communications systems to process, transmit, and store data and information. It directs scholarly attention to the human and organization issues of effective technology utilization that move such systems from a domain of engineering complexity to every applications and appliances. The Apple Corporation iPhone is a recent example of this convergence with its intuitive, easy-to-use interface.” (IT/ICT Joint proposal, p. 1)
In recognition of this program’s potential to position Simon Fraser University as a world leader in this emerging field of knowledge (there are currently no other competing programs in Canada and an initial review suggests no direct competition within North America), and in developing a culture of effective collaboration among disciplines within the University, the Task Force supports the development of an IT/ICT program.

**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 2008 outlining the feasibility, faculty gap analysis, resource requirements and draft curriculum of implementing an IT/ICT program at SFU.

**Publishing Programming Consolidation**

The Working Group and the Task Force support the overall consolidation of publishing programming under one umbrella, and thus the inclusion of the undergraduate publishing courses from Communication and the Writing and Publishing Program from Continuing Studies as part of the Publishing Program in the new Faculty. We understand that the School of Communication and the Director of the Master of Publishing Program are supportive of our view and have agreed to transfer the undergraduate credit publishing courses from Communication to the Publishing Program. In contrast, we have learned that the Director of the Master of Publishing Program and the Director of the Writing and Publishing program at Continuing Studies have agreed to “continue to seek opportunities to complement each other’s efforts and to coordinate offerings” but not to consolidate the Continuing Studies programming into the Publishing Program. As a consequence, the Task Force will not recommend the consolidation of the Writing and Publishing program of Continuing Studies with the Master of Publishing Program programming without a better understanding of the reasons for the decision of the program directors. We do, however, believe that there are compelling arguments to consolidate cognate publishing programs within a single unit and believe this should be reconsidered in the future.

**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.
TechOne Program

Simon Fraser University’s TechOne program is a model first year cohort experience, providing entering students an introduction into the field of technology and future educational paths in Computing, Engineering, Business Administration, Mechatronics, Interactive Arts and Technology, and Communication. This unique program has been evolving since its inception at the University and it has recently undergone a fairly extensive redesign. The TechOne program which is comprised of six core courses, four interdisciplinary courses and two elective courses, will, by the various recommendations of the Task Force, serve three distinct Faculties. This program’s history has been fraught with challenges in design, in interrelationships with various disciplinary units, and with a series of administrative constraints. Until recently, limited term teaching appointments were offered under the umbrella of the School of Interactive Arts and Technology and seconded to the program. Permanent positions have now been authorized under the appointment of other disciplines but again with the majority of duties seconded to the program.

The Task Force believes that the interdisciplinary, cross-Faculty, nature of this program makes it an ideal candidate for inclusion as an independent College Program within the College of Lifelong and Experiential Learning. Headed by a discipline-based academic steering committee, the program would find a nourishing and supportive home that would encourage interdisciplinarity. Notwithstanding this view and desire by the Task Force, the Steering Committee of the TechOne program has requested that the Task Force instead provide the TechOne program with the opportunity to stabilize its newly designed program and leave it in a familiar environment for a temporary two-year period. On the basis of this request, the Task Force makes the following recommendation:

**Recommendation 18: That the TechOne Program temporarily be moved to the new Faculty comprised of Contemporary Arts, Communication, Interactive Arts and Technology and Publishing for a two year period. Further, that at the end of two years, 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, and the College of Lifelong and Experiential Learning, will review the status of TechOne and recommend 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.**

Existing Structures and Activities

In examining the various submissions to the Task Force as well as the recommendations made by the Working Groups, there were four occasions where the Task Force concluded that the existing structures, and activities underway were the most effective approach for realizing our goals for 2025.
First, the submission from the Dean of the Faculty of Arts and Social Sciences proposed the “establishment of a Department of First Nations Studies, housed in FASS. This department would take the lead in coordinating activities, programming, and research throughout the University.” The Task Force notes the historically strong contributions to First Nations programming carried out by the Faculty of Arts and Social Sciences, particularly that offered through Simon Fraser University’s Kamloops operations. We also note the two recent programming initiatives before Senate that will lead to the expansion of the Faculty of Arts and Social Sciences First Nations programming activities. We applaud this historical and recent commitment to First Nations activities. The Task Force is, however, also aware that at the beginning of this year a University-wide First Nations Strategic Plan was developed and ultimately approved by Senate and the Board of Governors. This Strategic Plan provides a coordinating, facilitation and development role for a First Nations office with a senior-level Director position. The Task Force believes that this pan-University structure is the appropriate vehicle for encouraging the development of First Nations programming and understanding in all areas of the University.

Second, in its creation of the notion of a College for the University, Working Group 5 proposed that the portfolio of the Associate Vice-President, Students and International be conceived as a College. The Task Force does not believe that these areas of activity require, or would benefit from, the College structure. The Working Group 5 report had also considered the realignment of the Co-op program into the new College of Lifelong and Experiential Learning on the basis of its direct relationship to experiential learning. The Task Force, however, is of the view that the College must be structured to house those experiential activities that do not fit effectively or are not functioning to their full potential within other structures of the University. The Co-op program went through a significant transformation over the past ten years and is now showing clear signs of successful redevelopment. Further, the recent overhaul of the Students and International portfolio under Nello Angerilli’s stewardship occurred with a thoughtful and integrated design within which Co-op was carefully positioned. The Task Force does not feel therefore that there is a motivating reason to relocate the Co-op program into the new College of Lifelong and Experiential Learning. The College will serve both as a home to experiential learning activities and as a conduit of connection between initiatives housed around the University. We would encourage and expect that the College and Co-op will develop a strong and positive relationship that will sustain both of their success.

Third, while some of the design of our multifaceted strategy to enhance interdisciplinarity at Simon Fraser University has been premised on issues raised by Dr. Rick Gruneau’s proposal to the Task Force for the creation of a new program in Sport, Commerce, Culture and Community, we believe that our recommendations for changes to various policies and to the structural elements, will provide this proposal with the appropriate mechanisms to be successful. As a consequence, we believe that it can be pursued through the existing channels of program development and review within the University.

Fourth, while the Task Force makes a series of recommendations with regard to foreign language learning, we are convinced by the “Report of the Language Instruction Committee” written in 2005 and chaired by Dr. Paul McFetridge, that the issues surrounding English language instruction are significantly different from those of foreign language learning and that they need
to be dealt with separately. We have found the Report to provide a comprehensive and compelling examination of the issues and possible paths forward. As a consequence, we do not wish to retrace an area that has been effectively assessed previously. At the same time we recognize that our recommendation to disaggregate English and foreign language learning currently housed within the Language Training Institute in Linguistics and to relocate only the foreign language component to the new College of Lifelong and Experiential Learning, leaves us with an obligation to address the future of the English language training that is currently offered through the Language Training Institute. It is our recommendation, therefore that the Report authored by Dr. Paul McFetridge and his committee, 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 19: 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.**

**Process Review**

In some cases, we felt that revisions to the process or policy framework of Simon Fraser University would prove more beneficial to the issue in need of resolution and to the overall cost and administrative efficiency of the institution. Many of these are intimately connected with our recommendations for a multifaceted strategy to enhance interdisciplinarity as described in the previous volume.

**Student Mobility / Course Access Review**

As noted in the previous Volume in the discussion of barriers to interdisciplinarity, we heard of a number of interrelated concerns with regard to the presence of obstacles for effective interdisciplinary study by students. We do not have a sense, nor the expertise, of what the exact scale of the problems reported are or the extent to which the problems noted intersect with other areas of student learning. As a consequence, we believe that those who are expert in the undergraduate student learning experience should engage in an evaluation of these issues.

**Recommendation 20: 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.**
Graduate Student Interdisciplinary Program Review

In many areas of the Task Force report, we have noted the critical need by the University to increase our profile and activity in graduate education. We applaud President Stevenson’s ambitious goal to have 25% of Simon Fraser University’s student population be comprised of graduate enrolments. Achieving this goal is recognizably an important component of the overall institutional objective to secure Simon Fraser University’s reputation as an outstanding comprehensive research institution. We have recommended elsewhere that graduate students should have a direct and enhanced connection to the research activity of the University through membership in Centres and Institutes. We have also recommended a number of structural recommendations that we believe will set the seeds for an expansion of graduate education in both disciplinary and interdisciplinary venues. We also believe that the changes to the Centres and Institutes policy as well as other structural elements will more effectively enable graduate certificate programs to be imagined and developed. Notwithstanding these important changes to the benefit of graduate education, the Task Force supports the submission by the Dean of Graduate Studies to mandate him to research further the ways in which interdisciplinary programming for graduate students might be fostered.

Recommendation 21: 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.

Infrastructure Support

A final area of consideration by the Task Force with regard to academic structure, is the examination of those structures of infrastructure support that are affected by the recommendations we have made in other areas.

The only area we can identify of immediate impact is the role of the Network Support Group currently housed within the Faculty of Applied Science. While there have been proposals submitted to us to relocate the Network Support Group (NSG) to the new Faculty of Engineering and Computing, we have also been made aware that the issues in supporting research networks and computing at Simon Fraser University extend beyond the boundaries of the units within the Faculty of Applied Science. As a consequence, we believe that a more systematic and institution-wide review is in order and the Task Force is not equipped, nor does it have the expertise, to conduct this review. Rather, we recommend that it be undertaken under the auspices and direction of the Chief Information Officer of the University. We wish to make clear, however, that we do not believe that research computing should fall under the direct portfolio of the Chief Information Officer. Such computing infrastructure should be positioned within the context of academic disciplines and interdisciplines. However, we feel that identification of the location of the Network Support Group and its mandate would benefit from input external to the Task Force and the NSG.
Recommendation 22: That the Chief Information Officer review the support of network and research computing generally and the Network Support Group housed in the Faculty of Applied Science specifically, and identify the best strategy and location for the management of network and research computing for the University’s future.
VOLUME V – ACADEMIC STRUCTURAL ELEMENTS

General Overview

This fifth volume of the Task Force report examines issues related to the use of structural elements at Simon Fraser University and identifies those changes and additions we believe should be implemented.

Specifically, our mandate in this area was to:

Consider and evaluate the coherence, roles, responsibilities, functions, administrative requirements, costs, and terminology of the structural building blocks employed at Simon Fraser University (i.e. programs, schools, departments, centres, and institutes) and, following exploration and consultation with the University community, recommend to Senate a strategy that will provide definitional clarity, administrative effectiveness, and appropriate differentiation among these structures.

The Phase 1 Task Force discussed in detail the way in which structural elements have been used within Simon Fraser University and at institutions elsewhere. We do not wish to reiterate that discussion here and instead refer interested readers to pages 9-13 of the Phase 1 discussion document entitled “Sommes Nous Prêts?” (July, 2006).

We note, however, that Simon Fraser University’s academic structure has, similar to most institutions in Canada, been designed using a traditional academic structural model – Faculties, Departments, Programs, Institutes, and Centres.

The Phase 1 Task Force provided, in our view, an excellent description of the purpose of academic structures:

“Structure provides for disciplinary identity, for academic programming cohesion and organization. It enables the channeling of resources, faculty, staff and students. Our structure is inseparably linked to the constellation of policies and procedures that enable us to manage our activities and that reward and inhibit us. Our academic organization communicates to our communities, both internally and externally, the priorities of the University, what we value and the ways in which we define and differentiate ourselves. Our structures create the framework for the flow of our communications, our interactions, and our innovation. However, the structure does not dictate or determine the totality of the activities and decisions that define our lives as members of a University community. Structure alone does not create organizational success. Strategy, leadership, recourses and people all play critical roles influencing and shaping an organization’s success. Different structures may facilitate and enhance the ways these factors play out and create conditions that facilitate and support success.” (Sommes Nous Prêts?, p. 14)

Dr. Michael Howlett, in his submission to the Task Force, “A Comment and Proposal Concerning Consideration of Faculty/Divisional Structure at Simon Fraser University”, called on the Task Force to be imaginative in our consideration of academic structure and not to have a limited perspective which results solely in the “slight or marginal modifications of the status
“Removing Barriers: A Design For the Future of SFU”

quo”. Rather, he asked us to consider the bigger picture and larger options that exist, such as “the territorial re-distribution of Faculties by campus, the combination and re-combination of Faculties into non-territorially-based Colleges, and the merger and division of existing Faculties into more equally representative units.” We note its exceptional value in providing the Task Force with a view of alternative conceptualizations for governance and structuring of academic institutions. Ultimately, however, we do not believe that the University is ready for, or in need of, radical transformation. We do, however, agree with Dr. Howlett’s call for the Task Force to consider the bigger picture and to be more imaginative than slight or marginal modifications of the status quo. While we recognize that some of our recommendations will be seen to fall in this latter category, we hope that there are elements that are indicative of our efforts to focus on the future on the University, and to creatively imagine new ways in which we can excel.

The Task Force has considered the ways in which our academic structures enable flexibility and responsiveness and yet provide enduring coherence and disciplinary identity. We have also considered the ways in which terms are used synonymously within the structure, and the reasons for an increase in the number of independent academic programs. We have chosen not to provide a detailed definition of those structural elements (eg. Faculties) that we feel serve the University effectively and require no change. We do, however, discuss several structural elements that we believe deserved further consideration, required redesign, or needed to be added to ensure that Simon Fraser University achieves the future we can imagine for it.

**Department and School?**

The Task Force considered deploying only the term Department within the academic structure rather than having both the terms Department and School exist as synonyms within the structural framework. Ultimately, however, we felt that there are particular areas of the University where the term School has significant meaning within the larger international context of the discipline. This can be seen in cases where there is a professional orientation of the discipline (eg. Engineering), where there is a practice basis to the field (eg. Contemporary Arts), where there is an applied focus (eg. Interactive Arts & Technology), or where there is a broad diversity or range of programmatic streams within the discipline (eg. Criminology). As a consequence, we have concluded that the terms Department and School both have important value to certain areas of the University and, therefore, we do not recommend the arbitrary removal of the term School from our structural vocabulary.

**Independent Programs**

Typically, the term program is understood to refer to the framework for a coherent undergraduate or graduate curriculum of study. In most cases, programs will exist embedded within Departments, Schools or non-departmentalized Faculties.

The Task Force has noted an increase in the number of small academic programs that have been created recently outside of departments within the University academic structure. It is recognized that these nascent programs with small academic complements depend heavily on
other academic units for course offerings, faculty expertise, and the fulfillment of administrative processes such as appointment, tenure and promotion committees, etc. We also realize that the collegial system of governance generally provides equal representative weight of these areas to large departments within the Faculty structure. These issues question the long-term efficiency and viability of a proliferation of small programs independent of disciplines within the Faculty structure. However, the Task Force believes that issues of representation within a Faculty not covered by academic policy, faculty collaboration arrangements, curriculum and workload arrangements across disciplines, and budget provisioning for these new programs should be a matter for decanal determination within the University’s decentralized administrative system.

Notwithstanding these issues, the Task Force comprehends the important role that these programs play both within and external to Faculty, Departmental and School structures as a mechanism of change, experimentation, and new knowledge creation. They also serve as important vehicles for interdisciplinary collaboration within the framework of a Faculty due to their interconnection with other units and their dependence upon the contributions of faculty members from other disciplines. This is particularly true at nascent stages of development.

We recommend, however, that in order to maintain economic efficiency while simultaneously facilitating these important incubating structures, that models of shared support staff, advising, and other types of collaborative administrative strategies be considered and implemented wherever possible.

Throughout our report we have referred to this category of programs as “Independent Programs”.

**College of Lifelong and Experiential Learning**

The Task Force believes that a new entity – a College – needs to be added to the academic structure of the University. We do not propose this as part of the structural templates to be deployed in other circumstances. Rather, we imagine the creation of a single College; the College of Lifelong and Experiential Learning (herein after referred to as the College). The detailed rationale for the creation of this College was presented in “Volume II – Academic Structure Recommendations”, but here we wish to highlight some of this unique structural element’s features.

The College will be headed by a Dean. Given the role of the Dean in oversight and adjudication of student matters and in the performance review processes of academic staff, this position is conceived as a senior academic position. The roles and responsibilities of the position will be uniquely defined from Faculty Deans in consideration of the nature of the divisions embodied within the College. The College will be comprised of two divisions. First, a division of Experiential Learning that will house “College Programs” (see below), other forms of experiential learning, and University-wide coordination activities related to experiential learning. Second, a division of Lifelong Learning that will house the existing portfolio of Continuing Studies, Distance Education, and future activities related to the University’s activities in promoting lifelong learning and engagement with our many communities.
The College may house College Programs, and may offer credit courses, (as is the case now for Continuing Studies) program components (eg. Semester in Dialogue), for-credit certificate programs, and non-credit programming. All programming within the Experiential Division must be of an experiential or interdisciplinary nature. The College will not be degree granting. Programming is envisioned to occur at both graduate and undergraduate levels. We wish to be clear that it is not our intention to create a parallel curriculum or synonym for Faculty and we further note that any credit program developed within the College would, as is true for discipline-based programming, require Senate approval.

**College Programs**

A College Program is an academic program created with a primary focus of delivering undergraduate or graduate programming that extends across more than one Faculty. Due to our recommendation that College Programs not be given degree-granting powers, they are conceived to provide supplementary or enhanced programming to that which occurs within Independent Programs, Departments, Schools and non-Departmentalized Faculties (these areas hereinafter referred to as disciplines).

The Director of a College Program would be an academic administrative appointment and report directly to the Dean of the College. They would be governed by the provisions in A13.03 and A13.04 as is true for all other academic administrators.

As College Programs have a credit-teaching mandate, we recommend they have the power of academic appointment as follows:

- Teaching faculty appointments may have their entire academic position appointed to a College Program or they may be cross appointed with disciplines. We believe that the use of joint appointments would be a particularly effective device to retain the interdependent nature of interdisciplinarity in relation to disciplinary programming.
- Tenure-track research faculty may also be appointed to a College Program, however, they must hold a joint appointment with a discipline.

It is our view that the review process for teaching faculty appointed solely to a College Program could be concluded within the College. The review process for joint appointed tenure-track faculty appointments, however, would require research assessment by the non-College discipline to which they are appointed. Additionally, appropriate interdisciplinary review mechanisms may be required for some members and these should be identified at the time of appointment.

We remind readers that all matters involving academic appointments are the jurisdiction of negotiation between the Simon Fraser University Faculty Association and the University. Our recommendations, therefore, must be considered within this context and are therefore subject to amendment by those parties. We hope, however, that our careful thought on these matters will be considered as important input into those negotiation processes.
Centres and Institutes

In Volume III of this report, the Task Force described the rationale and overarching qualities of a reformulation of the Centres and Institutes Policy R40.01 that we feel is needed to enhance both interdisciplinary and disciplinary research at Simon Fraser University.

This section of our report will focus on a more detailed articulation of the defining characters of the five types of Centres and Institutes that our reformulation envisions:

- Departmental Centre
- Faculty Research Centre
- Faculty Research and Teaching Centre
- Research Institute
- Research and Teaching Institute

Please note that the term “temporally limited joint appointment” used throughout this section of our report refers to a recommendation in the interdisciplinary section of our report (Volume II) that the joint appointment policy be revised to enable joint appointments for short periods of time (3-5 year terms) in connection with certain categories of Centres and Institutes.

Centre:

A Centre is defined as a structural mechanism established for the purpose of promoting collaborative engagement among its members in the areas of research or research and teaching that primarily falls within the framework of a single Faculty. Such research and teaching activity must extend the disciplinary or interdisciplinary research and teaching provided within the contexts of Independent Programs, Departments, Schools or non-departmentalized Faculties. The majority of membership within a Centre will be from within a single academic Faculty.

We propose three types of Centres:

Departmental Research Centre – A Departmental Research Centre (DRC) may be established when a group of cognate researchers from within a single Independent Program, Department, School, or non-departmentalized Faculty wish to associate and collaborate for the purposes of collectively representing themselves and their research niche to the external community. Graduate students may be granted student membership in a DRC. Such membership does not confer any qualifications or satisfaction of requirements towards their degree designation. This category of Centre will report to the Chair/Director of the Independent Program, Department, School or Dean of the non-departmentalized Faculty in which the majority of members belong and will normally not require any University resources. An Independent Program, Department, School, or non-departmentalized Faculty may choose to provide resources at its discretion. Members of DRCs will carry out their full obligations to their primary or joint academic units. With the focus on research, a DRC will not be permitted to offer any credit instruction. It may, however, be engaged in the offering of non-credit modes of instruction. Temporally limited joint appointments or internal secondments are permitted in accordance with the
proposed revised policies on these appointments. Normally, no more than 2 SFU faculty members may be temporarily appointed to a DRC at any one time. Should a DRC seek an exemption to this limitation, they must apply at the time of establishment or renewal and include in their application a clear plan for offsetting the impact of the extended involvement of faculty members on the academic units from which faculty are drawn. These Centres will be established for 3-5 year renewable terms.

Faculty Research Centres – A Faculty Research Centre (FRC) will be established where there is a group of researchers who wish to collaborate and associate in relation to a special research topic that extends the research programs of more than one Independent Program, Department, or School, especially those that are interdisciplinary in nature. To qualify as a FRC, there must be significant membership drawn from two or more disciplines within a Faculty. Graduate students may be granted student membership in a FRC. Such membership does not confer any qualifications or satisfaction of requirements towards their degree designation. With the focus on research, a FRC will not be permitted to offer any credit instruction. It may, however, be engaged in the offering of non-credit modes of instruction. Temporally limited joint appointments or internal secondments are permitted in accordance with the proposed revised policies on these appointments. Normally, no more than 2 SFU faculty members may be temporarily appointed to a FRC at any one time. Should a FRC seek an exemption to this limitation, they must apply at the time of establishment or renewal and include in their application a clear plan for offsetting the impact of the extended involvement of faculty members on the academic units from which faculty are drawn. FRCs are expected to be self-financing. FRCs will report to the Dean of a Faculty. They will have 3-5 year renewable terms.

Faculty Research and Teaching Centres - A Faculty Research and Teaching Centre (FRTC) will be established where there is a group of researchers and educators who wish to collaborate and associate in relation to a special research topic that extends the research programs of more than one Independent Program, Department, or School, and which affords an opportunity for interdisciplinary programming of a supplemental nature to programming within Departments/Schools/Independent Programs. Graduate students may be granted student membership in a FRTC. Such membership does not confer any qualifications or satisfaction of requirements towards their degree designation. A FRTC will be able to offer credit courses and certificates that lead to degree credit as well as non-credit instruction but will not be degree-granting. We propose that temporally limited joint appointments or internal secondments be permitted in accordance with the policies on these appointments. A limited number of SFU faculty members will be permitted within a FRTC at any one time. An application outlining the extent of faculty participation envisioned for a particular FRTC must be presented to Senate at the time of Centre approval or renewal. Such application must include a clear plan for offsetting the impact of the extended involvement for the academic units from which faculty are drawn. Faculty members who teach approved credit courses within a FRTC will have their instructional activity count towards their annual workload as required by the Faculty Workload Policy A30.03. FRTCs are expected to be self-financing. They will report to the Dean of a Faculty and will have 3-5 year renewable terms.
Institutes:

An Institute is defined as a structural mechanism established for the purpose of promoting collaborative engagement among its members in the areas of research or research and teaching that crosses the boundaries of Faculties or which involve other Universities and/or Institutions. Such research and teaching activity must extend the disciplinary or interdisciplinary research and teaching provided within the contexts of Faculties. Significant membership must be drawn from each of two or more Faculties, or involve a University or Institution outside of Simon Fraser University.

We propose two types of Institutes:

**Research Institutes** – This category of Institutes will be established where there is a group of researchers who wish to collaborate and associate in relation to a special research topic that extends the research programs of more than one Faculty, especially those that are multi-, or interdisciplinary in nature. Graduate students may be granted student membership in a Research Institute. Such membership does not confer any qualifications or satisfaction of requirements towards their degree designation. With the focus on research, a Research Institute will not be permitted to offer any credit instruction. It may, however, be engaged in the offering of non-credit modes of instruction and/or dissemination of its research activities. Temporally limited joint appointments or internal secondments are permitted in accordance with the revised policies on these appointments. Normally, no more than four SFU faculty members may be temporally appointed to a Research Institute at any one time. Should a Research Institute seek an exemption to this limitation, they must apply at the time of establishment or renewal and include in their application a clear plan for offsetting the impact of the extended involvement of faculty members on the academic units from which faculty are drawn. These Institutes are expected to secure significant external funding for their operations. Normally they will have 3-5 year renewable terms unless the agreement of a Research Institute dictates other conditions on the term of the Institute.

**Research and Teaching Institute** (RTI) – This category of Institute will be established where there is a group of researchers and educators who wish to collaborate and associate in relation to a special research topic that extends the research programs of more than one Faculty, and which affords an opportunity for multi-, or interdisciplinary programming of a supplemental nature to programming within Faculties. Graduate students may be granted “graduate student membership” in a RTI. Such membership does not confer any qualifications or satisfaction of requirements towards their degree designation. A RTI will offer credit and non-credit courses and certificates that lead to degree credit but will not be degree-granting. Temporally limited joint appointments or internal secondments are permitted in accordance with the policies on these appointments. A limited number of SFU faculty members will be permitted within a Research and Teaching Institute. An application outlining the extent of faculty participation envisioned for a particular RTI must be presented to Senate at the time of Centre approval or renewal. Such application must include a clear plan for offsetting the impact of the extended involvement for the
academic units from which faculty are drawn. Faculty members who teach approved credit courses within a RTI will have their instructional activity count towards their annual workload as provided by the Faculty Workload Policy A30.03. These Institutes are expected to secure significant external funding for their operations. Normally, they will have 3-5 year renewable terms unless the agreement of a PMURTI dictates other conditions on the term of the Institute.

**Faculty Participation in Centres and Institutes**

As has been overviewed in the sub-sections above, the Task Force recommends temporally and numerically limited appointment mechanisms for faculty members to engage with certain categories of Centres and Institutes. Such provision requires identification of the ways in which performance reviews will be conducted and workloads will be developed. With regard to performance reviews, the Task Force recommends that the primary academic department of the individual remain their discipline. As a consequence, as is true with current academic policy, performance review is centered within the disciplinary unit. The Centre or Institute would be required, as is the case for secondary appointments to disciplines, to provide an assessment to the primary discipline of the accomplishments and contributions made by the faculty member to the Centre/Institute, in accordance with the provisions and processes identified in the performance review policies of faculty members.

In the matter of workload assignment, the Task Force believes that the workload of faculty members who have joint appointments with Centres and Institutes will be as provided for in the Faculty Workload Policy (A30.03). Particularly in the case of Centres/Institutes that seek to have faculty members in engage in credit teaching activities of the Centre/Institute, we envision that the faculty member, the Director of the Centre/Institute, and the Chair/Director of the disciplinary home will negotiate a workload arrangement that is consistent with University policy and is satisfactory to all parties. Given the diverse nature of agreements that might be imagined, we do not wish to make any recommendation that might constrain the productive agreement of the parties.

**Centre/Institute Quality Review**

The Task Force believes that Centres and Institutes at Simon Fraser University must be viewed as important vehicles for advancing research and enhancing the research profile and agenda of the University. To ensure that we are successful in this regard, the Task Force believes that there needs to be increased rigor introduced into the adjudication of the application of Centres and Institutes and the renewal processes that will occur in the final year of the term of the Centre or Institute. We also believe that those Centres and Institutes that do not meet the expected standards of quality should not be renewed.

The Task Force has not had the opportunity to research what processes should be established to achieve the goals we outline in the previous paragraph. We are aware that currently Centres and Institutes are established through review and approval processes of the Senate Committee on
University Priorities and Senate, which we do not believe should be changed. We believe that, particularly at the time of renewal, additional evaluation processes (perhaps with external review as in the case of CTEF applications) will need to be developed. We recommend that the Vice-President, Research be mandated to develop the appropriate review processes to ensure the overall quality and reputation of Centres and Institutes at Simon Fraser University. We further recommend, that the Vice-President, Academic participate in the development of appropriate review processes for those Centres and Institutes that involve credit teaching.

**Summary and Recommendations**

As we think about the changes we have proposed over the course of this volume, we return our thoughts back to the four qualities (see p. 9-10) that we are striving to have emblematic of Simon Fraser University in the year 2025.

Independent Programs are important vehicles for change, experimentation, and new knowledge creation. The way in which they support interdisciplinarity through cross-disciplinary faculty collaboration and collegial interconnection will enable Simon Fraser University to meet its goals in creating a nourishing environment for faculty members, for providing new learning opportunities for undergraduate and graduate students, and for responding to pressing societal issues.

The College for Lifelong and Experiential Learning is one of the most significant initiatives being recommended by the Task Force. This entity will demonstrate Simon Fraser University’s long-standing commitment to the educational experience of undergraduate and graduate students and to the communities we serve. It will incubate, develop and nourish cross-Faculty, interdisciplinary educational experiences for students that will enhance their disciplinary degrees. It will be the locus for profiling the many and varied experiential learning opportunities for students both newly developed within the College but also in academic areas throughout the University.

The changes to the Centre and Institute policy are viewed by the Task Force as important to ensure the increased stature of Simon Fraser University’s research contribution and activity. The increased mechanisms for faculty engagement and commitment, for graduate student participation, and for the development of research driven interdisciplinary courses and supplemental components to graduate programming are, we believe, important contributions to the future of the University.

**Recommendation 23:** That the structural elements as described this report be adopted as part of the structural framework for Simon Fraser University.

**Recommendation 24:** 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.
“Removing Barriers: A Design For the Future of SFU”

VOLUME VI – IMPLEMENTATION AND PROCESS FORWARD

Phase 2 Task Force on Academic Structure Discussion Paper

Presented to the University Community
December 17, 2007
VOLUME VI – IMPLEMENTATION AND PROCESS FORWARD

The recommendations contained throughout this report are recognizably both substantial and ambitious. As a consequence, we have attempted to carefully think our way through at least some of the issues that will arise with the implementation of the initiatives and structural changes we have identified. Over the forthcoming sections we will discuss issues of impact on faculty, staff and student complements, provide our best assessment as to the potential cost implications of our recommendations, and propose an implementation timeframe for their execution. We will also outline the next steps in our process, identifying opportunities for consultation with the University community and the imagined timelines for consideration by Senate and the Board of Governors.

Implementation Issues

Implementation Issues for Students, Faculty and Staff

The most important implementation issue arising from our recommendations is the potential impact of our proposals on students, faculty, and staff. We assure all members of the University community that the work of the Task Force over the past year has been carefully guided by the Senate approved principles, and notably principle 8:

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.

Students

Throughout our process we have attempted to seek the input and engagement of students. There has been notable engagement by student representatives from Communication, Contemporary Arts, and various of the disciplines and programs in environmental areas, and the graduate student caucus of the School of Computing Science. The engagement of these students has been critical to our understanding and consideration of the potential impact of various proposals. Generally, students have encouraged us to be forward thinking, to increase visibility and profile in the areas that we have designated for new Faculty creation, and to provide more coherent and easily navigable ways for the pursuit of their studies in both disciplinary and interdisciplinary contexts. We have been buoyed by their enthusiasm and reminded of the critical mission of the University to provide outstanding educational opportunities and experiences for students.

The most critical issues of implementation confronting the student body with regard to the academic structure recommendations we believe are as follows:
• That there will be seamlessness in the implementation of new Faculty alignments, unit relocations, and new governance relationship and that these occur in a way that ensures that educational programming remains stable and of the highest quality.
• That the degree credentials in which students are currently registered remain intact, highly respected, and internationally recognized.
• That students registered in the Bachelor of General Studies, Applied Science, will be able to complete their program of study despite the dissolution of the Faculty of Applied Science.

We recommend that, should Senate approve the recommendations of this report, that the above three issues be accepted as commitments that must be guaranteed to students.

As the recommendations of the Task Force also include the onset of significant new opportunities for students in terms of experiential learning and new program opportunities, we further recommend that Senate recognize the following principles for students:

• That the introduction of a system of experiential credit initiative be undertaken with careful thought for undergraduate students in its relationship to the W, Q, B initiative, and for both graduate and undergraduate students in the ways in which it will provide a value-added component to the educational experience at Simon Fraser University without leading to an overall increase in degree credit requirements.
• That the opportunities for students to pursue new educational programming that may develop in each of the new Faculties, as elsewhere in the University, be designed with appropriate structures of transference that recognize the existing educational achievements and credit learning of students at Simon Fraser University.
• That appropriate “opportunity portals” be developed so that students have greater clarity in terms of the educational opportunities that exist for them in the areas of studying health, environmental issues, language training, and in the diverse array of experiential opportunities that are available across the University.

Faculty Members

We believe that the various processes of engagement we have undertaken prior to making our recommendations are the reason why the recommendations for new Faculties have been nearly unanimously supported by faculty members in all of the directly affected units. We take this as a very positive endorsement of the merit of our proposals and the view by the academic complement that our proposals will ensure a productive, creative, and stimulating research and teaching environment for faculty members’ careers at Simon Fraser University.

Nonetheless, we also recognize that there will be a very few faculty members within directly affected units who will not see the proposed Faculty location for them as being the opportune environment for their intellectual research and teaching development and career. We believe it imperative that the University work with these individuals to ensure that suitable academic homes are found. While we recognize that there is an existing University process for relocation from one academic unit to another, we would suggest that the University develop a streamlined and expedited process for relocation. Further, we recommend that the Vice-President, Academic
identify an appropriate bridge-to-the-future style financial strategy to facilitate a smooth transition without negative consequence for the unit of departure or reception.

Staff Members

The dissolution of the Faculty of Applied Science is the one recommendation of the Task Force that has a direct impact on administrative, professional, technical and clerical staff. This undoubtedly has led, and will continue to lead, to a period of anxiety and uncertainty for staff members in this area. We believe, therefore, that it is fundamentally important that if the recommendations of this report are approved by Senate and the Board of Governors, that the University establish, immediately upon approval, a process of engagement, opportunity assessment, and review with all affected staff.

It is not in our power to guarantee positions to all affected staff. However, notwithstanding the limitations of our power, the creation of three new Faculties, all requiring new administrative infrastructure, should actually lead to a substantial number of additional position opportunities. As a consequence, we are highly optimistic, that all staff affected by our recommendation to dissolve the Faculty of Applied Science will find an opportunity for a continued employment relationship with the University.

We have confirmed with the Vice-President, Legal Affairs, that the full extent of all staff related employment policies and provincial labour regulations will be the foundation for decisions and that the University will make considerable effort to find suitable employment opportunities for all affected staff.

Implementation Issues for Administrative Areas, Systems and Infrastructure Support

The comprehensive nature of our recommendations will lead to significant transitional activities in various areas of the University’s administrative offices, processes, systems, and infrastructures. Further, the interrelated and multifaceted nature of our recommendations will require concerted leadership, management and timely execution. To effectively steer this process forward, the Vice-President, Academic will establish a Senior Administrative Implementation Steering Committee that will oversee the management and implementation of the administrative changes. This Steering Committee will be comprised of the Vice-President, Academic, Associate Vice-President, Academic, Vice-President, Legal Affairs, Vice-President, Finance and Administration, Vice-President, Research, Associate Vice-President, Students and International, Chief Information Officer, Director, University Secretariat, Registrar and Senior Director, Student Enrollment, and Project Coordinator. A Working Group will also be established with membership from Human Resources, Academic Relations, Budgeting, Financing, Institutional Research and Planning, Graduate Studies, Student Services, and others as required.

While we cannot identify all administrative and implementation issues that will be undertaken, we are aware of at least the following categories:
• Academic leadership search processes for Faculty Deans, Dean of the College of Lifelong and Experiential Learning, Director of Office for Interdisciplinary Collaboration
• Staff searches for administrative offices of new Faculties
• Substantive changes to academic and research policies resulting from the direct recommendations of our report
• Changes to Senate Committee and Subcommittee membership and elections processes
• Editorial changes to academic, administrative and personnel policies that reference academic structural entities, bodies, or representatives
• Changes to registration systems, enrollment processes, calendar changes, advising, recruitment materials
• Degree designation matters including potentially new degree designations, grandfathering for Bachelor of General Studies, Applied Science and Applied Science degrees
• Financial systems changes and budget redistribution across new Faculties
• Personnel system changes and notifications for academic, professional and clerical staff
• Significant programming and reports changes by Institutional Research and Planning to ensure ongoing meaningful institutional data records
• Re-categorization process for Centres/Institutes
• Various new information documentation, media announcements, and publicity to prospective students, counselors, potential donors and the external community in general
• Eventual physical relocations of units to provide for clustering of Faculty activities

While the above represent the general implementation issues that will be required, we note two specific implementation issues that arise directly from the creation of new Faculties. First, the Deans’ search policy will need to be examined in terms of faculty member representation for Faculties with fewer than four units. Further, the anticipated asymmetrical configuration of the new Environment Faculty will require a further amendment to the ratification procedure so that each department and school has a meaningful voice in the selection of the Dean. Second, the relocation of the Environmental Science Program from the Faculty of Science to the new Environment Faculty as an independent program will require a 1-2 FTE faculty position commitment to ensure leadership and stabilization of the program.

Context for Costs

When the Vice-President, Academic initiated the work of the first Task Force in the Fall of 2005, he did not do so in a context of financial crisis, crisis of reputation, or crisis of vision, that is often typical of restructuring exercises at other academic institutions. He did so in view of designing the best University for the future: a University that would be seen as a leader in the liberal arts and sciences, in areas of great societal concern such as environment, education, and health, and in areas of professional and applied fields. The Task Force has aimed to build on our strengths and move our research and graduate education substantively forward. We have sought to develop one of the most distinguished and exciting undergraduate student experiences, and we hope to attract the world’s leading scholars and educators to our institution. Simon Fraser University of the future will engage with our communities in unparalleled ways, revitalizing art and culture in society, opening our doors to diverse communities locally and internationally and
truly be an institution that, by its actions, demonstrates it is “thinking of the world” and contributing to it.

At present, we are clearly feeling the forces of tight fiscal realities and the Task Force has been critically concerned with the current reality and the recommendations that we are proposing. We believe, however, that to stop investing in the University’s future would be a “poisonous dart” for our institution. Over the past twenty years, the University has met several occasions of tight budgetary times with fierce resilience and pragmatic decision-making. Yet despite these belt-tightening periods, we have always continued to move the University forward. The Task Force believes this we must continue this fundamental spirit of advancement.

We do not wish in any way to minimalize the current budgetary context nor to downplay the fact that our recommendations indeed have cost implications for the University. We believe it essential to be open and transparent in our expectation of what the University may expect in terms of costs in relation to the recommendations that we make over the course of our report. These costs notably are estimates based on our understanding of the scope of our recommendation and current average costs in the University. The costs we identify should be understood to be the “costs of change” and do not represent long-term future development costs, just as our cost overview does not include the long-term future development costs of the already established academic Faculties and initiatives at the University.

We would also like to expressly note, that this cost summary is provided for information and disclosure purposes only. The Task Force does not have the power to recommend financial commitments of the University and thus this is not an element of our report for express consideration or approval by the University community or Senate. Budgetary decision making ultimately rests with the Board of Governors as part of the annual budget process. This will be independent of our report and the Task Force’s activities.

The Task Force also does not wish to leave an impression with the University community that it is only the Task Force recommendations that have a cost. The University is constantly investing in those areas of the University that are untouched by our recommendations, and in a variety of ways that seek to constantly retain and improve the overall quality of teaching, research and outreach at Simon Fraser University. Outside of the main budget provisioning to the Faculties, it is noteworthy that over the past few years, the Vice-President, Academic has invested nearly $1.4 million recurring dollars in the University Curriculum Initiative, nearly $400,000 base budget in the Student Learning Commons, almost $5 million in retention awards to outstanding faculty members, and significant other amounts in new faculty position creation, faculty start-up, and specific project support. These are clearly not insignificant amounts.

Outside of dedicated funds for retention awards, new faculty complement growth, conference support, and the annual enrolment based budget model of the University, the Vice-President, Academic has a dedicated Strategic Initiatives Fund (SIF) that is approximately $950,000 new base budget funding per year. This is his primary vehicle for supporting new academic initiatives at the University. In the past, it has been used to develop such initiatives as the Faculty of Health Sciences, the University Curriculum Initiative, and new program development. The Strategic Initiatives Fund is suggested by the Task Force as the primary vehicle for
financing the recommendations of our report to ensure that our initiatives do not represent a direct call on the existing Faculty budget lines. A second source of funding that is critically important to the Vice-President, Academic’s ability to support new initiatives, focused around technology, has been the Double the Opportunity (DTO) fund. This fund has not been fully expended in anticipation of potential developments from the Task Force and it could serve as the financial source for the creation of the Faculty of Engineering and Computing as well as the very nominal new positions expected in support of developing a new IT/ICT program.

In consideration of the work of the Task Force, the Vice-President, Academic has been conservative in his deployment of the 2007/2008 SIF, and has some funds remaining for dedication to the recommendations of the Task Force. This fund provides for both one-time non-recurring funding, which will be important for the transitional administrative costs of implementing our recommendations, as well as base recurring funding that would support the creation of the positions and annual budget of the new Faculties, College, and Office for Interdisciplinary Collaboration.

**Specific Costs**

The Task Force imagines that each new Faculty will cost an average of $750,000 new base funding. Differences will exist between each of the three proposed Faculties based on the number of constituent units, the amount of decentralized budgeting already in place to the School/Department level, and the extent of administrative position start up cost requirements. This provides an estimated total for the creation of three new Faculties of approximately $2.25 million base funding. In addition to these administrative structure set up costs for the new Faculties, the Task Force report also calls for the dedication of 6-8 new FTE positions for new integrative programming in the Environment Faculty, which we predict will require an additional $750,000 base funding to the overall budget. The total budgetary costs of the three new Faculties, therefore is estimated to be $3.0 million.

The dissolution of the Faculty of Applied Science will provide $1.0 million toward this total. The unspent Double the Opportunity Fund will be able to cover the cost of the new Faculty of Engineering and Computing. This leaves a net base budget requirement of $1.25 million. The Vice-President, Academic has this base commitment available from outstanding funds from the 2007/08 Strategic Initiatives Fund, the dedication of the 2008/09 SIF fund and some portion of the 2009/10 SIF fund for new position creation related to integrative programming in the Environment Faculty.

The creation of the College of Lifelong and Experiential Learning has minimal establishment costs, expected to be approximately $150,000 in total. It does, however, have more significant longer term costs as the Experiential Learning Division, experiential credit initiative, and the new Foreign Language Program and resource centre are each implemented. It is anticipated that the total costs for the staged implementation of these over the next 3-5 years would be approximately $500,000 to $750,000 in base funding.
The third substantive cost proposal of the Task Force is connected to the establishment of an Office for Interdisciplinary Collaboration (OIC), the activities it is mandated to undertake and support, and the Centres and Institutes Support Centre within the OIC. It is anticipated that the development of this shared infrastructure as well as staffing positions (Director, and support staff) and interdisciplinary initiatives operating budget will be in the neighborhood of $500,000 base funding.

Perhaps the most ambitious cost item of the Task Force’s proposals, is the creation of a Simon Fraser University Institute for Advanced Scholarship. Preliminary cost calculations for creating the program of distinction imagined, its state-of-the-art facilities, distinguished visitor housing and salary costs, institute personnel costs, international conference and proceedings activities, are significant. We imagine that an annual base operating cost of approximately $1.25 million is required, with a capital facility cost of between $10 and $15 million. The Task Force sees such potential of this initiative as advancing the University’s international research profile and graduate education aspirations, that we have not shied away from our recommendation to proceed despite the magnitude of our preliminary costs. However, we do not believe it possible for the University to bear these costs directly, and therefore we recommend that this entire initiative be the focus of a major fundraising initiative of the University.

A final cost component of our recommendations are the costs for the transitional implementation of the recommendations. In consideration of temporary staff requirements for implementation in our student, financial and personnel systems, as well as project coordination during the implementation phase, we predict non-recurring implementation costs of approximately $450,000 spread over the next two years. Further, we anticipate that the Vice-President, Academic may need to dedicate up to $500,000 in a bridge-to-the-future program for non-relocating faculty members and program stabilization. We understand from the Vice-President, Academic, that these amounts can be identified through outstanding non-recurring funds remaining from 2007/08 as well as modest amounts from 2008/09 and 2009/10 calls on recurring funds of the University.

**Implementation and Prioritization of Recommendations**

The following schedule provides a projected ideal timeline for the implementation of the activities that are embedded within the recommendations of the Task Force over the course of our report.

I. Cognitive Science Review
   

II. Committees, Policy Changes, Academic Leadership Processes Begin
   
iii. June 2008 – Establishment of Student Mobility/Course Access Committee (Report due August 2009)
v. June 2008 – Mandate given to VP Legal to negotiate with SFUFA revisions to joint appointments policy along the principles of change identified, creation of new internal secondments policy, team teaching policy, process for review of interdisciplinary work, and modifications to other academic policies affected by the changes in academic structure
vi. June 2008 – Mandate given to VP Research to make revisions to Policy R40.01
viii. June 2008 – Establishment of Mandate to Dean of Graduate Studies to review interdisciplinary graduate programming and graduate financial support
ix. June 2008 - Creation of Joint Planning Committee for IT/ICT Program
x. June 2008 – Vice-President, Academic initiates process to appoint Acting Deans for each new Faculty.
xi. September 2008 – Vice-President, Academic to revisit Report on English Language Learning
xii. September 2008 – Process for Reclassification of Existing Centres/Institutes under new policy begins

III. Faculty and Unit Alignment Changes Occur

xiii. April 2009 – School of Kinesiology moves to Faculty of Science
xiv. April 2009 – Establishment of Faculty of Engineering and Computing
xv. April 2009 – Establishment of Faculty of Contemporary Arts, Communication & Design (working name)
xvi. April 2009 – Master of Publishing Program and Contemporary Arts move from Faculty of Arts & Social Sciences to new Faculty
xvii. April 2009 – TechOne moves temporarily to new Faculty of Contemporary Arts, Communication & Design (working name)
xviii. April 2009 – Establishment of Environment Faculty
xix. April 2009 – Environmental Science Program becomes established as an Independent Program within Environment Faculty
xx. April 2009 – Centre for Sustainable Community Development moves from Faculty of Arts & Social Sciences to Environment Faculty
xxi. April 2009 – Establishment of College of Lifelong and Experiential Learning
xxii. April 2009 – Consolidation of Centre for Dialogue and Semester in Dialogue into Program in Dialogue within College of Lifelong and Experiential Learning
xxiii. January 2010 – Review of Location of TechOne
xxiv. April 2011 – TechOne established in permanent location
xxv. September 2011 – Dissolution of Faculty of Applied Sciences (date to be finalized)

IV. Assessment Reports are Due

xxvi. September 2008 – Report due from Joint Planning Committee for IT/ICT Program
Aside from the sheer pragmatic constraints on implementing the broad scope of recommendations contained in our report, we recognize that the University’s current year financial realities may require a more staggered implementation of the recommendations in this report, than might be ideally desired. Should that be the case, we would recommend the following priority implementation of our recommendations:

1st Priority: - creation of new Faculties and policy changes
2nd Priority: - creation of College of Lifelong and Experiential Learning
3rd Priority: - establishment of Office for Interdisciplinary Collaboration
4th Priority: - development of Simon Fraser University Institute for Advanced Scholarship

**External Fundraising**

We have noted the strong potential we believe the SFU Institute for Advanced Scholarship will have for attracting external donations. Equally, or perhaps even more likely, we believe that the new Environment Faculty that we have conceptualized will be highly attractive to external fundraising activities as well, perhaps, to new dedicated programs by provincial and national governments or organizations. We also feel that if the overall recommendations that we have made, combined with the existing strengths at the University, were packaged together, there
could be a great opportunity for a campaign dedicated to the future of Simon Fraser University: a vision of social responsibility, community engagement, experiential learning, graduate education, research excellence, and leadership. We encourage the Vice-Presidents and Advancement office to explore such a potential.

**What’s Next? Consultation**

We thank you for the time and effort you have spent considering this report of the Task Force and contemplating our recommendations. It is time now, for us to listen to you.

The Phase 2 Task Force on Academic Structure will now engage in a broad consultation process with members of the University community. We have scheduled three Open Forums and invite all members of the University community to join us in a discussion about the future of Simon Fraser University as outlined in this report.

Open Forums will be as follows:

**Friday, January 4 (9:00 - 11:00 am) SFU Surrey, Rm 5380**

**Monday, January 7 (1:00 - 3:00 pm) IRMACS Theatre**

**Tuesday, January 8 (1:00 - 3:00 pm) SFU Vancouver, HC Rm 1600**

All Open Forums will feature live broadcasts with the ability of those who are connected to email questions and comments to the Task Force during the broadcast. Additionally, Open Forums will be videotaped and placed on the Task Force website within a few days after the Open Forums.

In addition, we invite written feedback on our report until January 15, 2008. Please send your input to us by email at task_force-feedback@sfu.ca. All responses will be automatically placed on the Task Force website feedback page.

Our plan following the Open Forums and receipt of written feedback is to prepare a Final version of our report for submission to the Senate Committee on University Priorities (SCUP). It is our intent to submit a Final Report to SCUP in February 2008. A copy of the Final Report will be made available to the University community. Should SCUP recommend the approval of the Final Report to Senate, we plan to have a discussion of the whole of Senate at the March 2008 meeting of Senate, followed by a motion to approve the Final Report at the April 2008 meeting of Senate. Should Senate approve the Final Report we would forward it for final approval to the Board of Governors at their May 2008 meeting. Implementation activities would follow as soon as possible following Board of Governor approval.