

SIMON FRASER UNIVERSITY

**Senate Committee on University Priorities
Memorandum**

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: International Centre for Art and
Social Change (SCUP 07-44)

DATE: September 24, 2007

At its September 12, 2007 meeting SCUP reviewed and approved the proposal for the creation of the International Centre for Art and Social Change. This Centre will be a Schedule A Centre based in the Faculty of Education.

Motion

That Senate approve and recommend to the Board of Governors the creation of the International Centre for Art and Social Change as a Schedule A Centre.

encl.

c: C. Snowber

SIMON FRASER UNIVERSITY
MEMORANDUM
OFFICE OF VICE-PRESIDENT, RESEARCH

TO: Sarah Dench, Secretary
Senate Committee on University
Planning (SCUP)

FROM: B. Mario Pinto
Vice-President, Research

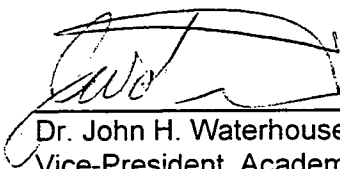
RE: International Centre for Art and Social
Change (ICASC)

DATE: June 15, 2007

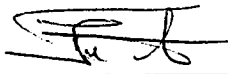
Attached is a proposal from Dr. Celeste Snowber, Faculty of Education for the establishment of the International Centre for Art and Social Change (ICASC) as a Schedule A Centre.

The Governing Committee for Centres and Institutes recommends that the Centre be granted approval by SCUP. Once approved by SCUP, the proposal is to be forwarded to Senate, followed by submission to the Board of Governors.

Governing Committee:



Dr. John H. Waterhouse
Vice-President, Academic and Provost



Dr. B. Mario Pinto
Vice-President, Research

Attachment

C: C. Snowber, Faculty of Education
P. Shaker, Dean, Faculty of Education



FACULTY OF EDUCATION

Received by

MAY 25 2007

Vice President Research Office

MEMO

Office of the Dean

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ATTENTION John Waterhouse / Mario Pinto

TEL 3925 / 4152

FROM Paul Shaker

RE Establishment of 2 Schedule A Centres - Centre for Art and Social

Change / The Centre for the Study of Educational Leadership and Policy

DATE May 25, 2007

TIME 9:59 AM

Please find attached a request from Dr. Celeste Snowber and Judith Marcuse (Artistic Director of Judith Marcuse Projects) to establish an International Centre for Art and Social Change in the Faculty of Education. Also, there is a second request from Dr. Dan Laitsch to establish The Centre for the Study of Educational Leadership and Policy in the Faculty of Education at SFU Surrey. These requests have the support of the Executive Committee in the Faculty of Education.


Acting Dean
for

PS:aln

cc: Celeste Snowber
Dan Laitsch

Proposal
April 23, 2007

International Centre for Art and Social Change

Constitution

1. Objectives

An increasing number of artists in Canada and around the world are employing their art to nurture positive and sometimes profound social change, using a multitude of innovative strategies and methodologies. In this work, art-making becomes a central focus in processes that enrich the well-being and engagement of diverse populations.

In recognition of, and in response to, these significant developments, the activities and programs of the International Centre for Art and Social Change (ICASC) promote and facilitate:

- a. teaching;
- b. professional development;
- c. research; and
- d. community collaboration

in the field of art practice for social change.

Under the auspices of the SFU Faculty of Education and SFU Continuing Studies, the Centre helps develop instructional activities, as well as short-term professional development programs. Other activities include public lectures and dialogue sessions, local and international symposia and conferences. Both qualitative and quantitative research is undertaken in collaboration with individuals and groups within Simon Fraser University and with community partners.

The Centre will develop working relationships in Canada and abroad by deepening and expanding Judith Marcuse Projects' extensive national and global networks. Organizations and individuals in Canada, the USA, Europe, South and Central America, Asia, Australia and in Africa will be invited to collaborate and participate in some Centre activities. These relationships will enrich and inform programs, as well as build an international profile for the work of the Centre.

2. Administration

2a. The International Centre for Art and Social Change is governed in accordance with all applicable University policies.

2b. The Administrative Officer of the International Centre for Art and Social Change is the Dean of the Faculty of Education. ICASC is a Schedule A Centre under SFU policy R40.01.

2c. The Centre is housed in the Faculty of Education in collaboration with the Dean of Continuing Studies and Judith Marcuse Projects.

3. Appointment of the Director

3a. The Director of the Centre is an SFU faculty member appointed by the Dean of Education on the recommendation of the Centre Steering Committee for a term of one year. The appointment is renewable.

3b. The Associate Director of the Centre is appointed by the Dean of Education for a term of one year. The appointment is renewable.

4. Governance

4a. The Centre is governed by a Steering Committee made up of two faculty members from the Faculty of Education; two persons from Continuing Studies; two representatives from Judith Marcuse Projects; and one representative from the community. The members of the Steering Committee are recommended by the Centre membership and approved by the Dean of Education.

4b. The Steering Committee is chaired by the Director of the Centre. The Committee meets bi-monthly, or more frequently, as required.

4c. The Annual General Meeting of all members of the Centre considers the Centre budget, appointment of the Steering Committee members, and other governance-related matters.

5. Membership

5a. The Centre consists of a community of interested members from both within and outside of the University with interests congruent with the objectives of the Centre. Membership status is proposed by the Director and the Steering Committee and approved by the Dean.

5b. Initial membership comprises the following persons:

- Celeste Snowber, Ph.D., Associate Professor, Faculty of Education, Director
- Judith Marcuse, LL.D. (Hon.), Judith Marcuse Projects, Adjunct Professor, Associate Director
- Tom Nesbit, Ph.D., Associate Dean, Continuing Studies
- Bruce Clayman, Ph.D., Professor, SFU, Board Member, JMP
- Ozlem Sensoy, Ph.D., Assistant Professor, Faculty of Education
- Yael Harlap, Ph.D., Research Assistant, Judith Marcuse Projects
- Lynn Fells, Ph.D., Assistant Professor, Faculty of Education

- Vanessa Timmer, Ph.D., Board member, JMP
- Sean Blenkinsop, Ph.D., Assistant Professor, Faculty of Education
- Amir Ali Alibai, BSc., BFA., MA., Programmer, Roundhouse Community Centre

6. Associate Members

Upon recommendation of the Steering Committee of the Centre, the Dean may appoint individuals from the University and the community as Associate Members of the Centre. Associate Members have interests in areas related to the objectives of the Centre and may participate in Centre activities as appropriate. They may attend the Annual General Meeting as non-voting participants.

The International Centre for Art and Social Change

Terms of Reference

The International Centre for Art and Social Change (ICASC) provides a focal point for the study, teaching and practice of art for social change, reflecting the felt and demonstrated needs of this emerging field. The Centre participates in the offering of both credit and non-credit opportunities as well as providing core resources for artists and others active in the field. We are committed to strong community-university partnerships and strong national and international collaboration.

The Field of Art and Social Change

An increasing number of artists in Canada and around the world, working in an extraordinary range of community settings, are employing their art to nurture positive and sometimes profound social change, using a multitude of innovative strategies. In this work, art-making becomes a central focus in processes that enrich the well-being and engagement of diverse populations – creating insight, social cohesion and hope for participants.

The field of art for social change is growing rapidly as the members of local communities, universities, other institutions and governments recognize its potential for deep and resonant effects. Whether the work explores issues of racism, is used as a tool in conflict-resolution, educates about HIV/AIDS, empowers women to assert their human rights, works with youth-at-risk, with hospitals or within the justice system, or in a multitude of other ways; whether it addresses addiction or environmental issues, empowers marginalized communities, researches and celebrates local histories; or provides new opportunities for expression and dialogue, art processes are used effectively to expand and deepen knowledge, insight and social engagement.

Around the world, there is growing interest in the overall paradigm within which the arts operate. In education, social welfare and health, in industry and government, there is increasing recognition of the need for new approaches to problem-solving as society addresses complex and sometimes overwhelming local and global issues. Discussion is focusing on the need for strategies that engage both the head and the heart, models that integrate and celebrate imaginative thinking, in which creativity and integration are nurtured – a dramatic contrast with more traditional silo-inhabiting technocratic and mechanistic approaches. Art practice can become central to these new ways of seeing the world. Artists, in particular, many who are beginning their careers, are increasingly interested in working in socially-engaged ways.

Notably, there is a strongly-felt need, in Canada and beyond, for focused, professional training; for national and international networking; for professional development; and for substantial research and archival work. Emerging and experienced artist/practitioners and managers report finding few opportunities to access concentrated, integrated learning and

capacity-building in the field. There is concern about the development of best practices and anxiety around issues of personal safety and sustainability of the work.

Objectives

The Centre's initial objectives are creation and facilitation of:

1. Professional Development Programs for persons already working in the field and for the general public – programs intended to expand awareness and participation:
 - The programs include workshops, networking sessions, symposia, conferences, public lectures and dialogues, film showings and knowledge-exchanges in the field.
 - The programs run throughout the academic year. A summer institute may be included.
2. Research and Resources
 - The Centre maintains and expands a collection of relevant resource materials including a database, housed within the Centre.
 - These collections include listings and short descriptions of local, national and international organizations; funding sources; video and text-based documentation and analyses; listings of international meetings and symposia. There is access to some of these materials from the Centre's website.
 - There will be a wide scope for research projects, including qualitative, arts-based, and quantitative methods, involving both the Centre's members, their students and others.
3. Curriculum Development
 - There will be development of curriculum for a potential one-year program in art for social change, to be offered through an existing SFU Department or Faculty. Curriculum-development research will examine dialogue and facilitation techniques; community outreach practices; specialized project management and fundraising skills; practica and interning structures; social change theory, philosophical foundations and specialized arts-discipline content.
 - This development process may later be expanded to include a distance-learning program.

Intersection with the Arts in the Faculty of Education and other program areas and Research Opportunities for Graduate Students

Several recent and established initiatives support our operation as an International Centre for Arts and Social Change:

- Arts Education programs are burgeoning with graduate students who are artists/performers as well as teachers and academics. Increasingly, their experience integrates diverse, transformative and community-based artistic practices. These students, both North American and many from offshore, are

seeking opportunities to make the arts meaningful not only within the practice of teaching, but with connections to local and global social issues.

- This opportunity feeds into the research demands with our graduate students to have possibilities to tie in their research to the issues of the arts and social change. There are research opportunities for qualitative and quantitative methodologies to be utilized in this field. Increasing numbers of graduate students are also developing theses and dissertations as well as final projects across program areas that integrate Arts-Based Educational Research and seek creative avenues that link theory and practice. These students are enrolled in the degree programs of Arts Education, Curriculum and Implementation, and Ecological Education. These include: M.A in Arts Education; PhD in Arts Education, M.Ed in Arts Education; and the Graduate Diploma in Fine Arts. An increasing number of faculty are committed to working in social justice issues, critical pedagogy, and creative ways to connect with diverse populations.

Funding and Resources

- Start-up funding for the Centre will come from external funds solicited by Judith Marcuse Projects, with the assistance of the grants officer and development staff in the Faculty of Education, and from the Faculty of Education itself. On-going operational funding for the Centre will be solicited externally by Judith Marcuse Projects, with the assistance of the Faculty of Education and Continuing Studies.
- As outlined in Policy R.40.01, Centres and Institutes (clause 5.1), the Centre will have the right to solicit external grants and contracts in the University's name; request the maintenance of budgetary accounts and reports; utilize the assistance of Human Resources in hiring employees; and apply for university support to its administrative officer.
- Initial space requirements will be minimal and will be provided through the Faculty of Education and/or Continuing Studies.

Background

Judith Marcuse Projects

Judith Marcuse Projects (JMP), a not-for-profit organization established in 1980, is a pioneer in the field of art for social change. During the last several years, a concentrated process of research and dialogue led to an international symposium in 2004 in collaboration with SFU's Centre for Dialogue; an major international festival under the auspices of UNESCO during the Vancouver World Urban Forum in 2006; and the completion, by an experienced scholar, of a rigorous in-depth survey of 46 art-in-community organizations around the world.

Judith Marcuse, founder of JMP, is recognized internationally for her work as an artist, teacher, producer, facilitator and consultant. In June 2000, she was awarded an honorary

doctorate of laws by SFU. She has taught in the SFU Semester in Dialogue program; lectured at the Wosk Centre for Dialogue; consulted as part of the 2007 Imagine BC process which focused on the future of education in B.C.; and is currently an advisor/mentor with Action Canada. In March 2007, she was one of 50 artists from across Canada invited to help celebrate the 50th anniversary of the Canada Council for the Arts.



SIMON FRASER UNIVERSITY
LIBRARY

Library Course Assessments

The Library participates in the course approval process for new courses at both the undergraduate and graduate levels. By Senate motion (S.93-11) "no new course should be approved by Senate until funding has been committed for necessary library materials." A Library review should be conducted after new course proposals have been approved by the department or school curriculum committee, before being considered by the Faculty curriculum committee. New courses will not be approved at the Senate Committee on Undergraduate Studies (SCUS) or Senate Graduate Studies Committee (SGSC) until a Library review has been completed. Even if the department states that no new library resources are required, a report from the Library is required to confirm this view.

To submit course proposals for review by the Library, forward the following materials to Gwen Bird, Associate University Librarian, Collections Services:

- course proposal forms
- complete course outline
- reading list created for the course, if any
- date of Faculty curriculum committee meeting (or other deadline for library report)

An assessment will be done to evaluate whether the Library's holdings and present collection development activities are adequate to support the new course. If no new library resources are required, the course will be added to the appropriate list below indicating the library is adequately resourced to support the course.

If additional library resources are required, a full report will be created and linked below, and the associated costs will be identified. The costs may be one-time, to fill gaps in holdings, or ongoing, for example, to start new journal subscriptions, or sustain book collecting in areas not now included in the Library's collection scope. If costs are attached, the department or school is asked to transfer the required funds to the Library's materials budget. Questions about the process can be directed to [Gwen Bird](#).

No Additional Library Resources Required

Unless otherwise indicated, these courses require no additional library resources based on a course location of SFU Burnaby. In many cases, if the courses were to be offered at SFU Surrey or Vancouver or as off-campus courses, additional Library costs might be involved. Please contact Gwen Bird for details.

International Centre for Art and Social Change (ICASC)

Centre for the Reduction of Violence Among Children and Youth

Centre for Policy Studies on Culture and Communities

BISC 357, 418, 497

BUS 434

CMPT 464, 467

DEV 801

EASC 305

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