FACULTY OF ARTS AND SOCIAL SCIENCES

5 YEAR ACADEMIC PLAN | 2018–2023

FUNDAMENTAL VALUES
Advancing Reconciliation
Equity, Diversity and Inclusion
Communication, Coordination, Collaboration
FUNDAMENTAL VALUES
Advancing Reconciliation | Equity, Diversity and Inclusion | Communication, Coordination, Collaboration

Acknowledgement of Traditional Territories

The Faculty of Arts and Social Sciences respectfully acknowledges the Coast Salish peoples of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Səl̓ílwətaɬ (Tsleil-Waututh) and kʷikʷəƛ̓əm (Kwikwetlem Nations), on whose traditional territories Simon Fraser University is settled.

To find out about the consultation work SFU is doing on how to address the 94 recommendations of the Truth and Reconciliation Commission, please visit SFU’s Aboriginal Reconciliation Council (SFU-ARC) at www.sfu.ca/reconciliation.html.

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Introduction

The Faculty of Arts and Social Sciences (FASS) is the largest and most diverse Faculty at SFU. Our researchers and students study a wide array of questions from the very broad to the very specific. How does the brain function? What constitutes justice? How do we identify and address injustices and inequalities? How should we care for and address the well-being of a growing population of aging adults? What is voter choice? What conditions impact democratic responsiveness across nations and global communities? Why have decomposing human feet been mysteriously and continually washing up ashore the Salish Sea?

FASS faculty also address issues such as the urgency of Indigenous language learning and renewal, digital approaches to textual analysis, the cultural and moral regulation of folk devils, the history and cultural impact of book censorship, long term recovery of literary, philosophical, and intellectual histories and more. The Faculty’s influential and dynamic contributions to research, teaching and learning draw strength from diverse program designs, faculty, staff and students.

FASS will face both challenges and opportunities over our next five-year plan, including softening enrolments and an increased number of international enrolments. It is a pattern driven by many complex factors: demographics; shifting program preferences among domestic and international students (both within and outside FASS and SFU itself); increased competition from college-universities; and ever-evolving University and provincial government priorities.

These enrolment challenges also raise budgetary pressures that we must face and mediate through the maturation of the performance-based budgeting model adopted by SFU (the Faculty Allocation Model, or FAM) during the last five-year academic planning period.

Although the perceived value of an arts and social sciences degree has eroded, FASS has allies among business leaders, software developers, community non-profit agencies, and policy analysts in mounting a strong counter-narrative that attests to the value and applied relevance of the humanities, arts and social sciences.

FASS will continue to be creative in charting our path to best navigate, protect, build upon and further develop our existing research and teaching excellence. We are committed to the mission of an Arts and Social Sciences degree at SFU as facilitating an educated and engaged citizenry, with the background knowledge and critical and analytical skills to assess and evaluate social, economic, political and cultural change and help build stronger, more resilient communities which are grounded in well-articulated values.

We are committed to ensuring that three basic values will inform FASS decision-making and practices in the next five-year planning period: Advancing Reconciliation; Equity, Diversity and Inclusion; and Communication, Coordination, Collaboration.
Advancing reconciliation means improving the success rates of Indigenous students and increasing research opportunities for Indigenous scholars. It also means mobilizing Indigenous ways of knowing, and FASS must go further in our commitment and find new models of academic governance, develop new programs, and allocate the resources to do so. The tools of promoting equity, diversity and inclusion, as well as valuing communication, coordination and collaboration can serve in recognizing and mobilizing Indigenous ways of knowing.

At present, FASS has strong representation of some equity-protected groups among faculty, staff and students, and within all academic administrative levels. Our processes and policies need to be reviewed regularly to continually renew our commitment to diversity, equity and inclusion, and we must instill reflective discussion at all levels to ensure inclusive decision-making processes.

FASS is a complicated and rich constellation of 28 departments, schools and programs (See Appendix 1), with a dedicated and professional team of approximately 300 continuing faculty and 93 staff who serve 11,161 undergraduate students and 830 graduate students.

FASS units already work well with one another to deliver, maintain, and strengthen our high-quality programs. By also developing new programs that are responsive to both local and global issues, we show our commitment to communicating our areas of research and teaching strength with one another and across SFU, and to coordinating our planning and identifying and building opportunities for collaboration.

This report is organized around the five key challenges in the discussion document issued by the Vice President, Academic (VPA), *Five Year Academic Plan 2018-2023 Phase 1: Context, Challenges and Questions: Student Life, Learning and Success; Academic Quality/Curriculum; Engagement; Bridging Divides/Interdisciplinarity; and Faculty Renewal.*

1 All data quoted are derived from SFU Institutional Research and Planning (IRP) sources, unless otherwise cited.
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Undertakings in Brief for 2018–2023

Student Life Learning and Success
FASS has some of the highest ratings of student satisfaction at SFU. We intend to better communicate these strengths by celebrating FASS faculty contributions to pedagogy and we will continue to incentivize curriculum connection, innovation and excellence.

We will develop supports for students to better communicate the competencies they develop and support and reward Departments in their efforts to simplify student learning pathways, link courses to specific career trajectories, and innovate to improve and measure student development of particular arts and social science degree competencies.

To do this, FASS will start at admission to design and implement a lifecycle model of student advising, providing more support students to connect with and navigate their intellectual communities. We further intend to provide more professional opportunities for graduate students to pursue career paths in alternate-academic (Alt-Ac) fields.

Academic Quality and Curriculum
Responding to calls for relevance, FASS will develop more hands-on research opportunities in the classroom, continue to align program learning goals with course experience, and sustain and expand retention through enhanced first-year experience initiatives. We will promote planning for the sustainability of reserved graduate courses through enhanced accelerated BA/MA programs.

Working Across Boundaries
As work lives outside of the academy change, so does the work within it. FASS will facilitate creating communities of practice around team teaching, streamline and remake our joint degrees, and support new interdisciplinary FASS courses. Graduate programs will better integrate special cohort programs with clear momentum or emerging demand. FASS Research Visualization profiles, thematic talk series, and revitalized public research programs associated with FASS-Wide Endowments will also help articulate collaborations.

Engagement
FASS’ design for student engagement will be community-informed, academically rigorous, and grounded in the actual intellectual journey to life after university. To anticipate and respond to curriculum transformations in high school, FASS will continue to reach out to high school teachers and alumni at colleges, develop a FASS employer advisory council, enhance stewardship and participatory planning with Indigenous community partners.

Faculty Renewal
FASS faculty renewal planning will maintain and build upon a foundation of research excellence, recognizing the central importance of the research mission to building and evolving an excellent learning environment for undergraduate and graduate education. It will do so while also pursuing three other objectives: advancing reconciliation; advancing equity, diversity and inclusion; and building capacity through collaboration.

Given the uneven distribution of changes in student enrolment, faculty and staffing complement over the past number of years, FASS will build and realign faculty and staff complement to better support our activities to address the key challenges and main objectives laid out in this plan.
A. Key Challenge: Student Life, Learning and Success

1 Coordination, realignment and integration of FASS advising
Drawing on FASS’ experience with retention pilots (FASSFirst and FASSForward) and FASSOne Surrey, we intend to integrate advising earlier in each student’s encounter with arts and social science. We intend to improve Year 2/3 retention rates to at least 90% over five years. Achieving this goal will involve realignment and integration with Advising in Student Services, improved professional development predicated on cost-sharing, and monitoring for student satisfaction. We also plan to have dedicated advisors for Indigenous and international students.

2 Enhance Soft Cohort Programming and develop flexible pathways to navigate support
More than half of students come into FASS with no clear intended major or enter to raise their grades and enter another faculty. Although some students excel in navigating our rich array of courses and programs, others find the experience more challenging.

To help students assert control over their academic program, FASS will create navigational aids, including bundling schedules and better visualisation software to map courses by requirement, theme, or desired skill. We will continue to build on the interactive FASS Compass 2.

Metrics include satisfaction with navigation tools, time to completion, and participation in soft cohort learning, measured in a co-curricular record to be defined.

3 Expand curriculum to better integrate academic and career development (Ref. Section B2)
The Conference Board of Canada’s Getting to Work: Career Skills Development for Social Sciences and Humanities Graduates (February, 2018) challenges all arts and humanities Faculties to assist students in better articulating how the competencies they acquire in courses prepare them for career paths and in building confidence in their own resilience to undertake the serial transformations that will likely occur in their future work lives.

FASS will integrate key curriculum across the disciplines, and independently of Co-op, work with students in their existing part-time work lives to help them transfer their skills and level-up. Possible initiatives include: an Alumni Employer Council; mini-certificates in Work Integrated Skills (e.g., conflict management); and single credit academic courses focused on specific skills. The last initiative would be developed in consultations with the FASS Alumni Employer Council and students.

Metrics include: longitudinal tracking (immediately upon, 3 years, and 7 years after graduation) on perceived readiness for transition to work and overall satisfaction with degree, usual labour force monitoring from BC/Statistics Canada, and alumni tracking.

FASS expects these measures will also help in stemming the rate of loss in student enrolments and associated budget over the past five years and to better position the value and relevance of our BA degree (See Appendices 3–6).
4 Develop professional opportunities for graduate students toward Alternative to Academic (Alt-Ac) career paths

FASS graduate programs are, for the most part, research-based, though there are also a number of graduate programs with a professional dimension. While it is important both to units and to the University's mission to maintain research-based programs, academic job-prospects are increasingly constrained.

Graduate students should be afforded opportunities to pursue curiosity driven research, and to prepare for potential academic careers, while at the same time preparing for non-academic career alternatives that leverage their graduate level work and research expertise.

FASS will prepare graduate students for non-academic career paths by affording students opportunities to collaborate with both private and public sectors in conducting research, implementing projects, synthesizing and translating knowledge, and other activities. MITACS, as well as others, will be key partners, and FASS will also expand graduate level co-op, building on the well-established programming in Public Policy and Urban Studies. FASS will also encourage graduate students to publish in non-academic venues.

5 Internationalization: Diversify international student profile; Develop curricular opportunities for international experience and global literacy

Currently, the majority of international students at SFU and in FASS come from China. There is a need for broader international representation in the study body. In addition, while international students gain experience by coming to Canada for a university education, Canadians would also benefit from broader international experience, and all students would benefit by a deepened understanding of the complex world in which we live through greater exposure to global and regional studies.

FASS will partner with FIC recruiting to diversify intake and improve communication to targeted countries in other languages to parents and children to better guide their major selection with a view to jobs when they return to their country of origin. We note a rise of interest in the humanities from Asian students and are ideally situated as the Transpacific hub between North America and Europe. FASS will explore with Science, and other interested faculties, a concerted Cascadia recruitment project in the Pacific Northwest, with relevant government partners and look increasingly to Latin America and Africa.

FASS is already well-represented internationally with field schools run by the English Department (Lake District, Italy), Graduate Liberal Studies (Prague, Spain), Hellenic Studies (Greece), Political Science (NATO Field School), as well as Criminology's international perspectives on Cybercrime (Scotland) and First Nations Studies and Archaeology's collaboration. We will develop exchange and field school opportunities to support the Global Asia minor relaunch. The School for International Studies is already raising external support funds to expand student exchange opportunities, and FASS identifies this as a key Advancement priority. Criminology is partnering with BAFF/OFFA to introduce a French Language Cohort program with possible support from the federal Ministries of Justice and Heritage.
B. Key Challenge: Academic Quality / Curriculum

1 Ensure that faculty research is integrated into credit courses. Provide opportunities to apply learning in credit courses
Many FASS research faculty already teach first and second year courses, and we would like to increase the percentage of faculty doing so. To encourage this, we will create opportunities to showcase their research in the classroom.

Equally, existing capstone credit courses can include work on research problems identified with community partners, as well as provide more opportunities for field/practicum placements such as those provided to students in Criminology, and Sociology & Anthropology.

Other possibilities may be developed through collaboration with the City Studio and Semester in Dialogue (co-administered through FASS, the VP Academic and VP External), research activity in faculty laboratories (e.g., in Psychology, Criminology, Economics and other disciplines), or work in the Digital Humanities Innovation Lab.

While FASS has started selective accelerated BA/MA programs, we propose to tap the market for them further by offering students in them TA/ships or other leadership roles and access to lab/ and other work.

2 Transparency and assessment of educational goals and FASS wide competencies that coordinates with curriculum renewal
Within the next 5–10 years, there will be a need to articulate program and Faculty educational goals that align both with the changes in the K-12 curriculum, including the focus on core competencies, and the FASS-wide curriculum renewal that is currently underway. FASS remains committed to disciplinary autonomy in articulating program goals that align with course objectives.

Consensus is growing about how to communicate expectations to students more effectively and transparently, and that consensus will further the articulation of Faculty-wide educational goals. The next cycle of External Reviews will further refine, revise and assess this progress towards articulating program and Faculty educational goals.

3 Continue to develop disciplinary English-language communication preparation courses for programs with high concentration of EAL students. Build inter-cultural competencies
In the next two years, FASS will be piloting and refining programming in communication beyond writing for international students in the two departments with very high international enrolments (Economics and Linguistics). The program will then be rolled out selectively in FASS. In addition, we will work with FIC to shore up preparative programming.
We can also build inter-cultural competencies in programs which require students be competent in more than one language. Already some programs in History, French, Political Science and Linguistics require bilingual work. We also anticipate the new Department of World Literature and Languages (in the planning stage), the Global Asia program and the School for International Studies becoming academic hubs for international students across all three SFU campuses. Pilots with CELLTR on bilingual language of instruction may be considered.

4 Support diversity and innovation in course delivery modalities (including developing associated Faculty-level instructional workload equivalencies)

Nowhere are the SFU core values of diversity, equity and inclusion more likely to be practiced than in the classroom. FASS participation in funded pedagogical innovation is high through TLC, the Institute for the Study of Teaching and Learning in the Disciplines (ISTLD) and CELLTR, but we need to communicate the results of these experiences more effectively.

FASS would also like to expand the extremely useful and productive Teaching Fellow Program of the Vice President Academic's Office by adding an Indigenous Teaching Fellow with a mentorship role.

New methods in course delivery challenge the standard mechanisms for evaluating faculty workload. FASS will work with units to develop policies which ensure equity in workload, while promoting new ways of delivering courses, including but not limited to flexible learning, flipped classrooms, and co-taught interdisciplinary courses.

5 Promote planning for the sustainability of reserved graduate student courses

FASS is aware many graduate programs are sustainable only through concurrent offerings with upper division undergraduate courses. We intend to work with departments to ensure they are scheduling graduate level courses in the most constructive way, and to review opportunities for cross-disciplinary graduate student only courses. A number of our programs (Linguistics, Criminology, Political Science) have already developed accelerated BA/MA programs, through which talented undergraduates take graduate level courses for both BA and MA credit, and speed completion of their MA. We will encourage other departments to consider this possibility.
C. Key Challenge: Working Across Boundaries / Interdisciplinarity

1 Foster opportunities for interdisciplinary team teaching
The 2018 FASS Chairs and Director’s retreat revealed strong support for undergraduate-level courses centered on relevant “grand challenges” themes. In 2018, FASS will facilitate the development of an introductory interdisciplinary team-taught course on the theme of inequality (Economics and Psychology). As noted above, this effort will involve a review of faculty workload policies, as well as additional resources.

2 Review existing interdisciplinary credentials for currency and sustainability
FASS will promote the already existing interdisciplinary programs that are experiencing significant enrolment growth (Cognitive Science, First Nations Studies, Gender, Sexuality and Women’s Studies, International Studies, Labour Studies, and five others). We will review existing joint degrees, explore co-teaching opportunities, and recognize course equivalencies across participating departments. FASS will also explore new joint degrees (e.g., History and First Nations Studies). Cross-Faculty joint degrees will also be explored.

3 Pilot thematic interdisciplinary research-based MA (and potentially PhD) programs through Cohort Special Arrangements (CSAR)
Most FASS graduate degrees are disciplinary in nature. However, we see an opportunity to leverage disciplinary expertise to provide time-limited topic-specific interdisciplinary premium fee programs that provide opportunities for professionals to refresh their background and expertise, and thereby be better positioned to address an array of emergent challenges.

For instance, we can imagine CSARs in professional ethics to help address needs for clinical and corporate ethicists and in global migration to help address the need to develop policy and plan for refugee and economic immigration, among others. The central issue facing this proposal is that of the capacity in the existing faculty complement to both support these programs and core undergraduate and graduate programs.

4 Build inter- and multi-disciplinary research collaborations in FASS through FASS Research Profile visualization tools
The visualization tools of the FASS Research Profile are already allowing faculty and students working in cognate areas find one another and open discussions about potential collaborations. We intend to further enhance the profile to make transparent the connections between courses students are taking and faculty research.

One key to facilitating research collaborations is shared free time. FASS advocates for a common ‘community hour’ in which no courses are scheduled, to facilitate both faculty and student meetings as well as public events to promote shared intellectual life.
D. Key Challenge: Engagement

1 Enhance academic outreach coordination and capacity, especially to high school teachers and alumni at colleges
The BC Ministry of Education’s K-12 curriculum transformation will have long range impacts on the quality of lower division teaching and learning, which FASS will monitor and adjust to in its admissions model and remedial/articulation support programs. See Section B2.

FASS, together with the Faculty of Education and BCCAT (British Columbia Council on Admissions and Transfer) began the first of a series of special SFU professional development days for high school teachers and administrators in February 2018 on critical thinking; FASS is exploring the opportunity to carry forward this “Developing Minds” series annually.

FASS recruitment initiatives are now more discipline-focused, leading to the need connect to subject-directed networks of alumni/ and teachers in the Lower Mainland who will be invited to Departmental research/teaching events. Faculty members have been very supportive of “power lectures” in 15 minutes out in the community and opening their classrooms to the public.

SFU’s Science Alive! model is a tremendously respected one, and “FASSination,” our working title for a similar program in FASS will hopefully start to develop as good a reputation over the next five years.

2 Integrate alumni in a FASS employer advisory council
FASS’ professional graduate programs already have deep links with Alumni and community groups, providing a model and possible resource for FASS in developing an Employer Advisory Council. This Council will be valuable to build out initiatives such as the English Network, the SFU English Department’s career mentorship network of over 100 graduates which was cited in the Conference Board of Canada 2018 report to help address that “What do I do next?” anxiety that all students feel as they approach graduation.

The FASS Employer Council may advise on other activities as well: around recommended general competency assessment, grand challenge courses, and suggested public square events of interest in the local community with strategies to guide advancement.

3 Enhance student engagement in student-led community-based research partnerships.
See Section B1. Together with the Alumni Council and after mapping our small “p” project and Large “P” institutional partners, FASS’ design of community-based service learning will be community-informed, but academically rigorous, and offer seamless integration between selected co-curricular and life-long learning/premium programs. Integration, connection, and communication are at the heart of FASS engagement for 2018-2023.

Potential Partners
BC CAT, Langara. Articulation committee reinforcement and professional development outreach (e.g., Developing Minds)

Potential Partners
Alumni Relations; FASS units; employers
4 Enhance stewardship agreements and participatory planning with Indigenous community partners.

Among the most progressive programs in shared academic governance is the FNLP or First Nations Languages Program (FNLP). Community partnership for language delivery flows from overall memoranda of understanding (MOUs) like that between the Squamish Nation and SFU, guided by negotiated stewardship agreements (in development), and relies on bilateral memoranda of agreement (MOAs) or project service contracts while retaining academic control over credential design, assessment and delivery.

Such shared governance could be extremely valuable in practicing culturally sensitive protocols, advising on FASS-wide indigenization of curriculum and the identification of new programs going forward. Working with other SFU Faculties (e.g., Faculties of Health Sciences and Education), FASS plans to develop meaningful mentorship and supports.

In this way, FASS hopes to expand on the consultations and research of the FASS Indigenous Working Group, First Nations Languages Program, the Department of First Nations Studies and Interim Aboriginal University Preparation Program.

Equally important is to nurture more capacity in staff support, to work with our Indigenous stakeholders in a new way to ladder up students culminating with the creation of a new position in FASS as a designated special Aboriginal Advisor/community outreach position to supplement the existing but stretched capacity in the FNLP and Department of First Nations Studies.

To bring about the goals of SFU's Aboriginal Council's calls to action, the FASS Indigenous Working Group recommends that FASS implement as soon as possible: dedicated funds to support inviting elders, knowledge keepers and cultural workers into classes for the 2018/19 academic year; support for a faculty reading group on reconciliation and the curriculum immediately; and the creation of an interdisciplinary course that addresses reconciliation by Fall 2019.

5 Explore the Ashoka Change maker designation with key community partners

Since the Ashoka Changemaker designation is a scarce one for post-secondary institutions, FASS believes it is especially worthy of consideration because of its academic implications for our internal scholarly community and path to reconciliation.

How can FASS lead? We will produce a call for self-nomination and or peer adjudication of a “change maker” designation for courses, host town halls among teachers and researchers, map community outreach across researchers and courses, and finally, involve key community partners in articulating the kind of change they want to partner with researchers to make, and identify how a public university may help them leverage the impact of their scarce resources.

As FASS embarks on the next five-year plan, we undertake to continue to revitalize the mission of an Arts and Social Sciences degree at SFU, and ask the questions, how is social change made or unmade over time and space to the benefit of all? Critical examination of incremental or occasionally disruptive change is at the heart of the public wisdom of the liberal arts, and amenable to poetry, prose, and rigorous ethical and social scientific evaluation.
6 Build FASS communications capacity through partnership model

FASS comprises about a third of SFU’s faculty and student complement, which means that we generate about a third of all the stories around the university’s achievements. Our common task is to better share hundreds of stories every year, some large and some smaller by building a collaborative structure where stories can be easily shared from and to all levels of FASS and SFU’s communications infrastructure.

While some of FASS’s larger departments have internal communications staff; most do not. We plan to build a team of communications and design professionals able to handle communicating stories as well as marketing and recruiting tasks for units with fewer resources, while supporting unit-based communicators as requested. For example, one departmental communicator may not be strong in graphic design skills; a centralized team could provide that service to that unit.

Working relationships and communication pathways will also be built with SFU Communications in order to share stories and media releases. Additional relationships will be built with student support units such as Student Services, Graduate Studies, Co-op in order to facilitate sharing stories and marketing/recruiting strategies.

FASS will partner with local departments and programs but also across departments joining together in amplifying key messaging, on various selective themes, over the five year plan including: FASS Reputation (18/19); Transferable Skills (19/20); the Value of the Degree(20/21); Interdisciplinary Innovation (21/22); and Connection and Changemaking (22/23).

Potential Partners
FASS; FASS units; University Communications; Vice President External; Alumni Relations; Student Services; Graduate Studies
E. Key Challenge: Faculty Renewal

1 Succession planning to maintain and build research excellence

2 Succession planning to maintain and build learning excellence including increasing student access to instructional/learning opportunities with continuing faculty at Burnaby/Vancouver/Surrey campuses

3 Advance Reconciliation through planning future appointments of Indigenous scholars

4 Build collaboration and capacity, leveraging multidisciplinary areas of strength through planning future joint appointments

5 Advance equity, diversity, inclusion (EDI) in the balance of faculty makeup through planning future appointments and developing an inclusive, respectful, and supportive environment

FASS faculty research activity and accomplishments are key to SFU’s success and recognition, in national and international university rankings systems, as the top comprehensive university in Canada and among the top 15 research universities.

In the 2017 QS ranking of academic institutions by subject, Arts and Humanities rose from 11th to 6th place in Canada. QS ranked the Social Sciences and Management 10th in Canada but the 2018 Times Higher Education Rankings put SFU Social Sciences higher at fourth in Canada.

SSHRC success rates for the Faculty continue to bear out this reputation for quality. The Faculty is home to 21 named and/or endowed Chairs and Professorships including four Tier 1 Canada Research Chairs and two Leading Edge Endowment Fund (LEEF) Chairs.

FASS faculty renewal planning sets as a top priority succession planning that maintains and builds upon a foundation of research excellence, recognizing the central importance of the research mission to building and evolving an excellent learning environment for undergraduate and graduate education.

FASS continues to teach over one third of SFU’s undergraduate student body even though enrolments have softened in FASS over the past six-year period while remaining relatively unchanged for the university as a whole.

FASS enrolment planning projects a continuing but slowing rate of enrolment contraction over the next five-year period, mediated by a plan to increase international enrolments and associated revenue. However, despite softening enrolments, FASS faculty continue to teach on average a larger number of undergraduate students than SFU faculty as a whole, and approximately 42% of FASS students are taught by temporary (non-continuing) instructors; there is also a growing gap in average academic expenditures per undergraduate AFTE Enrolment for FASS compared to the University as a whole – over the past six years, average expenditures grew by 9% for FASS but by 12% for SFU.
With a commitment to making progress on all of the key challenges outlined in this Academic Plan, and in particular to the following three key challenges – Student Life, Learning and Success, Academic Quality/Curriculum, and Advancing Reconciliation, FASS plans to reduce its reliance on temporary instruction and to increase continuing faculty complement relative to the number of FASS AFTE enrolments.

This will be achieved through a two-fold strategy of a small and gradual increase in net new continuing appointments (teaching and research) over and above actual/anticipated retirements and resignations and 2) an anticipated continuing but slowed pace of decline in AFTE enrolments.

Within the Faculty, there is considerable unevenness in the impact of changes in enrolments, faculty and staff complement; as a result, some units have experienced significant growth in enrolment and others significant decline; some have experienced high levels of attrition (faculty resignations and/or retirements), others have not. Therefore, some degree of realignment of faculty and staff positions is necessary in order to improve student access to courses and to courses instructed by continuing faculty where progress on these indicators has not improved, as well as to better support FASS activities to address the key challenges and main objectives laid out in this plan.

Realignment is also necessary in order to create space to accomplish one of the faculty renewal priorities: advancing reconciliation. The latter objective will be met in part through another faculty renewal objective: building capacity through collaboration. As we follow the path to reconciliation, a number of FASS units have stepped forward to make a fundamental commitment to create a critical mass of appointments of Indigenous scholars including through joint appointments in First Nations Studies. FASS is also working with other Faculties to accomplish this objective.

In terms of the objective to advance equity, diversity and inclusion, FASS has strong representation of some equity-protected groups among faculty, students, and within all academic administrative levels. More progress on this front can be made in areas where there continues to be more pronounced underrepresentation of equity-protected groups. In general, however, more attention needs to be paid to processes and policies to ensure that at the level of practice, the commitment to diversity, equity and inclusion is sustained, including in decision-making processes.

Communication in the Development of this Plan

The FASS Academic Plan 2018–2023 was developed in consultation with FASS units as follows: on November 16 2017, a day-long retreat was held with Chairs and Directors (members of the Deans Advisory Council) and administrative personnel from the Office of the Dean (Dean, Associate Deans, Director of Finance, Director of Marketing and Communications, Director of Advancement, Director of Strategic Academic Planning and Student Affairs); FASS units submitted their plans to the Dean February 13 2018; a draft of the core of this plan (5 Key Challenges, FASS Main Objectives/Actions and Possible Partners) was shared with FASS Chairs and Directors and discussed at the Dean’s Advisory Council meeting of May 17 2018. Once finalized, the plan will be posted on the FASS website (FASS faculty/staff portal).
APPENDIX 1

FASS Departments, Schools, Programs, Centres and Institutes

FASS Departments and Schools (16)
School of Criminology
Department of Economics
Department of English
Department of First Nations Studies
Department of French
Department of Gender, Sexuality, and Women’s Studies
Department of Gerontology
Department of History
Department of Humanities
School for International Studies
Department of Linguistics
Department of Philosophy
Department of Political Science
Department of Psychology
School of Public Policy
Department of Sociology & Anthropology

Academic Programs (12)
Applied Legal Studies Graduate Program
Cognitive Science Program
First Nations Languages Program
French Cohort Program
Global Asia (formally Asia-Canada) Program
Graduate Liberal Studies Program
Hellenic Studies Program
Labour Studies Program
Language Training Institute
Master of Arts for Teachers of English (MATE) Program
Urban Studies Program
World Literature Program

Centres and Institutes (18)
Bill Reid Centre for Northwest Coast Art Studies
Centre d’études francophone Québec-Pacifique
Centre for Comparative Muslim Studies
Centre for Global Political Economy
Centre for Public Policy Research
Centre for Research on Adaptive Behaviour in Economics
Centre for Restorative Justice
Centre for Scottish Studies
Centre for the Study of Public Opinion and Political Representation
Criminology Research Centre
David See-Chai Lam Centre for International Communication
First Nations Language Centre
Gerontology Research Centre
Institute for Studies in Criminal Justice Policy
Institute for the Humanities
Institute of Governance Studies
Mental Health, Law and Policy Institute
Stavros Niarchos Foundation Centre for Hellenic Studies