FACULTY OF ARTS AND SOCIAL SCIENCES

ACADEMIC PLAN 2014-2016

In 2008, the Faculty of Arts and Social Sciences (FASS) developed a five-year academic plan for the period 2009-2014. Many if not most of the goals set out in that plan have now been accomplished. While in normal circumstances the Faculty would adopt a new five-year plan for the period 2014-2019, a variety of factors combine to suggest that preparing the next full plan should wait until 2016. These include:

- the need to respond to the final report from the Provost’s Panel on the Future of the B.A. degree
- the current search for a new dean, to take office 1 July 2015, who will bring new ideas and priorities
- some financial uncertainty based on current trends in FASS enrolments

Accordingly, the Faculty has developed an interim plan for 2014-2016, to guide its planning until the next dean is in place.

The “preamble” drafted in 2008 for the first five-year plan is worth repeating in full, modified only to correct a few changes which have occurred over this period, for example the introduction of the Bachelor of Cognitive Science degree.

Preamble

The University is a meeting point between tradition and innovation. Excellent universities meet the challenge of maintaining both a transcendent commitment to knowledge, learning and the pursuit of truth and an acute awareness of the contemporary environments—local, national and global—in which they do their work.

The Faculty of Arts and Social Sciences is at the heart of Carleton University’s continuing efforts to meet this challenge. FASS is a community of individuals—faculty, staff and students—devoted to a greater and more varied extent than any other to the study of the diverse worlds we inhabit in all their interrelated dimensions—physical, spiritual, cultural, intellectual, linguistic, and historical to name a few. We pursue our mission through both research and teaching. Our faculty members conduct innovative and rigorous research in many fields of inquiry ranging from the geography of the Arctic to the great religions of Asia, from the individuality of the human personality to the universality of human expression in the arts and literature. Such research activity spans individual scholarship, collaborations with colleagues and students across the university and beyond, and participation in dynamic research centres that advance new intellectual frontiers. Our faculty members are also fully engaged in teaching our students to develop the knowledge and talents that will allow them to pursue their studies in intellectually rewarding and socially productive ways, both while they are here and also long after they leave Carleton.

Beyond the classroom, FASS stands at the centre of cultural life on campus, housing and supporting a wide variety of music programs, creative writing initiatives, the Carleton University Art Gallery (CUAG), and much more. We recognize that opportunities for learning do not only take place in a traditional classroom setting and are committed to providing an enriched learning experience wherever that may happen.
Much of what FASS does to enrich life on campus also adds to the cultural energy of the wider community. These activities encourage connections between the university and the individuals and institutions that make up that community, from individual lovers of Music or English to government departments, embassies, Ottawa-based NGOs, and national institutions such as Library and Archives Canada or the Canadian Museum of History. For example, as the university gallery with the largest art collection in Canada, CUAG contributes to the culture of the National Capital Region while enhancing Carleton’s academic and research reputation and attracting significant attention (and funding!) from beyond campus. The Carleton University Choir has long been a strong bond between the university and the city. The extent to which cultural ties (broadly understood) have already been established between campus and community is itself evidence for further potential developments of this kind. Many of these connections are to be credited to the imagination and effort of particular individuals, groups, and departments over the years. In a future of increasing demand and uncertain funding, and therefore as a matter of both public interest and self-interest, it is important that both FASS and the university develop a plan that gives practical support to those who seek to establish new or stronger ties to communities beyond campus, especially at the local level. In providing such support we will also develop further our Faculty’s public role as an accessible and approachable place to which members of the community can bring their ideas and energy in pursuit of educational and cultural collaborations and partnerships.

At the postgraduate level, the Faculty boasts an array of outstanding disciplinary and distinctive interdisciplinary programs at both the Masters and Doctoral levels. We offer a vibrant intellectual community within which postgraduate students can engage with the major questions and concerns of their field while learning the skills and developing the experience that will help them to excel in their future careers, whether as teachers, researchers or in one of the many areas in which our graduates work and prosper. The Faculty constantly seeks to support and strengthen our existing programs, and to expand the range of postgraduate degrees it offers. FASS currently plays a central role in the university-wide effort to increase the number of postgraduate students studying at Carleton.

At the undergraduate level, FASS’s principal priority is its own students, those who pursue their education with us through the Enriched Support Program or one of the five undergraduate degrees we offer: the Bachelors of Arts, Science, Cognitive Science, Music and Humanities. FASS is also committed to, and proud of, its extensive service to the entire university community. Most Carleton students take at least some courses in our Faculty. That so many Carleton programs include or even require FASS courses speaks eloquently to the importance our fellow educators in other Faculties place on what FASS has to offer all students. In turn, we in FASS are sure that all students, regardless of their program, can find study in our Faculty a highly rewarding element of their Carleton education.

We set high standards and ambitious goals for our undergraduate students. Thus our mission to them must not only encompass the preservation and transmission of the information necessary for them to know about the world but also the development of the talents required if they are truly to learn how to learn about the world. Those talents include literacy (including visual and aural), critical engagement and creative thinking, imaginative analysis and breadth of perspective, persistence and integrity, an appreciation for paradox, complexity, even mystery – in a word, wisdom. Our mission must also take full account of the demanding circumstances in which most of our undergraduate students live. We aim to ensure that they can more readily combine their many obligations—to family, to work, and to the full life we encourage them to have beyond the campus—with their responsibilities and opportunities as scholars. This is a particular priority for our Bachelor of Arts program, offered in conjunction with the Faculty of Public Affairs. The BA, as the largest degree program in which the university’s students are enrolled, forms the cornerstone of education at Carleton.
FASS does not exist to prepare students for the world of work. It exists to prepare students for the world. Happily, those so prepared are most likely to flourish in the jobs and professions they decide to pursue and the businesses they choose to start. Never has the phrase “transferable skills” had more meaning than at the beginning of a century in which long-held assumptions about what constitutes a successful career have in many respects been overturned. For example, it is now understood that holding several, and varied, positions over a working life will increasingly be a sign of success and a source of fulfillment rather than their opposites.

FASS will continue to mediate the complexities of educational and social changes in ways that are true to our intellectual responsibilities. It will also strengthen and build upon its connections to the wider communities within which the Faculty and the university exist. As Carleton looks to its collective future, FASS stands ready to play a central role in the pursuit of university aims that have long been priorities for our Faculty: encouraging student success, creating first-rate research, building up the university community, and enhancing Carleton University’s position in and contribution to the wider world.

Collectively, members of the Faculty commit themselves to the following objectives:

For faculty members

FASS is committed to providing all members of its academic staff with a supportive and stimulating intellectual environment in which teaching and research are considered complementary and interdependent activities. More specifically, the Faculty commits itself to the following goals:

1. support for both disciplinary and interdisciplinary teaching and research
2. an opportunity to work with both undergraduate and postgraduate students
3. an environment that encourages collegiality and participation in academic governance

For student members

FASS is committed to providing its student members with an outstanding academic environment that encourages intellectual growth, cultivates critical and analytic thinking, provides students with a solid grounding in their chosen area of study, and prepares them for active and informed participation in public life after graduation. More specifically, the Faculty commits itself to the following goals for all students:

1. a stimulating intellectual environment characterized by student engagement
2. opportunities for students to learn both inside and outside the classroom
3. opportunities for students to engage with the research process as knowledge producers
4. the development of transferable skills in analysis and communication (oral and written)
5. a curriculum that reflects the most advanced research and scholarship in their chosen area of study
6. respectful and professional interaction with faculty and staff

For graduate students, the Faculty commits itself additionally to providing an environment in which they will engage with the cutting edge of advanced research, and mentoring towards active membership in the global community of scholars. Through teaching and research assistantship opportunities, FASS will
equip graduate students with an array of invaluable skills as part of their preparation for future academic and professional careers.

For members of the Professional Staff

Professional staff members constitute a central element of the FASS community, and the Faculty is committed to providing opportunities for its staff to participate fully in the life of the Faculty and its constituent units. More specifically, the Faculty commits itself to pursuing the following goals:

1. a stimulating environment in which their work is meaningful and valued
2. opportunities to engage with the academic pursuits of faculty and students
3. opportunities to develop new skills and competencies

Specific goals for 2014-2016

For the 2014-15 and 2015-16 academic years, the Faculty undertakes to see through to fruition a number of initiatives currently at various stages of discussion and implementation. The most significant of these are set out below. As many of the FASS goals reflect those adumbrated in the larger Carleton University strategic plan, for ease of reference the following section will be organized to mirror the Carleton plan (adopted by the University Senate and Board of Governors in June 2013).

Goal 1-1: To develop new programs and initiatives that build on academic strengths and respond to societal needs.

- off-campus, continue advocacy for the values of a “liberal arts” education
- on campus, promote inter-Faculty collaboration on interdisciplinary themes

New academic programs currently at various stages of development and/or implementation include:

Undergraduate:

- Bachelor of Global and International Studies (with FPA)
- co-op program in Psychology
- Indigenous Studies (add new major to the existing minor)
- Archaeology (minor)
- South Asian Studies (minor)
- Digital Humanities (minor)
- Disability Studies (minor)  [launched fall term 2014]
- Medieval and Early Modern Studies (minor)
- African Studies: addition of a 3-year “general” degree
- post-baccalaureate diploma program in Women’s and Gender Studies

Graduate:

- Ethics and Public Affairs (interdisciplinary Ph.D.)
- Northern Studies (interdisciplinary Master’s)
- Curatorial Studies (diploma)
Goal 1-2: To ensure the sustainability of Carleton University through a long term enrolment model and effective and efficient management of resources.

- Review recommendations of the B.A. Panel for possible implementation
- Encourage the development of stronger links with Ottawa-area high schools
- Explore increased engagement with non-traditional students
- Increase capacity in existing programs where potential exists
- Implement unit and Faculty recruitment and retention plans
- Review curriculum to ensure best deployment of teaching resources

Goal 2-1: Enhance Carleton University as a highly reputable research-intensive comprehensive university.

- Endeavour to establish and promote a stronger research culture throughout the Faculty
- Facilitate new research collaborations by organizing on-campus research events that contribute to networking opportunities among researchers through events such as “FASSinating Researchers”
- Increase “Knowledge Mobilization” through partnerships and off-campus activities (e.g. the annual Power of the Arts National Forum; “CU in the City” and “CU in Your City” events in Toronto and perhaps other cities with a substantial CU alumni presence), and a more targeted social media campaign to communicate research results
- Support research productivity through the promotion of writing communities and other research support workshops
- Increase support for grant applications with a view to increasing the number of external grant applications each year and broadening the range of funding agencies to which researchers apply
- Advocate for better institutional support for grant management
- Work with Department of University Communications (DUC) and the Office of the Vice President Research and International (OVPRI) to better publicize and promote FASS research beyond the campus
- Collaborate with the Faculty of Graduate and Postdoctoral Affairs (FGPA) to hold a Graduate Research Week that highlights FASS graduate students

Goal 3-1: To ensure the employability and future success of our students through experiential learning, engagement, innovative teaching and holistic support services.

- Continue to invest in the development of innovative teaching possibilities, e.g. Virtual Carleton, Carleton University on-Line (CUOL) courses, especially those whose development is being funded by the Ministry of Training, Colleges and Universities (MTCU)
- Enhance commitment to First-Year Seminar program (FYSM)
- Expand co-op and internship/practicum opportunities
- Expand immersive learning opportunities through courses taught outside Ottawa in May/June

Goal 3-2: To have an internationalization strategy that provides our students with a variety of opportunities to be knowledgeable, active citizens in a global community.

- Develop partnerships with universities elsewhere for innovative teaching opportunities, e.g. the University of Warwick Venice program (inaugurated in the fall term 2014)
- Expand and continue to support immersive learning opportunities through courses taught outside Ottawa in May/June
- Promote exchanges and other international experiences at all levels
- Introduce the Bachelor of Global and International Studies degree (with FPA) in fall 2015
- Promote use of “co-tutelle” programs and advocate for increased travel funding for graduate students
- Initiate engaged discussions regarding the internationalization of the FASS culture and curriculum

**Goal 3-3: To consolidate and build on Carleton’s status as Canada’s most accessible university.**

- Support the new minor in Disability Studies and promote related research
- Consider expansion of the Enriched Support Program (ESP) in the Centre for Initiatives in Education (CIE)
- Initiate discussions with FGPA regarding greater accessibility for graduate programs

**Goal 3-4: To support Aboriginal communities and position Carleton as a university of choice for Aboriginal students by implementing the university’s Aboriginal Co-ordinated Strategy.**

- Expand program in Indigenous Studies from the current “minor”
- Encourage FASS units to incorporate Indigenous content in their curriculum
- Undertake fundraising to support the Aboriginal Enriched Support (AESP) program in CIE
- Develop a new Visiting Aboriginal Scholar program (given that the current one will expire in June 2015)

**Goal 4-1: To pursue organizational excellence by building leadership capacity and through the continuous improvement of our academic and administrative processes.**

- Encourage faculty and staff to participate actively in the Carleton Leader program
- Explore a possible restructuring of the Faculty, to reduce the number of academic units

**Goal 4-2: To develop an integrated approach to environmental stewardship and campus sustainability.**

- Actively support university-wide initiatives to promote sustainability

**Goal 4-3: To support excellence at Carleton University by identifying and developing new sources of revenue and increasing donor support.**

- Increase the FASS endowment to at least $500K