

FACULTY OF ARTS

Strategic Plan

2011-2016

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INTRODUCTION

As the Faculty of Arts progresses toward the end of its first year, it is imperative that we – faculty, staff, and students – consider carefully the nature of our collective processes and objectives, and determine how best to align these with the University of Calgary’s overarching strategic goals. At the same time, we must strive to honor and support the unique needs and goals of our faculty, staff and students.

This is a formidable task, given that the Faculty of Arts encompasses 20 departments, 16 interdisciplinary programs, 3 non-academic units, 8 research centres, 380 faculty members, 115 staff, 7,000 undergraduate and 750 graduate students. In addition, our Faculty serves many undergraduate students who are enrolled in non-Arts programs, and supports graduate students in conjunction with the Faculty of Graduate Studies. The Faculty of Arts is the University of Calgary’s largest, most diverse, and most complex faculty.

The Faculty of Arts offers 7 different degree designations and over 30 distinct major programs. Despite the wide selection of programs available, all courses of study within the Faculty are united in that they are highly versatile; without exception they provide students with transferable skills that may be applied to a wide-range of career contexts or lay the foundations for entry into graduate or professional programs. Professors and instructors of all disciplines within the Faculty challenge their students to become effective communicators and researchers, cultivate strong observational, organizational, and critical thinking skills, synthesize and analyze information, question convention, develop cultural sensitivity and socio-political awareness, express creativity and originality, and apply theory to practice. These are the skills and abilities that stimulate and empower our students and alumni to effect positive change on campus and beyond.

The members of each department and unit within the Faculty of Arts, whether faculty, staff, or students, demonstrate great pride in their respective areas through their daily endeavors and interactions. Since the amalgamation of the Faculties of Communication and Culture, Fine Arts, Humanities, and Social Science on April 1, 2010, we have, as a unit, been steadily working to reinforce the most desirable features of each of the former faculties. In so doing, the Faculty of Arts has come progressively closer to attaining a cohesive identity; an identity that integrates the key elements of our many cultures, to the benefit of all involved. As such, interdisciplinarity is a leading aspect of our scholarly activity. The Faculty of Arts stands out for its ability to highlight connections between diverse knowledge areas. Students within our Faculty learn to approach subject matter from multiple perspectives, thus gaining a well-rounded

understanding of society. Our students do not achieve a comprehensive understanding of the world around them in classroom and laboratory settings alone, but also through experiential education opportunities such as those provided by the co-op program, which combines academic study with career immersion.

The Arts play a critical role in the modern university. Along with the sciences, the Arts form the foundation of higher education. There is a widespread expectation in North America that regardless of a student's major area of study, he or she will take courses in the Arts in order to emerge from university a well-rounded, socially aware individual. The Arts disciplines are directly relevant and accessible to all human beings in ways that other disciplines may not be. The public value of the courses and programs offered through the Faculty of Arts is often self-evident. We as a Faculty have the privilege and responsibility of providing scholars and other members of society with common ground where often there would be little otherwise. We are also entrusted to a great extent with bringing the advances made by scientists, engineers, and other scholars to a human level by exploring their implications for individuals and societies. Our research is engaging, contemporary, and undeniably critical.-Maintaining a culture of research is crucial, and to the benefit of all, as we move forward.

We are in the process of defining our main areas for improvement and streamlining our procedures to ensure that the Faculty of Arts functions as a well-run entity. Over the past year, we have, as a Faculty and a community of diverse scholars, adapted remarkably well to a new structure and successfully confronted a number of challenges. However, several challenges yet remain. There is a need to address important questions stemming from the restructuring. For example, are the programs offered by the Faculty of Arts sustainable in their current state? If not, how do we balance key factors to arrive at a place of greater sustainability while guarding our most important distinctions and successes? What are some feasible administrative modifications that could enhance our position within the University of Calgary and help to ensure that our programs attract the most motivated, inquiring students?

The Faculty of Arts Strategic Planning Committee was created with the aim of generating recommendations for programs and procedures of the Faculty, identifying the primary goals of the Faculty and its constituent departments and programs, and generating long-term recommendations for strengthening our efforts in education and academic inquiry. The committee has focused on three main issues: the quality and scope of our undergraduate programs, mechanisms of supporting excellence in research and graduate education, and ways of promoting good management and efficient administration.

PART I: UNDERGRADUATE PLANNING

Managing Enrollment in the Faculty of Arts

The Faculty of Arts educates more undergraduate students than any other Faculty on campus. More than 7,000 students major in our programs and 35% of the degrees granted at the University of Calgary are degrees from the Faculty of Arts. The Faculty is unique in providing instruction to a very large number of students from across campus, in addition to students majoring in Arts programs. Almost all undergraduate students take at least one course in the Faculty of Arts during their time at university. Enrollment at the University of Calgary has grown in recent years and we have been a part of that growth. The most important trends can be summarized briefly:

- Both program and course enrollments declined somewhat during the period 2003-2007. However, in the last three years, program and course enrollments have increased.
- Course enrollments have risen faster than program enrollments. As a result, there has been a small increase in the proportion of course enrollees who are registered in other faculties.
- With rising enrollment and declining faculty numbers, the student/faculty ratio is beginning to climb.

There is considerable diversity across the Faculty in enrollment trends and in student/faculty ratios. Some departments and programs teach significantly more non-majors than others.

We believe it is important for the Faculty and the University to set realistic targets for enrollment in the years ahead. The Faculty is committed to playing a role in allowing the University of Calgary to meet its commitments to government and to the community that supports us. We are also conscious of the necessity to protect the quality of the educational experience for our students. In light of the constraints on faculty hiring that are likely to prevail, we believe the Faculty of Arts should plan on maintaining overall enrollments in our undergraduate programs and courses close to the levels the Faculty attained in the 2010-11 year.

The Faculty of Arts is committed to providing an outstanding educational experience for students who choose to major in our programs and students who complement their studies in other faculties with coursework in Arts. We believe significant exposure to the ideas that are examined in Arts courses is an essential part of a university education and

we encourage the provision of sufficient opportunities for non-majors to enroll in our courses. The duty to provide such opportunities should be shared as equitably as is possible across the Faculty. At the same time, we are conscious of the need to maintain the strength of our programs: to ensure that our students graduate with the depth of knowledge and understanding that will allow them to compete effectively for places in graduate or professional schools or to enter the labor force.

The very large differences in class enrollments among programs are another source of concern. The very great diversity in subject matter within our programs inevitably leads to differences in teaching style and format. For example, language instruction and courses in the visual and performing arts require smaller classes in order to be successful. Nonetheless, every unit should offer a blend of small and large class sizes, including the use of tutorials to provide the small group experience in courses where smaller enrollment caps are not feasible. At the same time, the efforts made in many of our programs to teach larger numbers of students need to be acknowledged and rewarded.

Any recommendations surrounding increasing class sizes must take into account the availability of space. The University has limited space accommodating more than 200 students. Classroom size and space is also an important consideration for courses involving examinations; sufficient space must be available for exams both at the end of the semester and during the term. While the Faculty of Arts does not have direct control over University spaces and space allocation, the Faculty's representation on the newly formed Instructional Spaces Advisory Group should be used to exert influence on University policy and articulate the concerns of students and instructors.

RECOMMENDATION 1: Planning for undergraduate programs and courses in the next five years will be based on maintaining current levels of approximately 7,200 majors and 74,000 course enrollees unless a significant increase in base funding is made available.

RECOMMENDATION 2: While recognizing the limitations imposed by available resources, all departments and programs will be encouraged to offer a sufficient number of spaces for non-majors.

RECOMMENDATION 3: Wherever possible, and taking into consideration available classroom space, all Arts programs will offer both small and large classes with consideration to ensuring small group experiences while also helping the Faculty of Arts meet its enrollment targets.

RECOMMENDATION 4: The Faculty will support professional development and mentorship opportunities for instructors, offering tailored teaching strategies for both large and small class sizes.

RECOMMENDATION 5: With due consideration given to differences in pedagogical requirements for different subject matters, enrollment data will be one type of indicator used in the allocation of resources to departments and programs.

Reviewing Programs and Course Offerings

a. Flexibility

Sustaining and improving the quality of our undergraduate programs while maintaining current enrollments will be a challenge in light of a recent decline and projected further decline in the number of full-time faculty members. Many of our departments and programs face significant problems in providing the range of courses that students need to fulfill their degree requirements, while also responding to demand from students across campus who desire access to their courses. We encourage departments and programs to review their degree requirements, including course pre-requisites, to provide the greatest possible flexibility for students, allowing them to complete their requirements in a timely fashion. Providing more flexibility for students in terms of the courses required will not only smooth the path to completion for students but ease the pressures on departments to provide a large number of courses on a yearly basis.

Individual Departments possess the most expertise regarding necessary components to their respective degree programs. However, the Curriculum and Academic Review Committee (CARC) can provide perspective on where program requirements are hindering student progress or creating apparent difficulties. Students often voice concern about their ability to fulfill program requirements and frustration when told, at the last minute, that a substitution is offered. Program flexibility communicated upfront is a more preferable option than exceptions to the rule.

RECOMMENDATION 6: The Curriculum and Academic Review Committee (CARC), in consultation with Departments, will review existing degree requirements and, where appropriate, recommend changes to Departments to maximize flexibility for students in meeting degree requirements consistent with maintaining program quality and integrity.

b. Program Sustainability

A strength of the Faculty of Arts is the diversity of our scholarship and teaching, which allows us to offer a vast array of choices to our students. We have strong programs in areas that have long been central to the liberal arts (such as English, Philosophy, and History), in programs that stand at the intersection of the sciences and social sciences (such as Neuroscience and Archaeology) and in interdisciplinary programs (such as Canadian Studies and Urban Studies) that examine important problems from a unique angle. The Faculty of Arts aims to support a wide variety of courses and programs for our students and for faculty who want to teach in areas in line with their research interests. However, providing the current large number of choices available strains our limited resources. The Faculty has been good at starting new programs, but not so good at discontinuing programs. Our reluctance to eliminate courses and programs is understandable. A program may serve only a small number of students and faculty, but still be of high quality and of great value and interest to those who participate.

The number of majors in programs varies tremendously across the Faculty. Very small programs can be a challenge for the Faculty. If such programs do not require specialized courses or if the required courses also serve students from other majors, they may be easier to sustain in difficult times. On the other hand, if they require departments and programs to mount a large number of specialized courses in order for students to fill their degree requirements, financial pressures may be a considerable problem. The large number of programs in the Faculty and the great variability in student numbers suggest the need to examine the sustainability of programs across the Faculty of Arts. The number of students enrolled is one important indicator of sustainability, but not the only one. We will need to devise appropriate measures of the resources required, per student, in the programs offered. This will help us to decide whether programs are using a disproportionate amount of scarce resources and will guide decisions about sustaining or abolishing programs or, in some cases, changing these programs from a major to a minor.

The multiplicity of programs offered can also lead to a situation in which different programs offer similar courses. The Faculty needs to review course offerings with an eye to eliminating duplication and ensuring that all programs make the most effective use possible of courses offered across the full range of programs.

RECOMMENDATION 7: The Curriculum and Academic Review Committee (CARC) of the Faculty of Arts will undertake a review of the sustainability of programs in the Faculty. The Committee will report to Faculty Council any changes needed to ensure that programs offered are sustainable, of high quality and efficient in their use of resources. Unsustainable programs may be reduced or eliminated.

c. Interdisciplinary Programs

A successful program needs a core of faculty and staff dedicated to its operation. The shortage of permanent faculty to teach in some of our programs, most notably a number of the interdisciplinary programs, constitutes a serious challenge for the Faculty of Arts. The Faculty currently supports 17 interdisciplinary programs; only a few have permanent faculty members who do all of their teaching in these programs. Yet the shortage of core faculty does not necessarily mean a shortage of student interest. While some of the programs are small, others have more than 100 majors. The programs were originally put in place because members of faculty had expertise and interest in participating in them. Change over time and the decline in hiring has left some of the programs seriously under-resourced. How can we best support interdisciplinary programs and ensure that their quality of instruction matches that provided in our departmental programs?

Two solutions merit further exploration. First, there are many faculty members with the expertise and interest to teach in interdisciplinary programs. The challenge is to find a way to allow them to do so when their home departments are understandably reluctant to release them. The Faculty needs to identify ways to compensate departments for releasing their members to teach in the interdisciplinary programs. Ideas might include, for example, crediting home departments with course enrollees taught by the 'loaned' faculty member. The Faculty also must attend to needs of the interdisciplinary programs in hiring, which might include giving a higher priority to a departmental position request if the department identifies that the requested position will contribute to one or more interdisciplinary programs. Departments should also consider adding interdisciplinary courses to disciplinary programs.

A second strategy that deserves attention is to make better use in the interdisciplinary programs of existing course offerings. There are many departmental courses across the Faculty of Arts that might potentially be added to the lists of courses required in the interdisciplinary programs. The goal here is not to replace the elements of the programs

that are truly interdisciplinary but to supplement what is now offered with related courses that will complement the core offerings and broaden the intellectual experience of the students. Canadian Studies, for example, would profit by making greater use of courses in Canadian literature and history. Development Studies would be strengthened by allowing courses in Geography and Economics to count toward the degree requirements.

RECOMMENDATION 8: The Associate Dean (Interdisciplinarity) will consult with Department Heads and Program Coordinators to identify strategies to encourage, and mechanisms to allow, faculty members whose current teaching duties are disciplinary to teach in the interdisciplinary programs offered by the Faculty of Arts. The Associate Dean will present a report to Faculty Council in the Fall, 2011.

RECOMMENDATION 9: Interdisciplinary programs will undertake a thorough review of their course requirements with the goal of allowing for the fullest possible use of relevant courses offered in departmentalized programs. CARC will serve as a central resource for coordinating information about available courses.

Improving the Undergraduate Experience

An unavoidable feature of the student experience in large, research-intensive universities is that students will spend some significant part of their class time in large lectures. The Faculty of Arts has many outstanding lecturers and it is clear that the large class experience can be an exciting and important element of student learning. Evidence from student evaluations confirm that students are satisfied with the great majority of our large lecture courses.

At the same time, such classes need to be complemented with other forms of learning. For example, a research-intensive university should provide opportunities to students to be exposed to the research of faculty members beyond what they hear in lectures. There is also significant evidence to suggest that students appreciate and benefit from a capstone experience in their programs, whether that consists of a particular course or courses that aim to draw together important features of their program or involvement in a project or field school experience.

Evidence from student surveys conducted by the Globe and Mail and others indicates that universities located in larger cities with a high proportion of commuter students face greater challenges in promoting engagement and satisfaction. It is disappointing

that data from the National Survey of Student Engagement (NSSE) surveys point to a decline along several dimensions of student satisfaction among Calgary students between their first and fourth years of study. The findings suggest, among other things, that there is an important social dimension missing that affects student perception of their university experience. Anecdotal evidence indicates that creating a sense of belonging for our students, has a very positive effect. An outstanding example is our Arts and Science Honors Academy (ASHA) program, which is about to graduate its first students. There is a strong bond among the students in the various cohorts and they express strong satisfaction with the overall experience. Many of our honors programs have successfully promoted a similar level of achievement and satisfaction.

The NSSE documentation suggests that high impact activities are central aspects of student satisfaction and are a means of building relationships and cohorts. The NSSE Director suggests that we should “make it possible for every student to participate in *at least two high impact activities* during their undergraduate program, one in the first year, and one later related to their major field. The obvious choices for the first year are first-year seminars, learning communities, and service learning. A common intellectual experience should be a nonnegotiable organizing principle for these early college activities. In the later years of college, study abroad, internships and other field experiences, and a culminating experience are all possible” (NSSE 2007 Annual Report, p. 8).

a. First Year Students

Ideally, the first year of university sets the stage for students to not only discover exciting new intellectual directions but also forge new connections with other students. Most Arts programs do not have tightly structured first year requirements; instead students are encouraged to explore a variety of options. In a large commuter university that has a bewildering variety of classes available, it can be difficult for student to make connections with other students in their first year and to develop intellectual communities. While not all first year classes are large, many are and the number and variety of classes mean that students typically do not have fellow first year students sharing multiple classes with them. Further, many of these first year classes have upper level students finishing off a final option who are very unlikely to share any other classes with the same group of first year students.

The ASHA experience mentioned above succeeds in part because it creates a cohort of like-minded students. While, as noted, the Faculty cannot provide the ASHA experience to all students, there are strategies for developing first year cohorts that could be

employed such as dedicated first year classes and group enrollment.

RECOMMENDATION 10: Departments and programs will investigate restricting enrollment in some sections of first year classes to first year students.

RECOMMENDATION 11: Departments will investigate the feasibility of offering small class experiences for first year students.

RECOMMENDATION 12: The Associate Deans (Students) will investigate the feasibility of establishing cohorts among Faculty of Arts students.

b. Capstone and Experiential Learning Opportunities

With over 7,000 majors, it is not possible to provide the type of experiences available to our ASHA students or our honors students for all who study in the Faculty of Arts. Moreover, some of our students who have extensive off-campus commitments likely do not desire the same level of involvement that many of our more engaged students do. Still, we should set a goal of significantly increasing the proportion of our students who have the chance to participate in a valuable capstone experience or experiential learning opportunity, which might consist of a special course (such as Community Service Learning or Arts Peer Mentoring), a travel experience/field school, or an individual or group project especially valuable for students working in a particular subject area. The nature of that experience will likely vary among our very diverse programs, but extending such opportunities to our students is essential to improving the student experience in the Faculty of Arts.

RECOMMENDATION 13: Departments and programs will seek ways to expand opportunities for students to be involved in capstone experiences and experiential learning opportunities, which may be related to, for example, course-based research opportunities or field schools. The Faculty of Arts will establish a fund to support these activities and actively seek additional sources of support both internally and externally.

RECOMMENDATION 14: The Faculty of Arts will be proactive in promoting the Honors programs. Departments should identify potential honors students and encourage applications.

c. Co-op Work Experience

Three of the four faculties that merged to form the Faculty of Arts had Co-op programs (Fine Arts was the exception). A Co-op program typically involves three 4-month work sessions, preceded by an “Integrative Session” that details how it is that job experiences link to the student’s particular degree. The Co-op programs have remained relatively small due to the resources involved with running these programs – finding jobs for the students remains a labor intensive enterprise, with little support from central administration for these efforts. Yet the feedback from students who are in the programs is very positive, as students are clearly able to see how it is that their degrees will contribute to their longer term career aspirations. For many of those enrolled in Co-op, these experiences are a highlight of their entire undergraduate experience, suggesting that not only maintaining but expanding the Co-op program will contribute to greater levels of student satisfaction more generally – perhaps especially among those in the later years of their programs.

RECOMMENDATION 15: The Co-op office will consult with Departments/Programs to determine the feasibility of expanding Co-op programs or, in other cases, launching a Co-op component for degrees that do not yet offer this. Administrative support for expansion of the Co-op program will be provided by the Dean’s Office.

d. Student Club Support

Student academic clubs are a largely untapped source of experiences that promote student engagement – clearly there is strong evidence of engagement among the executive and membership of these clubs. Departmental or program-related clubs strive to merge academic course work with practical application, provide opportunities to connect with communities external to the University and establish a sense of identity for students in respective disciplines. However, clubs tend to suffer from three main problems:

- They receive relatively little financial support from departments and programs;
- Membership rates remain low and many clubs struggle for support from the student body; and,
- There is little or no support from individual faculty members.

The result is that clubs face difficulties creating a sense of community, and motivating students in the academic area to join. They may also compete for membership with

campus-wide clubs that exist primarily for social reasons, and do not have any academic focus. Other factors that impinge on club development are the lack of continuity in the membership especially among executive from year to year; and the lack of contact between clubs – promoting and facilitating such contact would provide student leaders with an opportunity to network and brainstorm with each other.

This year, progress has been made by the Students' Union toward developing a student-governed Arts Faculty Association. The student association's mandate will involve advocating for Arts students, establishing avenues of communication between students, Faculty administration and the Students' Union, greater coordination of Arts-related clubs and establishing a sense of community for our large and diverse Faculty.

If academic clubs worked better for students, they could be a powerful force towards improving student engagement and satisfaction. Larger club membership would mean there would be more people to help organize events and the events could be more responsive to the diversity within the students in a program and provide more attractive social and academic events for the students in the program.

RECOMMENDATION 16: Through the office of the Associate Dean (Students), Faculty funds will be provided to all student clubs to match the dollars collected through annual membership fees. The Faculty will commit to better communication of club opportunities to students in the Arts.

RECOMMENDATION 17: The Faculty will support the development of a student-governed Faculty of Arts Student Association and actively work with Executive to improve the quality of student life, specifically within the Arts.

e. International Experience

Understanding other cultures is an important aspect of an education in the Arts. Various disciplines in the Arts Faculty, such as Indigenous Studies, Latin American Studies or the study of literature and language of other cultures, enrich the student intellectual experience. Further, cross-cultural and international travel experience is a valuable complement to a degree in the Arts. Student exchange programs, field school or group studies abroad greatly enhance the undergraduate experience and foster understanding of both other cultures and the students' own. While the Faculty cannot ensure that all students are able to have cross-cultural and international travel experience, various programs and scholarship already exist.

RECOMMENDATION 18: The Faculty will be proactive in encouraging Faculty of Arts students to take advantage of the available opportunities to internationalize their degree.

PART II: SUPPORTING EXCELLENCE IN RESEARCH AND GRADUATE EDUCATION

Research in the Faculty of Arts

The Faculty of Arts is unique within the University for the breadth and diversity of our research, scholarship and creative activity. We are strong in many areas. Our work engages and illuminates virtually every aspect of human life, society and culture, and many aspects of the physical world. Most of our researchers study aspects of human society, culture, literature, history, politics, religion, language and thought, and the human mind. Faculty members and graduate students in Arts are also engaged in projects that range from classic investigative medical and physical science (for example, studying brain functions, exhumed remains, or the environment) to creative work (such as dramatic production of the great plays of Shakespeare). Arts research is crucially important to the broader society in which we live, both in providing immediately functional knowledge that can be used; for example, to improve traffic signage or economic policy, and in contributing to the enhancement of our society's understanding of the diversity and complexity of the human world. Our faculty and student researchers continually expand the idea of what it means to be an Albertan, a Canadian, a human being and a world citizen, and our creativity in the literary, visual, and performing arts is one of the pivotal elements in the thriving artistic culture of our great city.

Our challenge is to find means not only to maintain our current appreciable strength as a dynamic research faculty with thriving graduate programs, but to increase and celebrate it. We will need to find appropriate ways to identify excellence in all of our areas and foster enterprise in research, scholarship, or creative activity by supporting and appropriately rewarding it. In many cases, this support will need to be directed to help researchers succeed in obtaining funding from external sources, in particular the three federal granting councils, both because such funding can increase the productivity of the individual researcher and because it helps to fund graduate students. We need to increase the visibility of our success in research, scholarship and creative activity, both within the University and in the broader community. We also need to be sure that graduate programs within the Arts are the best they can be, that we are attracting the best students and providing every condition for successful and timely completion of their degrees and for their integration into the job market.

a. Assessing and Measuring our Performance in Research

To make an effective case for support of research in the Faculty of Arts, we must demonstrate to internal and external audiences the scope and importance of our contributions. To do so convincingly, we need to assess ourselves in relation to our colleagues at other universities and track improvements over time. In some disciplines in our Faculty, there is a clear consensus about standards of achievement. In Economics, for example, there is broad agreement about the best journals in which to publish and agreement on the value of citations as an indicator of impact. In other areas, demonstrating research excellence is not as straightforward. In the Fine Arts, for example, where performance or exhibition are important indicators of impact and success, criteria of achievement other than peer-reviewed publication are most often used. What is clear, however, is that to attract the support we need, internally and externally, we must be able to show the significance of our accomplishments for the fields in which we work.

Through our annual budget process, many departments and units have begun compiling information on appropriate indicators of success for their disciplines. The Academic Performance Report also serves as a periodic record of individual achievements. All of our departments need to make assembling such information a priority and commit to keeping a current record of the accomplishments of our faculty in research, scholarship, and creative performance. This information will contribute to decisions about resource allocation in the Faculty of Arts.

RECOMMENDATION 19: Working with the Associate Deans (Research) and the Research and Scholarship Committee, departments will develop performance indicators appropriate to their fields of research, scholarship and creative activity. These indicators will be considered in decisions on resource allocation in the Faculty of Arts.

b. Communicating Research Achievements

The Faculty of Arts has made early, positive moves in terms of communicating to various audiences. ARTSNow, for example, is a monthly newsletter that ‘spotlights’ various activities, and provides news of upcoming and featured events. This has been a critical form of communication within the Faculty of Arts. At the same time, it is a source of concern that research and scholarly or creative activity undertaken within the Faculty is not as well known or understood as it should be either in the broader University or in

the external community. More needs to be done to highlight what it is that we do in our Faculty and a communications strategy needs to focus specifically on scholarly undertakings and successes.

There are a number of community members who have played active roles in Faculty events over the past number of years – many of whom are interested in continuing their relationship with the Faculty of Arts. More strategic coordination of the Faculty of Arts Communications and Development Teams will foster these relationships with a campaign that informs community supporters of Faculty events and of opportunities for their help and input, primarily (though not exclusively) with respect to initiatives that focus on the communication of our research, scholarly and creative endeavors.

RECOMMENDATION 20: The Associate Deans (Research) will work together with departments, institutes and centres to ensure that achievements in research, scholarship, and creative activity in all areas of the Faculty are shared with the Faculty of Arts Communication Team for incorporation into ARTSNow and other University communications.

RECOMMENDATION 21: Working with the Faculty communications team, the Associate Deans (Research) in consultation with the Research and Scholarship Committee and the Creativity and Performance Committee will explore new ways to better inform the internal and external communities of the achievements in scholarship, creativity and research in the Faculty of Arts.

RECOMMENDATION 22: ARTSNow will be distributed to external supporters and within the University as a whole, including to key administrators.

RECOMMENDATION 23: The Communications Team will work with the Development Team to foster ongoing and continuous relationships with external supporters to communicate our events and endeavors.

c. Celebrating Research Achievements

As we note above, field-specific indicators of achievement are essential to fairly assess our colleagues within specific disciplines. Recognition of achievement, however, is important outside of the context of merit assessment. Celebrating the achievements of our colleagues and graduate students is imperative on a number of fronts, not least of which is the value to the individual and to the department or program of public recognition for excellence. It is also as a means of communicating to audiences within

the Faculty, across the wider University community and in the broader community our pride in the achievements of our colleagues and graduate students.

RECOMMENDATION 24: The Faculty of Arts will celebrate the achievements of our colleagues and graduate students in scholarship, research and creative activity (including research creation) through Faculty Research Awards, presented in conjunction with the biennial assessment process. At least one award will be given to a junior scholar in the Faculty.

RECOMMENDATION 25: Each year, two recent Research Award winners will be asked to deliver a Faculty of Arts lecture. The speakers will be encouraged to present lectures that draw on their recent scholarly work and are accessible to undergraduate students and faculty members from all disciplines.

RECOMMENDATION 26: Each year, the Faculty of Arts will recognize substantial research achievements of faculty and graduate students, such as research prizes, distinguished lectures/exhibitions/performances, the publication of monographs and election to scholarly societies, in a public celebration to which members and friends of the Faculty will be invited.

d. Fostering a culture of interdisciplinary exchange

The very diversity of research, creativity, and scholarship in the Faculty of Arts comes with its own challenges. In the contemporary research environment, individual researchers may feel that their most comparable peers are the contacts they make at conferences or online in their particular sub-discipline or specific concentration. This can foster a feeling of fragmentation and even alienation with respect to the home institution, perhaps heightened by competition for funding and recognition. Healthy research environments foster both disciplinary and interdisciplinary contacts and encourage conversations across the boundaries of disciplines and sub-disciplines, both to provide a supportive environment for the diverse approaches that characterize the modern university, and because promising interdisciplinary collaborations can often result from relatively informal exchange between colleagues who work in areas that seem dissimilar at first glance. The Faculty of Arts can capitalize on its very diversity by encouraging the formation of broadly-conceived research groups that transcend departmental and disciplinary boundaries and by sustaining the research groups of this kind that are already in existence. Such research groups can contribute to the vibrancy

of intellectual exchange on this campus and foster a research environment that is both supportive and innovative.

RECOMMENDATION 27: The Associate Deans (Research) in consultation with the Research and Scholarship Committee will establish a process for supporting interdisciplinary research groups and will work to provide venues for academic interchange, and will support activities such as paper series, meetings and forums.

e. External Funding

Supporting excellent research, scholarship and creative activity requires funding. Indeed, in many areas, the costs of leading-edge research are climbing rapidly. Research in such areas as neuroscience, archaeology, and many parts of geography requires expensive equipment and state-of-the-art labs. Archival research often requires funds for travel and subsistence as well as imaging costs. In many fields, high-quality research projects require supporting research teams that may include faculty members, post-doctoral students, technicians and graduate students. In the performing arts areas, performances in music, dance, or drama require costly sound and lighting equipment and the assistance of technical experts. Supporting the range of this quality of work is beyond the resources of the Faculty budget. For our research efforts to reach the highest standards, we must strive to be more successful in the pursuit of external sources of support, especially Tri-Council (SSHRC, NSERC, CIHR) awards. Our performance on the NSERC side has been strong in recent years, and our performance at CIHR is impressive for a non-medical faculty and has been improving, but our performance at SSHRC falls well short of the success levels at universities that are most like us. Whether we look at awards per faculty member or dollars received per faculty member, we are near the bottom of the G-13, and even lower than some non-G13 universities.

A high priority for the Faculty of Arts in the next five years must be to increase our success, particularly with SSHRC. The Faculty needs to find ways to help faculty members compete more effectively for external awards and to reward those who are successful. The first step is identifying the disincentives that discourage faculty from applying and succeeding in national competitions. Among the disincentives frequently cited are:

- Traditions of scholarship that focus on solitary work and lead to an under-appreciation of the value of external awards for the individuals and the departments in which they work
- Time-consuming and difficult application processes and accounting requirements and unclear expectations with respect to these processes
- A declining rate of success, particularly at SSHRC, that discourages applications
- The availability of internal sources of support and the growth of funding from external sources other than the national granting councils

In many areas of the Arts, scholarship is a largely solitary activity. Time-consuming work in archives or close readings of texts are major activities that some scholars engage in prior to writing books and articles. This style of work will continue to predominate in a number of our disciplines, but it is also important to encourage even solitary scholars to reflect on the benefits that external funding, especially funding from SSHRC, can bring to them, their graduate students and the University. External awards can also cover direct costs of research such as travel. By finding ways to include graduate students in their projects, scholars open a window to the research process for the next generation of scholars while also increasing the ability of their department or program to attract the best graduate students and support them appropriately.

Finally, the success of grant applicants helps the whole university. The number of Canada Research Chairs in the University and the indirect costs of research funding that flow to the University are directly related to dollars that our faculty colleagues receive in research grants from the councils.

It is true that the application process can be cumbersome and time-consuming and reporting requirements have certainly increased. However, we cannot allow these factors to discourage applicants. The Faculty and the University must seek ways to help researchers minimize the time they spend on the administrative aspects of grant applications and reporting. We need to explore ways to increase our success rate in competitions. In particular, we see the need to provide support to those who are involved in larger grant application processes that span universities in order that the Faculty of Arts may be better positioned to attract to UofC the agency funding that supports these significant scholarly activities, especially by taking a leadership position.

We need to build a culture around research and scholarship in the Faculty of Arts that recognizes the essential contribution made by scholars who succeed in attracting external funding and provide help to those who apply and rewards to those who are successful.

RECOMMENDATION 28: The Faculty will target increasing the application and success rate, particularly with SSHRC, in order to reach the average per capita level of successful applications for Tri-Council funding and the average size of grant among G-13 universities within the next five years.

RECOMMENDATION 29: The Faculty will commit to providing greater assistance for Tri-Council grant preparation and for the administration of grants.

RECOMMENDATION 30: To acknowledge the success of external grant holders and provide assistance to offset the time needed to apply and administer a grant, the Faculty will commit to provide graduate student funding to the grantholder equivalent to one GA unit over the grant period. These funds will be committed conditional on a successful application and can be built into the project budget as a University of Calgary contribution.

Graduate Education in the Faculty of Arts

Strong graduate programs are an essential element of the research-intensive university and the Faculty of Arts has strong programs in many areas. Comparative data on the quality of graduate programs in the G-13 universities show our programs in a positive light. All of our programs can point to highly successful alumni who hold important positions in universities, government and business. It is also true that it is a challenging time for graduate education. Rapid expansion of graduate programs across the country means that the competition for excellent students is intense. Budget shortfalls are putting pressure on the resources available to support students. In many areas of Arts, our graduates have found employment opportunities limited. In these circumstances, it is important that the Faculty of Arts remain committed to maintaining outstanding graduate programs and to do everything possible to ensure the success of our students in their programs and in the labor market after graduation.

a. Support for Graduate Education

It is no exaggeration to say that students are the *raison d'être* behind any successful university. While the proportion of graduate students in the Faculty of Arts is somewhat lower than we might ultimately wish, we are committed to ensuring that graduate students in the Faculty of Arts are supported and their achievements are communicated. The external community seems to be less familiar with the value of

graduate education than with undergraduate education. Further, donors, for example, may be particularly interested in learning how funding helps graduate students, and putting a face to graduate student issues may be one way of communicating with the larger community.

A large part of the graduate experience, and of great importance from the outset, is effective support at the department level: from graduate program administration to graduate program direction. There are many demands on administrative support in departments and programs, and in our Faculty there are significant variations in staffing levels and structures, but clearly support for our students – both graduate and undergraduate – is of particular importance. The capacity of faculty to take on roles such as graduate director, and perhaps even graduate committee member, must be supported through training efforts geared toward these important tasks.

RECOMMENDATION 31: Faculty communications to external audiences will highlight graduate student endeavors and events. Where possible, graduate students must participate in events that involve donors and external audiences.

RECOMMENDATION 32: Faculty members will be strongly encouraged to participate in training opportunities to increase their ability to effectively direct and manage graduate programs.

b. Growth, Maintenance or Reduction?

Nineteen of the 20 departments in the Faculty have graduate programs. Approximately 10% of the students enrolled in the Faculty are in graduate programs, a figure significantly below the university average of 19.7%. A series of factors are important for programs in deciding whether to increase their graduate enrolments:

- The competition for qualified applicants,
- The availability of supervisors,
- The amount of financial support for students, and,
- The extent of demand for graduates in the labor market.

Some of our programs aspire to increase the number of graduate students, but there is no firm basis for setting a higher enrolment target for the Faculty as a whole, and for many programs now is not the right time for an expansion. What the Faculty of Arts needs to concentrate on at this juncture is attracting the highest quality applicants to

our programs and ensuring that they are successful in graduating in a reasonable time frame.

To those ends, it is important to focus on several key questions:

- How can we attract the very best candidates to the University of Calgary?;
- How can we ensure that a very high percentage of admitted students complete their programs and do so on time?; and,
- How can we help them to have a strong beginning to their professional careers and find employment that allows them to use the skills and knowledge they gained during graduate school?

RECOMMENDATION 33: Graduate programs in the Faculty of Arts will focus for the time being on improving their effectiveness in such areas as recruitment, retention, time to completion and post-graduation career success, except where there are clear indications favoring program expansion.

c. Recruitment and Admissions

The place to begin is with the recruitment and admissions process. Top students from Canada and abroad who are considering graduate education must know what our programs have to offer. Web sites are now the single most important tool for advertising our programs. The Arts IT team is prepared to help departments to update and improve their websites. Faculty members must co-operate by keeping their personal information current. Departments must also consider more active recruitment strategies. The Department of Economics, for example, has contacted all students who elected to write the GRE Economics test and encouraged them to apply. Some departments have brought the strongest candidates to campus for a visit or contacted them by phone to encourage them to accept our offers of admission. All programs need to realize that the most important element of success is getting the right students into our programs in the first place.

RECOMMENDATION 34: The Faculty of Arts will offer “Faculty of Arts Graduate Scholarships” on a competitive basis to outstanding new recruits.

RECOMMENDATION 35: The Faculty of Arts will commit funding proportionate to the size of the graduate program to recruitment initiatives such as campus visits for outstanding applicants.

d. Program Review

Among the most important elements of program success for students who have the ability and motivation for graduate study are reasonable program requirements, effective supervision and adequate financial support. Programs need to regularly review their requirements for both courses and theses to determine if those requirements are conducive to timely completion. Time to completion is important because funding for graduate student support, both from the Faculty of Arts and from Graduate Studies, is limited. Graduate student access to funding is especially limited when Master's programs exceed two years and doctoral programs exceed four years. In some of our programs, time to completion is longer than it should be. We need to assess whether the expectations of our programs are preventing even strong, motivated students from finishing in the expected time frame.

Particular attention should be directed to Master's programs in the Faculty of Arts. With few exceptions, our Master's programs are thesis-based. Many of the students in such programs will be considering moving on to a doctoral program. It is especially important that the thesis requirements in these programs be such that diligent students can expect to finish within a two-year time limit. Programs should also examine the feasibility of developing one-year Master's programs. While not suitable in all fields, many universities across the country have been making this option available in humanities and social science programs. Student-funding barriers to consideration of such a program have recently been removed by the Faculty of Graduate Studies and at SSHRC as long as there is a research component in the Master's.

Programs might also consider easing the path for outstanding students to move from the Master's program into a Ph.D. program without completing the Master's thesis. Some of our programs do this now and the use of this strategy might be expanded, as it may improve the graduate experience and also help to retain graduate students. Shortening the length of study at the Master's level can also free up resources, which might allow for more generous support of doctoral students.

RECOMMENDATION 36: Departments will review their graduate program structures and expectations in order to identify issues related to time to completion averages. Where appropriate, consideration will be given to implementing one-year Master's programs and to fast-tracking strong Master's students to the Ph.D.

e. Supervision

In thesis-based programs, supervision is a critical element. An important part of many professors' work lives, it is seldom credited nor assessed closely. Supervision is demanding and plays a critical role in the success of our students both short and longer term. Overwhelmingly, our students report being highly satisfied with the guidance they receive from their supervisors. Departments and the Faculty should seek ways to honor and reward faculty members who successfully carry heavy supervisory loads. At the same time, programs need to maintain and review records of supervision. Data on completion rates and time to completion are important to monitor not only for programs but for individuals. Consistently long times to completion may suggest unreasonable expectations concerning the scope of thesis projects.

RECOMMENDATION 37: Departments will ensure that the successful and effective supervision of graduate students is properly credited in the assessment process.

RECOMMENDATION 38: Graduate Directors will regularly review the progress of graduate students and, where appropriate, meet with students and their supervisors to encourage timely completion.

f. Funding

Another important element that contributes to timely completion of graduate programs is the level of financial support. Finding the resources to support our students, especially in the face of generous investments in graduate programs in some other provinces, has been a challenge in recent years. There are four important components of graduate finances: support from the Faculty of Graduate Studies, GAT funding from the Faculty of Arts, external scholarships, and the research funding of faculty members that is used to employ graduate students.

Our programs have no direct control over the funding received from FGS, but they can respond to the incentives that Graduate Studies has put in place. Higher completion rates, success in external competitions and high levels of student satisfaction with programs and supervisors are associated with increased funding in the FGS funding model. Programs should seek to improve their standing on these indicators.

GAT funding from the Faculty of Arts supports our graduate students but is also crucial to the operation of our undergraduate programs. In some areas, we experience great difficulty in finding suitably qualified students to serve as teaching assistants. In contrast

to FGS, the Faculty has not tied GAT funding to any performance indicators. The Faculty is also responding to differing expectations regarding graduate student support that were shaped in the four former faculties.

Generally, our students have had good success in national scholarship competitions. The funds received are important to our students and they ease pressure on internal sources of funding. They are also a marker of a high level of achievement and this reflects well on our students and our programs. It is critical that programs require eligible students to apply for grants/scholarships and put in place mechanisms to improve the quality of applications and, thus, the chances of success.

Our greatest challenge, as noted in the discussion of research above, is to increase the funds available from external sources to support our students. The Faculty of Arts cannot replicate the situation in fields like Science and Engineering where students are admitted to work with a particular supervisor, who is then responsible for their funding. The access to funding for many Arts disciplines is far more restricted than in the Sciences, though some areas including Psychology, Geography, Anthropology and Archaeology have had considerable success in acquiring external awards that support graduate students. While the expectations necessarily will vary across the Faculty, all programs must strive to increase the amount of external funding available to support graduate students. Graduate directors will need to work closely with faculty members to identify ways in which grants can be structured at the application stage to provide greater support for our students.

RECOMMENDATION 39: Programs will identify strategies to measurably improve completion rates, scholarship acquisition and student satisfaction.

RECOMMENDATION 40: Additional graduate funding will be provided by the Faculty of Arts to programs that demonstrate excellence in completion rates and scholarship acquisition or show improvement in these areas.

g. Assisting Graduate Students

Building a strong reputation for a graduate program requires providing a high-quality experience for our students while in the program, as well as adequate preparation for and access to a career that draws on what they have learned in their program.

Mentoring our students to prepare them for the work they will do once they have attained their degrees is an important part of the graduate experience. Providing opportunities for our students to work alongside faculty on scholarly projects is an

essential part of good mentoring and professionalization. While this is more common in some parts of the Faculty than others, all programs need to examine ways in which graduate students can be provided opportunities to work alongside faculty on scholarly projects that will better prepare them for employment. Other professionalization activities might include counseling towards placement of the first academic publications; advice about conference presentation; professionalization courses; the provision of information about careers for graduate students in a particular discipline outside the academy. In general, we can also do a better job of preparing our graduate students for finding employment in or outside the academy. Departments and programs might consider appointing placement officers, holding job-search seminars, instituting mock-interviews, critiquing CVs, contacting potential employers, and other such strategies. We also must evaluate, improve where possible, and where appropriate publicize our own performance in placing our graduate students as a routine part of departmental or program-level graduate administration. Our placement successes constitute the most impressive evidence of the success of our graduate programs.

RECOMMENDATION 41: Graduate programs will consider pro-active strategies to aid students in finding employment and include information about the post-graduation experiences of our graduate students in our promotional material including program websites.

RECOMMENDATION 42: A forum for exchanging information among graduate directors and administrators will be put into place at the Faculty level. These forums will include, for example, successful and effective strategies for promoting graduates to potential employers.

RECOMMENDATION 43: All graduate programs will put in place effective professionalization opportunities appropriate to their fields throughout degree programs.

PART III: GOVERNANCE AND ADMINISTRATION

The future success of the Faculty of Arts depends not only on our accomplishments in teaching and scholarship, but also on good governance and effective administration. In a university setting, governance and administration are guided by a set of commonly accepted principles:

- Participation of all members of the Faculty in the establishment of policy;
- Transparency of processes and information;
- Fair and equitable treatment of both employees and students;
- Accountability of all members to the University, the Faculty, and the community;
- Effective implementation of policies and procedures;
- Integrity in all activities associated with the Faculty; and,
- A strategic vision developed consensually.

The structures and procedures of the Faculty of Arts either were designated in the GFC report that led to the amalgamation of the four faculties or were designed by the Transition Committee and its Working Groups. These structures have been in place for just one year now and it would seem premature to suggest significant change at this early date. A review of our procedures will be appropriate when we have several years of experience to draw upon.

At the same time, there are several issues about operations across the Faculty that require some attention even at this early date. We address three in this section of the report: the role of individual faculty and staff members, departmental governance and the role of the Faculty of Arts.

Individuals

a. Faculty Members

No system of administration will work without the commitment of faculty members to play their part. The pressures associated with research and scholarship, teaching, and graduate supervision can leave faculty members feeling overwhelmed and reluctant to commit time to service activities. It is true that not all service activities bring the same sense of accomplishment that faculty find in research and teaching; however, a vibrant, successful Faculty of Arts will require broad participation from people in and across all departments. Service to one's department, faculty, and university are an integral part of the duties of a faculty member, and will be appropriately recognized. Strong

departments are those in which there is a sense of solidarity and a willingness to share the administrative tasks that need to be done.

Increasing demands for service and changes in University procedures have been a source of frustration for many faculty members. Faculty members often look to staff for help, but staff members are themselves under pressure to handle their own workload. In some areas, especially in research accounting, the Faculty and the University must commit to providing better assistance to faculty members. We can hardly demand a better performance in grant competitions and then ask researchers to spend many hours on administrative duties associated with those grants. At the same time, it is essential that faculty members recognize the constraints staff members work under and respect the scope of their positions. In any modern organization employees at all levels need to develop competence in using accepted institutional procedures. The Faculty is not in a position to add staff members to perform such ordinary tasks as grade submissions or professional expense reimbursements. The University can provide training, but it is the responsibility of faculty members to learn how to do this work.

RECOMMENDATION 44: All faculty members will be allocated service duties at the departmental, faculty, or university level, appropriate to their rank and experience.

RECOMMENDATION 45: All faculty members will be expected to capitalize on opportunities for training in systems pertinent to their work as teachers and researchers.

RECOMMENDATION 46: The Faculty will provide and maintain an accessible, understandable and up-to-date online handbook to guide faculty through the electronic processes that they most commonly use.

b. Staff in the Faculty of Arts

One of the most commonly raised concerns in our Faculty and in other centres is the work of our non-academic support staff. The Faculty of Arts, like other units on campus, has seen declines in the number of staff members in recent years. It is also true that the introduction of new procedures and greater pressures for accountability from outside agencies (e.g. the Auditor General, the granting councils) has introduced new duties for staff and changed the way much of their work is done.

In light of these increased pressures, the committee wishes to underline the point made in the Faculty of Arts Comprehensive Plan 2011-14:

The Faculty cannot support further reductions in the number of staff members. Promoting efficient administration in the Faculty does not mean reducing our staff complement; rather it means identifying ways to organize the work that is to be done as efficiently as possible so that staff members can concentrate their time on the most important tasks and complete them in the most efficient way. If staff are asked to do more in some areas then we need to find ways to relieve them of responsibility for other tasks they have been performing.

A key issue for us to address is the proper balance between work done in the Faculty offices and work done at the departmental level. There are some areas where coordination of work through the Faculty office makes sense. We have an outstanding IT support group, for example, and we have worked to gradually bring together all of our IT professionals into this group. Areas such as Communications and Development also work best when organized at the Faculty level. Plans are underway to draw together our technical staff in the performing arts area under University Theatre Services.

In many other areas, however, work is done best at the departmental level. Student advising, at the undergraduate and graduate levels, requires familiarity with the discipline or program, which may be best provided by faculty and staff who have a deep knowledge of the field of study, the program regulations and the students themselves. A challenge for the Faculty comes with departments that are too small to have sufficient staff resources to handle some of the tasks normally done at the departmental level. Moreover, staff members in these departments are faced with learning a wide range of skills, rules, and procedures to handle such things as budget work, student advising, graduate administration and other duties. The development of the Program Information Centre, on the main floor of the Social Sciences Building, is one response to this problem. Staff in the Centre handle a variety of tasks, but part of their work involves providing a “backstop” on undergraduate issues for the smaller departments. The Faculty is also experiencing particular pressures in the area of graduate studies. Again, smaller departments are often hard-pressed to provide the staff support for their graduate programs. The Faculty will explore ways to respond to this issue.

It is important to recognize that all members of the Faculty, both support and academic, play an essential role in our operations. This requires a high level of cooperation and mutual respect. It is useful in this regard to remember the University’s official Code of Professional Ethics (<http://www.ucalgary.ca/policies/files/policies/Code%20of%20Ethics.pdf>), which states that “[a]cademic staff should treat support staff with fairness and respect,...[and] should respect the contribution of support staff to the work of the University” (4.13-14).

RECOMMENDATION 47: The Faculty of Arts will commit to maintaining our current staff complement and, when financially possible, to increasing it as required; and will provide adequate levels of support and training for staff across the Faculty.

RECOMMENDATION 48: Departments will continue to be responsible for maintaining an atmosphere of mutual respect and support among their members.

RECOMMENDATION 49: The Faculty of Arts will demonstrate its appreciation of staff through events that will occur at the Faculty level at least once a year, in addition to its ongoing support of all staff members.

Departments

a. Consolidation¹

The Faculty of Arts comprises 20 departments. Our departments range in size from 6 full-time faculty members to 38. The number and size of the departments in the Faculty raise difficult questions about our administrative structures. A larger number of units make aspects of administration at the Faculty level more difficult. Smaller departments also face difficult challenges in handling all the administrative tasks that fall to departments. We have more units than many similar-sized Faculties of Arts. At the same time, there is a strong sense of disciplinary identity in our departments and solving administrative problems is not, in itself, sufficient grounds to merge departments. The committee offers the following advice on the topic of departmental reorganization:

Academic considerations. It is likely that two Departments with close scholarly interests could benefit from amalgamation: they would have a greater professorial pool from which to draw (especially important when temporarily reassigning courses of people on leave), could offer a broader discipline for undergraduate students within the new Department (and have greater control of the necessary offerings for majors), would have a shared interest in the future appointments of new colleagues, could more easily develop shared research projects, and could deploy support staff with greater effectiveness. At the same time, consideration would need to be given, first, to the impact on students—undergraduate and graduate—who find themselves members of a larger (and, without careful management, a more impersonal) unit, and then to the appropriate balance between two combined

¹ From: *Considerations to guide departmental mergers within the Faculty of Arts, Draft 5.0 (7 March 2011)*

disciplines and their programs, and to the dangers of eliminating the distinctiveness of Departments that are now recognized nationally and internationally.

Administrative considerations. At the moment, 20 Department Heads report to the Dean, a number that is at least double what is managerially considered the maximum. The Faculty of Science, with two-thirds our complement of faculty members, has only six Departments, though some Departments have an internal organizational division. It is also worth noting that the Arts Faculties at other western Canadian universities have, on average, 15 Departments. Clearly, any decision to reorganize our Departments should be based on our own Faculty's culture and strengths. One clear advantage in the reduction of the number of units reporting to the Faculty Office would be a return to the smaller committees of our four founding Faculties, where bodies like the Dean's Advisory Committees and Faculty Promotions Committees seldom exceeded 12 members. In addition to administrative efficiency, the reduction of headship and committee duties through amalgamations might free up the equivalent of several teaching positions within the Faculty, an important consideration in times of financial restraint and frozen academic positions.

Principles to be followed in determining the appropriateness of a merger

The following principles are presented as guides when Departments or the Faculty are considering amalgamations. We recognize that the circumstances will be different in every case, but that certain basic improvements should result—positive effects on teaching programs, administrative efficiencies, budgetary savings—while taking into account disciplinary differences, and respect for a unit's history of independence.

- Open and sensitive consultations with all members of the Departments affected.
- Strong similarities between the research and teaching interests of the Departments.
- Strengthened academic programs of both units as a result of the merger, including the enhancement of teaching capacity.
- The achievement of efficiencies and improved sustainability in Departmental and Faculty budgets and staffing.
- Provision of an appropriate level of support staff.
- Ideally, the provision of contiguous space for the new unit; minimally, sufficient space.

We recognize that the amalgamation of two academic units is not the only means of consolidating and improving our organizational structure, and the Faculty is open to consideration of alternate models. Discussions on the issue of proposed consolidation can be initiated by individual departments or by the Office of the Dean. Any recommendations regarding mergers or departmental reorganization must be approved by Faculty Council and by the General Faculties Council.

b. Departmental Governance

Good administration at the departmental level requires a willingness by all members of the Department to participate in the work that needs to be done and to support those who have accepted positions of leadership and responsibility. The committee's recommendations are based on two main principles:

- Departments work more effectively and efficiently when duties are shared among members and the department head receives sufficient help
- Departments require an effective committee structure to ensure effective administration

Currently, the duties of department heads vary significantly across the Faculty as do the conditions of their appointments. With due consideration for differences that result from the different size of departments and the nature of their programs, the committee believes greater similarity in the role and extent of duties is desirable. In particular, heads should receive significant support in the administration of the graduate and undergraduate programs. Departments with job outlines for the head, the graduate director and the undergraduate director are encouraged to share these with other Departments. The committee also encourages those departments that do not have an executive or advisory committee to the Head to consider creating one. The experiences of many departments with such a committee indicate that it not only relieves some of the workload of the head but also creates a stronger sense that the decisions and actions of the head are broadly supported by the department.

RECOMMENDATION 50: All departments will have directors for the graduate and undergraduate programs. Where size permits, departments will have committees to assist the directors of the graduate and undergraduate programs.

RECOMMENDATION 51: Where feasible, all departments are encouraged to have an advisory committee to the head.

Faculty

a. Student Advising and Recruitment

In a Faculty of our size, timely and accurate advising is critical to student success and good communication. To ensure timely fulfillment of degree requirements and graduation, students in the Faculty of Arts must have a clear sense of what courses are needed. The Arts amalgamation saw the creation of the Program Information Centre (PIC) on the main floor of the Social Sciences building, as a 'first stop' for undergraduate students seeking assistance in connecting with student services in the Faculty and across campus—including academic program advising. Additionally, the Student Success Centre (located on the fourth floor of MacEwan Student Centre) now provides academic advising to all programs in the Faculty of Arts. Further, advising also takes place at the Departmental level, including decisions regarding course substitution or the waiving of course prerequisites.

With three different avenues for academic advising, students may be unsure which to contact first with inquiries or concerns. The Faculty of Arts should better communicate the services available, the distinctions between each and whom to contact for what purpose.

As maintaining our enrolment is a primary task as the Faculty moves forward, closer links will be forged with the VP – Student Enrolments Services to ensure that the best effort is made to recruit students from both Calgary and across the country, as well as internationally. Where possible, we will enlist student volunteers from across the Faculty.

RECOMMENDATION 52: The work of the Program Information Centre (PIC), individual Departments and other student advisory units will be coordinated to provide students with timely and seamless advising.

RECOMMENDATION 53: Recruitment efforts will be coordinated with University level initiatives through the Associate Deans (Students) in association with Departments.

b. Associate Deans

The Transition document directed the Faculty of Arts to create roles for the Associate Deans that were functional rather than disciplinary. The aim was to avoid the creation of

divisions within the Faculty based on the old faculty structures. We think this was wise advice and has generally worked well. The Faculty now has a Vice-Dean, two Associate Deans in the research area, two who deal with academic programs and student issues, and an Associate Dean for Interdisciplinarity. The one area where concerns have been raised is with graduate studies. While most of the administrative duties associated with graduate programs are properly handled in the Faculty of Graduate Studies, many believe the Faculty of Arts would profit from greater communication among graduate directors and graduate program administrators, and better coordination of our efforts to support our programs.

RECOMMENDATION 54: The portfolio of one of the Associate Deans (Research) will be expanded to include responsibility for coordinating the efforts of the Faculty in support of graduate programs.

c. Space

The Faculty of Arts currently has space in 12 different buildings on the campus. The University will see major changes in the location of units as the Taylor Family Digital Library is completed and the EEEL building opens. Plans include the closure and eventual renovation of the McKimmie Library Tower and major changes to Science A. Two units in the Faculty, the Centre for Military and Strategic Studies and the Department of Anthropology will lose space as a result of the renovations. In addition, the University will shortly adopt a new policy on space, one that strengthens the role of the Provost and Campus Planning in the allocation of space.

A Faculty policy on the use of space will soon be brought to Faculty Council and we will not repeat the details of that policy in this report. Our committee supports the central theme of the report – that space is a Faculty resource and it is allocated to units only as long as is needed. The committee also underlines the importance of allocating some space to support Faculty-wide purposes. In particular, the committee would like to see a modest amount of space made available to encourage faculty members from all departments to socialize, exchange ideas and come to know one another better. The committee also recognizes the importance of having space available to support student activities.

RECOMMENDATION 55: The Faculty will commit to finding appropriate space for facilitating faculty interaction.

RECOMMENDATION 56: The Faculty will commit to annual funding for the student space that has been initiated by Quality Funding by the Students' Union.

RECOMMENDATION 57: Where possible, the interdepartmental sharing of space will be prioritized.

CONCLUSION

The goal of this document is to provide direction for departments, programs and the Faculty of Arts as a whole in three crucial areas of our operations. The usefulness of this plan will depend, of course, on follow-up at all levels across the Faculty. Departments, interdisciplinary programs, committees of Faculty Council and student groups need to commit to making the recommendations in the report a reality. In the budget and planning process next fall, the Dean's Office will be asking units to indicate in their submissions how they are working to enact the relevant recommendations in this report. In addition, the Dean will appoint a small committee comprising department heads and staff in the Dean's Office to monitor our progress in achieving the goals of the report.

Many of the recommendations in this report call for new ways of organizing our work; others require committing new resources, a challenge that is not easy in a time of constrained resources. Allocating the resources needed to implement a number of the recommendations of the report will necessarily require spending less elsewhere. It is important to acknowledge that this will mean fewer dollars are available for spending on faculty positions. This is distressing in light of the decline we have seen in the size of our faculty complement over the last few years. It must be recognized, however, that the Faculty of Arts dedicates a very large share of its budget to faculty and staff salaries. While Arts faculties generally allocate a large percentage of their funds to human resources, in our case spending on salaries and benefits has almost crowded out spending on other items that can significantly improve the environment in which we work and study. Deferring a small number of hires will free up significant funds to support key initiatives recommended in this document and lead to important improvements for our faculty, staff, and students.