

Faculty of Arts Strategic Plan
Annual Report – Spring 2014 Update

As per the provisions in the 2013-8 Faculty of Arts Strategic Plan, “each May, the Dean will present a report card to Arts Faculty Council (AFC) identifying successes and ongoing challenges with respect to this Strategic Plan. The report card will be posted on the Faculty website.”

Section of Plan	Goal	Action Taken/Achievements	Planned or Potential Future Action
2.2 Identity, values and the importance of Arts	Raise awareness of the importance of the Arts.	Revamped the Faculty of Arts website, with a rotating header and stories on teaching innovation, research and community outreach.	Develop a multimedia page with videos. Look into the feasibility of creating a Facebook page and Twitter feed. Try to obtain, through capital requests, an Omnivex in EA building to highlight faculty events.
	Each department, supported by the Faculty, will enjoy the programmatic, administrative, and intellectual latitude to fully harness its potential.	Placed funds for Advising and Coordination into department budgets.	Periodic reviews to ensure that funds are divided equitably between departments.
	The Faculty of Arts wants to be recognized as an employer of choice.	Established a Faculty of Arts Engagement Survey.	Take appropriate action as per survey results.
	Find efficiencies without compromising quality.	The departments of English, Psychology, Humanities, and Sociology/Anthropology have reconfigured their	Continue pursuing change that can best serve department needs in the most cost effective manner.

		administrative structure to achieve cost savings and greater efficiency.	
2.4. Institutional Budgetary Context	Streamline course offerings to correspond to what is required for degree completion, program integrity, and to minimize course cancellations.	The faculty realigned its instructional budget in relation to what ran the previous year. Faculty are being discouraged from taking on students for Directed Readings Courses as this can compromise required fill rates.	Continue to align the initial annual instructional budget to what ran the previous year, though taking into account scheduling anomalies that negatively impact upon course fill rates.
3.0 Re-allocating Resources	Establish an Arts Innovation Fund.	\$100,000 was put into such a fund, with \$50,000 devolved to departments on an equal basis, and \$50,000 made available to individual faculty.	Assess if these funds are being used most effectively to achieve the goal of sparking innovation.
4.0 Support for Teaching	4.1 Encourage holistic assessment of teaching.	TPC reports indicate that the spirit of this recommendation is being followed.	This falls under the purview of department TPCs, and must follow the provisions of the Collective Agreement.
	4.2 Encourage faculty to teach both introductory and senior courses.	There have been no reported problems from departments about faculty workload distributed between different levels of instruction.	Continue to encourage faculty to teach both introductory and senior courses.
	4.3 Support pedagogical innovation through List A and other funding mechanisms.	There has been some List A support for this category, such as for “developing and marketing niche areas to create greater	Try to provide, where resources permit, List A support for “exploring the viability of offering on-line courses and developing pedagogical

		appeal for students and to better distinguish departments to a wider audience.”	approaches for target groups such as Aboriginal peoples.”
	4.4 Develop a plan for teaching international field schools.	Department and DAG level discussions have occurred about better sequencing field schools so as not to saturate the market.	Consider implementing a faculty-wide approach on the number/sequencing of field schools through an annual review at the Dean’s Advisory Group.
	4.5 Create Teaching Exchanges.	Explored this possibility with the University of Calgary in the area of Women’s Studies.	Continue looking for possibilities, such as to give MRU Arts professors the opportunity to teach a graduate seminar. Explore the potential of a joint degree.
5.0 Support for Research	Within five years, the Faculty of Arts aims to achieve a 20% increase in research intensity, namely in total publications, conference presentations, successful grant applications, and engagement with undergraduate student researchers.	Measurement with regard to this goal has not started.	Create a Faculty mentoring system where successful grant applicants offer advice to those making applications. Consider providing a colleague who has had success with grant applications with release time to read and comment upon all grant applications.
	5.1 Create more opportunities for Tri-Council funding.	Through List A, the Faculty has committed to provide three hours of reassigned time to a colleague who receives a Tri-Council grant of 2-3 years duration worth	Work with the Office of Research Services to absorb some of these costs, since Tri-Council funding brings to the institution supplemental indirect

		<p>at least \$10,000 per annum, and 6 hours of reassigned time (with a maximum of 3 hours in any one year) for a 4- to 5-year grant with the same annual minimum funding.</p> <p>The Faculty will provide three hours of reassigned time to a full-time colleague who takes the lead in organizing a conference with at least \$20,000 in Tri-Council funding.</p>	funding.
	5.2 Increase recognition and support for faculty-directed student research.	Arts has provided funding to support summer NSERCs.	Lobby Research Services to provide money to hire student research assistants for faculty and for the Faculty of Arts to create a small pool of funds for this purpose.
	5.3 Create more space for research projects.	Some minor consolidation of PT office space in Psychology occurred to free up space for student research assistants.	Work with the Office of Research Services to locate more space to support research activities.
	5.4 Lobby for greater support for conference travel.	No success in this area.	Consider using a portion of the Arts Innovation Fund for this purpose.
	5.6 Obtain better IT support for research.	Some funding was allotted to Humanities, Sociology- Anthropology, Policy Studies, Languages and Cultures, and Psychology through	Have the new Arts Research Committee produce a report for the Provost on shortfalls in IT and how this negatively impacts on research.

		Faculty-based capital requests, and a few Departments used their allotment from the Arts Innovation Fund to make IT purchases.	
	5.8 Celebrate research within the Faculty of Arts.	Established a Faculty of Arts Outstanding Scholarship Award.	Have public displays of faculty research achievements, such as at the September Welcome Back event and by establishing a display cabinet in EA containing faculty publications, posters of recent conferences, etc.
6.0 Service	6.1 Create service efficiencies, including through department audits of service work.	Work towards this end has occurred in Sociology-Anthropology, Humanities, and English.	Explore the potential of a Faculty-wide audit of service work.
	6.2 Decrease service responsibilities during the intersession.	This is being pursued through the University Committee on Academic Leaves.	Continue to express the Faculty's support for this direction.
	6.2 Reduce the annual number of AFCs from 8 to 6 unless extra business is required.	Implemented in 2013-4.	Continue this approach.
	6.2. That tenurable colleagues be permitted to serve on more committees within a more streamlined and efficient service structure.	Implemented in several new committees such as the Arts Advisory Board, Research Committee, and Awards and Distinguished Speaker Series Committee.	Continue to enhance this trend as appropriate.
	6.2. That committees delegate tasks prior	This is becoming evident in some areas,	Continue to encourage this trend, where

	to meetings so that colleagues come with completed proposals.	both at the department and Faculty level.	appropriate.
	6.2. That the Dean endorses the principle of faculty providing more precise, and less lengthy, reports, including individual annual reports.	This was articulated in 2013, such as at AFC.	Continue to encourage this trend, including through a new University Working Committee on the annual reporting system.
	6.2 Departments look to reduce the number of required committee memberships.	Under consideration in departments.	Review progress and suggest approaches at DAG.
7.0 Analyze and identify factors which help or hinder student success.	7.1. Arrange an annual survey of senior students to identify what aspects of Arts programs they consider strongest and areas or approaches that require improvement.	Not yet implemented Faculty-wide. However, the Department of Psychology has established an exit survey for senior students that is running for the second time. In the fall of 2014, results from rounds 1 and 2 will be available.	Pursue broader implementation in 2015.
	7.2 Create a fund to assist with student travel to present at conferences.	Some students have received support from the Faculty of Arts as well as from MRU's Pengrowth fund.	Bring a proposal to AFC to create a modest fund to support student travel to present at conferences.
	7.2. Coordinate with Research Services and the Vice-President, Academic, to help fund the production of an annual, substantive, interdisciplinary undergraduate peer-reviewed Arts journal.	Faculty and Department support – both financial and academic - have been provided to student-run department-based journals and newsletters in Sociology-Anthropology, Psychology, English and	Continue to work with Arts student clubs to gauge interest in a faculty-wide interdisciplinary journal.

		Humanities, as well as to produce a Faculty newsletter.	
	7.2. Create new awards for outstanding student achievements and contributions at the department and Faculty level.	Have established the Arts Citizenship Cup and new awards for outstanding contributions in Psychology and Sociology- Anthropology.	Build upon what exists to institute appropriate such awards for every department and/or discipline.
	7.2. Coordinate more closely with MRU's enrollment services to build stronger connections to high school guidance counsellors and to section heads/teachers responsible for areas that link to Arts programs.	This has occurred, to varying degrees, in the Departments of Languages and Cultures, English and Humanities.	Expand to all departments.
	7.2. Establish regular meetings between the leaders of Arts student clubs and the Dean to enhance communication and to identify concerns and needs.	Implemented, with meetings scheduled every three weeks.	Continue with these meetings.
	7.2. Work with Department Chairs to increase the frequency of courses that have high student demand.	Not implemented yet in a formal way.	Look to implement the process in 2014-5, perhaps in a more robust spring term.
	7.2. Work with the International Office and the Office of Risk Management to ensure that	Work initiated with the Office of Risk Management.	Seek to formalize approaches/procedures.

	Canadian-based field school opportunities enjoy the same institutional support and safeguards as international ventures.		
8.0 Program Review	Fulfil the CAQC requirements for program review.	Work on CAQC mandated self-studies have been initiated for the Spanish and History majors (though there are delays because of difficulties in obtaining data from MRU's Office of Institutional Analysis and Planning).	Continue with CAQC mandated self-studies as per schedules established in coordination with the Associate VP, Academic.
9.0 Program Development	9.1. Lobby for the allocation of Open Studies and University Entrance Option seats to the Faculty of Arts.	For the 2014-5 academic year, 75 FLEs were converted from Open Studies to degree programs in the Faculty of Arts.	Continue to lobby for the conversion of more Open Studies FLEs to degree programs.
	9.2 Reduce from 20 to a maximum of 10 courses an Arts student can take before declaring a major.	Implemented	Assess if this is increasing the number of students in degree majors.
	9.2. Reduce the cohort of "Undeclared" students in Arts.	For the 2014-5 academic year, a cap of 200 spots was placed on incoming students who could enter as Undeclared, this representing a decrease of 20% from 2012-3.	Continue to work with the Associate VP of Enrollment Services to further reduce the Undeclared category. Continue monitoring to detect Arts students shadowing degrees into which they were not admitted. Work with the Associate VP of Enrollment

			Services to establish intake quotas for each degree major in the Faculty of Arts.
	9.3 Restructure low enrolled programs.	The Spanish major restructured in 2013-4 to reduce required courses from 20 to 15.	Continue to look at other areas, as needed.
	9.4 Work with Enrolment Services and University Advancement to create more effective marketing.	The past year saw more extensive marketing of the Spanish Major, and other programs in Languages and Cultures, namely to High Schools and in the <i>Metro</i> newspaper.	Examine the feasibility of Arts undertaking more extensive marketing, including by sponsoring events outside the University.
	9.5 Pursue transfer opportunities, though with clear benefits to MRU Arts.	At the request of Grant MacEwan talks occurred on potential synergies between its Arts and Cultural Management diploma and MRU Arts but it was determined there was inadequate crossover. Arrangements are being made by the Department of Interior Design to establish a Bridging Program as part of its new 4-year BA (to start in Sept 2015) to provide advanced standing to graduates of 2-year diploma programs.	Fully develop the Interior Design Bridging Program as it is integral to Interior Design's submission to CAQC for approval of the new 4-year degree.
	9.6 Evaluate the creation of new majors.	(a) Bachelor of Interior Design – Have completed Part A (for the Ministry of Enterprise and	Ensure successful implementation of the 4-year BA in Interior Design to start in September 2015.

		<p>Advanced Education) and Part B submissions (for the Campus Alberta Quality Council).</p> <p>(b) Major in Philosophy – Proposal for approval in principal is scheduled to go before Mount Royal’s Institutional Priorities and Program Review Committee.</p> <p>(c) Major in Women’s Studies – Presently, the Faculty of Arts does not have enough professors teaching in this area to transform the minor in Women’s Studies into a major.</p> <p>(d) Major in Religious Studies – Work will start in autumn 2014 on creating a proposal to present to Mount Royal’s Institutional Priorities and Program Review Committee.</p> <p>(e) Major in Business and Economics - A proposal to present to Mount Royal’s Institutional Priorities and Program Review Committee will be ready by June 2014.</p> <p>(f) Interdisciplinary degree in Design Studies – Work will not begin until the new 4-</p>	<p>Complete Part A and Part B of the Philosophy major proposal.</p> <p>Explore the feasibility of hiring another full-time tenure-track colleague in Women’s Studies.</p> <p>Obtain IPPRC approval of the proposed majors in Religious Studies, Business-Economics and Environmental Humanities. Proceed to produce Part A for submission to the Ministry of Enterprise and Advanced Education where possible.</p> <p>Should it prove viable, produce a concept document for a Bachelor of Science in Psychology.</p> <p>Develop Indigenous Studies as discussed below in 10.3</p>
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		<p>year BA in Interior Design is fully rolled out and well established.</p> <p>(g) Interdisciplinary major in Environmental Humanities - Work will start in autumn 2014 on creating a proposal to present to Mount Royal's Institutional Priorities and Program Review Committee.</p> <p>(h) Bachelor of Science, Psychology – Discussions have occurred with the Faculty of Science and Technology about the potential for this degree major.</p>	
10 – Funding Priorities	10.1 Bachelor of Interior Design	Have received \$300,000 in ongoing operating funding and \$1.1 million for capital costs.	Use funding as outlined in proposals to implement the 4-year BA in Interior Design.
	10.2 Interdisciplinary Chair on Teaching and Research in Resource Management and Policy	<p>Exploratory discussions have occurred to create an Institute of Policy Options in the Department of Policy Studies. A full proposal is anticipated by September 2014.</p> <p>During the 2013-4 academic year, successful work began, under the direction of Dr. Tim Haney, to create a Centre for Community-Based</p>	<p>Obtain approval in principal of the Institute of Policy Options from AFC and GFC, and pursue fundraising opportunities.</p> <p>Locate space and provide essential support to operationalize the Centre for Community-Based Disaster Research.</p>

		Disaster Research, the first such Arts-based centre in Canada. SSHRC has supported two projects, worth \$260,000 over 3 years that fall under the new Centre. An additional \$90,000 has come from the Calgary Foundation and \$30,000 from MRU's Institute for Environmental Sustainability.	
	10.3 Create a Centre for Excellence on Teaching and Research on Aboriginal Issues.	The Provost has established a committee to develop a university-wide strategy on Aboriginal issues, including the possibility of creating an Indigenous Studies major.	Pursue the development/expansion of Arts-based Indigenous Studies as part a MRU-wide Aboriginal strategy.
	10.4 Establish a Psychology Innovation Lab.	\$600,000 was approved by the MRU Expansion Committee to start Phase 1 of this project over the summer of 2014.	Following completion of Phase 1, seek to raise an additional \$325,000 for Phase 2, which would complete the project.
	10.5 Ensure the long-term sustainability of the Writers in Residence Program and the <i>Centennial Reader</i> .	Money was placed in the Department of English budget to continue with both of these projects.	Ensure ongoing adequate funding for these initiatives.
	10.6 Attract donations for service learning opportunities.	Out of the University's Task Force on Service Learning, the position of Manager of Service Learning was established.	Although funding for the new Service Learning program will be provide centrally, the Faculty of Arts will explore means of partnering with this new unit to expand opportunities, both for

			students/faculty and to obtain funding.
	10.7 Ensure resources for the updating of the Language Labs.	Funds for this were obtained in the Faculty of Arts 2013-4 capital budget request.	Continue updating the Language Labs, as needed.
11.0 – Institutional Space	Assess the allocation of space and expand as necessary.	Space was created for the move of Justice Studies into the Faculty of Arts, namely by relocating the Department of General Education to the T-Wing.	Work to create more space for Arts student research assistants. Examine the feasibility of moving the Department of Sociology and Anthropology closer to the rest of the Faculty of Arts.
12.0 Outreach	12.1 – Establish an Arts Advisory Board and alumni chapters.	AFC passed the terms for an Arts Advisory Board with a slate of potential candidates. As per MRU policies, this has been sent to the Provost and President for approval and to issue invitations. Meetings took place with the Alumni Office and a decision was made to try and start new alumni chapters in History and Psychology. A few former students came to a meeting and were given guidelines on how to establish an alumni chapter.	Ensure invitations are sent and formalize the composition and start meetings of the Arts Advisory Board. Continue to have the Dean and interested faculty and administrative staff work with the Alumni Office to facilitate the creation of alumni chapters.
	12.2 Publicize achievements in the Faculty of Arts, including by: (a) Presenting bi-annually to the MRU	The Dean has requested to present at the Board of Governors. Discussions have occurred between	Continue to request means of bringing knowledge of accomplishments and plans in the Faculty of Arts to the MRU Board

	<p>Board of Governors.</p> <p>(b) Lobbying for a Communications Officer position to be shared with another faculty.</p> <p>(c) Creating an annual event where Interior Design students can market their creations.</p> <p>(d) Working with organizations such as the Calgary Multicultural Centre, Alliance Française, Centre de Ressources Francothèque, and Hola Calgary to raise awareness of Arts programs in languages.</p> <p>(e) Expanding outreach to Secondary Schools.</p> <p>(f) Creating a MRU branch of Discovery University.</p>	<p>Marketing and Communications and the Deans of Arts and Science and Technology for a shared Communications Officer position. Unfortunately, changes to MRU's budget forecast did not make this possible.</p> <p>No plans were initiated to have Interior Design students hold an event to showcase and sell their works.</p> <p>The Dean and the Chair of Languages and Cultures met twice with the Director of the École Lycée Pasteur to initiate plans to provide advanced university academic standing to Lycée High School graduates. Lycée schools have such agreements in place with numerous universities, including McGill, UBC, and the University of Ottawa.</p> <p>As part of its department marketing strategy, professors in Languages and Cultures have made connections with several local cultural organizations and have been involved in sponsoring and</p>	<p>of Governors.</p> <p>Continue efforts to improve communications - including through the web – by hiring part-time staff.</p> <p>Work with the Department of Interior Design to arrange an event at which students can display, and sell, their work.</p> <p>Continue efforts to work with Calgary cultural groups to raise awareness of Arts.</p> <p>Enhance links to High Schools, including for dual credit options for senior students.</p> <p>Expand the Who's Frank initiative to other High Schools.</p> <p>Encourage MRU's new Service Learning office to explore the possibility of establishing a branch of Discovery University.</p>
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		<p>hosting events, like the Calgary Spanish Film Festival.</p> <p>The Who's Frank Anti-Bullying initiative organized by professors and students in the Departments of English and Interior Design at Bishop Carroll High School attracted tremendous participation and media attention. The Calgary Board of Education has expressed interest in partnering in this initiative.</p> <p>The Department of Humanities has initiated several events at Calgary High Schools, including some that have attracted participation from professors from several disciplines, including from outside the Faculty of Arts.</p> <p>A credit course offered by a professor in the Department of English was recently established at Bishop Carroll High School and another is being considered in Introductory French.</p> <p>Discussions were held with some faculty</p>	
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		members about the possibility of establishing a MRU branch of Discovery University.	
	<p>12.3 Encourage departments to create more user-friendly, informative and dynamic websites.</p> <p>In co-operation with Career Services, establish a webpage where Arts students can market their skills to help with their career development.</p>	<p>Some departments have begun work on improving their website, including by using part-time help provided through the Faculty office.</p> <p>No action was taken on creating a webpage in coordination with Career Services, as Career Services experienced deep budget cuts, which forced it to terminate the person responsible for Arts co-op placements.</p>	<p>Continue to provide support, where possible, to departments to make web improvements.</p> <p>Work with departments and student clubs to promote marketable skills of Arts students.</p>
	<p>12.4 – Create awards and events, and take other initiatives, to highlight the Faculty of Arts, including by:</p> <p>(a) Organizing events in the broader community, such as at cultural centres, the “Y” and other such places.</p> <p>(b) Developing a Certificate in Service Learning.</p> <p>(c) Establishing an annual lecture and award ceremony to</p>	<p>Several faculty members offered community based talks, such as at branches of the Calgary Public Library, at Pages Bookstore and at senior centres.</p> <p>Through a recommendation from the Task Force on Service Learning, proof of Service Learning activity in three courses now results in a notation on a student’s transcript.</p> <p>Arts Faculty Council</p>	<p>Have the Faculty of Arts take a more direct role in organizing events in the community.</p> <p>Support efforts to change the notation of Service Learning on a transcript into a Service Learning Certificate modeled on a Co-Curricular Record.</p> <p>Start the Arts Distinguished Speakers Series in the 2014-5 academic year.</p> <p>Implement the MRU-Arts series with the</p>

	<p>recognize a champion of the Arts and Social Sciences.</p>	<p>passed the creation of an Arts Distinguished Speaker Series to which up to \$5000 per annum may be provided.</p> <p>Talks were initiated with the University of Calgary Press to establish a MRU-Arts series.</p>	<p>University of Calgary Press.</p>
	<p>12.5 Create and distribute promotional materials.</p>	<p>A new Faculty of Arts brochure was written and printed.</p>	<p>As soon as stock of the new brochure becomes depleted, create a new one that includes Justice Studies.</p>
	<p>12.6 Encourage outreach to Aboriginal communities, including by:</p> <p>(a) Working with the Iniskim Centre, enrollment services, and student services to coordinate approaches to maximize support for and the retention of Aboriginal students.</p> <p>(b) Encouraging the incorporation of Aboriginal learning styles like oral tradition.</p> <p>(c) Coordinating with the Iniskim Centre and the Native Student Centre to help attract prominent Aboriginal</p>	<p>The Faculty office has sought to coordinate with the Iniskim Centre and Enrollment Services, namely to facilitate outreach to middle and high schools with a high proportion of Aboriginal Students.</p> <p>No specific work has occurred in the Faculty of Arts to encourage the incorporation of Aboriginal learning styles in classes.</p> <p>With help from the Arts Innovation Fund, and in some cases in coordination with the Iniskim Centre and the Native Student Centre, several Aboriginal speakers were brought to MRU in 2013-4.</p> <p>Arrangements were</p>	<p>Continue efforts to coordinate with the Iniskim Centre and the Native Student Centre, including by bringing Aboriginal speakers to MRU.</p> <p>Re-launch efforts to establish programs with Secondary and Middle Schools with a large number of Aboriginal students.</p> <p>Attempt to organize a credit course on an Aboriginal reserve.</p> <p>Continue efforts to coordinate with the Iniskim Centre and Aboriginal groups in Calgary to create annual awards for students who build understanding and support between</p>

	<p>speakers to campus.</p> <p>(d) Arranging outreach activities to Calgary Secondary and Middle schools with a high proportion of Aboriginal students, as well as to Aboriginal organizations.</p> <p>(e) Arranging an annual visit of Aboriginal youth to the Faculty of Arts to meet professors and students, and to tour MRU facilities.</p> <p>(f) Exploring the possibility of teaching a course on a native reserve.</p> <p>(g) Attempting to arrange service learning placements on native reserves.</p> <p>(h) Establishing an annual award for an Aboriginal and a non-Aboriginal student who performs exemplary service in improving understanding between the two communities.</p>	<p>made with First Nations education councillors and the Principal at Ernest Morrow Middle School to have Arts professors visit and to arrange a visit by Aboriginal youth to MRU Arts. Unfortunately, this was cancelled by Ernest Morrow.</p> <p>Part of the Department of Humanities' Treaty 7 Field School, inaugurated in summer 2013 and scheduled for repetition in summer 2014, was held on a number of local nations.</p> <p>Faculty have expressed an interest in teaching on a Native Reserve.</p> <p>Overtures were made to Métis and First Nations organizations to help establish a Faculty of Arts' award for an Aboriginal and a non-Aboriginal student for providing exemplary service in building understanding between the two communities.</p>	<p>Aboriginal and non-Aboriginal communities.</p>
13.0 - Recognition	<p>Establish an ad hoc committee to set</p>	<p>AFC approved the creation of new awards</p>	<p>Publicize achievements more widely, both in</p>

	<p>terms for annual Faculty prizes in the following categories: (i) Teacher-Scholar; (ii) Academic Team; and (iii) Outstanding Service.</p> <p>Encourage more Arts nominations for Mount Royal awards as well as for external prizes for teaching and scholarship.</p>	<p>for Outstanding Teacher, Outstanding Team and Outstanding Service. It also created an award for Outstanding Scholar. The first three prizes were awarded in March 2014.</p> <p>With encouragement and new incentives, Faculty of Arts professors have experienced increased success in obtaining external grants. Faculty of Arts professors have also experienced excellent results in internal MRU award competitions, both those governed by university administration and the student association.</p> <p>Faculty of Arts students have experienced increased success in obtaining awards, including the 3-M Undergraduate Award and the \$20,000 Ersi Prize.</p>	<p>the Faculty of Arts and university-wide.</p>
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