



**FCAT 2024
ACADEMIC PLAN**

THINK | MAKE | DO

DISCIPLINE-SPECIFIC TEACHING, LEARNING & RESEARCH IN AN INTERDISCIPLINARY UNIVERSITY

Consistent with our university mission, vision and values, academic planning at SFU is designed to help the university community understand our current strengths so we can anticipate and strategically prepare to respond to our future needs. SFU's 2024 academic plan is both aspirational and pragmatic. Academic planning recognizes that meaningful interdisciplinary and cross-cultural teaching, learning and research are predicated on subject, cultural and discipline-specific knowledge inquiry, and pedagogical knowledge creation. Academic planning provides a framework within which we can understand our responsibility for, and strategically plan how to support the subject-specificity and interdisciplinary mobility that enable students to confront significant and defining issues of our time. Like the university's

academic plan, FCAT 2024 reflects the aspirations of the FCAT community as we are today, highlights our strengths and achievements, establishes priorities for the future and maps strategies for getting there.

FCAT 2024 aligns with SFU's Academic Plan 2019-24, and supports SFU's goal to be Canada's leading engaged university as defined by a dynamic integration of innovative education, cutting-edge research and far-reaching community engagement.

Like the Provost's Academic Plan, FCAT 2024 is built upon a commitment to equity, diversity and inclusion. We are committed to support our unique academic mission, through creating a culture of inclusion and mutual respect, and Aboriginal Reconciliation. These commitments are embedded in this academic plan.





FCAT & SFU ACADEMIC PLANNING

TIMELINES & ALIGNMENTS

FCAT FUTURES: REFLECTION AND DISCOVERY (2015-2018)

At the launch of the first phase of the SFU Academic Planning process, the Provost invited the university community to contribute to SFU's 2019-24 Academic Plan, in order to ensure that SFU knows what steps the university needs to take to “be the university it wants to be in 2023 and beyond.” (SFU Academic Plan, Draft, October 2018).

One of SFU's newest academic Faculties, the Faculty of Communication, Art and Technology (FCAT) was approved by Senate in 2008 and formally constituted as a Faculty in 2009. Established out of academic departments originally formed as part of the Faculties of Arts & Social Science and Applied Science, FCAT's approval by Senate did not signal the completion of our formation as a Faculty. Our first decade has been an iterative one during which we have come to establish ourselves as a single Faculty with distinct departmental cultures and histories but with a common vision, mission and goals. FCAT's academic planning process recognizes that the process of creating a common Faculty culture is a dynamic, complex and iterative one.

TIMELINES & ALIGNMENTS

Recognizing our unique institutional history, FCAT extended the period conventionally allocated to review and discovery by SFU's academic planning process. We began our discovery and review processes in December 2015, more than 2-years before the scheduled start of SFU's next academic planning cycle. We designed this extended timeline to accommodate our unique requirements for sustained research and engagement with archives and communities, within the Faculty, across SFU and externally. Taking this time to understanding the experiences of our different community members

helped us understand the value which our disciplinary and subject-specific teaching, learning and research cultures bring to the interdisciplinary imperative of SFU's mission to engage students, engage community and engage research.

By the start of the SFU's 2019-24 academic planning process, the discovery work undertaken within FCAT included extensive benchmarking, document research and community consultation.



FCAT 2014

DISCOVERY | ANALYSIS | STRATEGY

FCAT's academic process can be broadly understood as constituted in three parts: Discovery, Analysis & Engagement.

DISCOVERY (2015-2018)

FCAT's academic process can be broadly understood as constituted in three parts: Discovery, Analysis & Engagement.

Discovery. Discovery began in December 2015, nearly two years before the Provost launched SFU's 2019-24 academic planning process. The extended process recognizes the dynamic nature of scholarship and artistic practice in the fields of Communication, Art & Design and in the context of our newly established Faculty. The process focused on learning through relationship-building, engagement and research. It identified where common academic priorities were emerging across the Faculty and how these connected to wider university and community activities and are supported by our organizational structures, our infrastructures and our processes.

Engagement. The goal of engagement was to capture diverse insights about the first 8 years of disciplinary and interdisciplinary teaching, learning and research in FCAT. We worked with individuals and organizations, locally, nationally and globally and engaged students, faculty, academic administrators, artists, employers, and representatives from K-12, labour, government, cultural institutions and industry in the discovery work. We explored formal and informal, online and live processes and designed in-person and online, one-to-one and group consultation and engagement activities including focus groups, workshops, presentations, pilot projects, retreats & surveys. We experimented with external facilitators, research assistants and advisors, and with designing and supporting engagement ourselves.

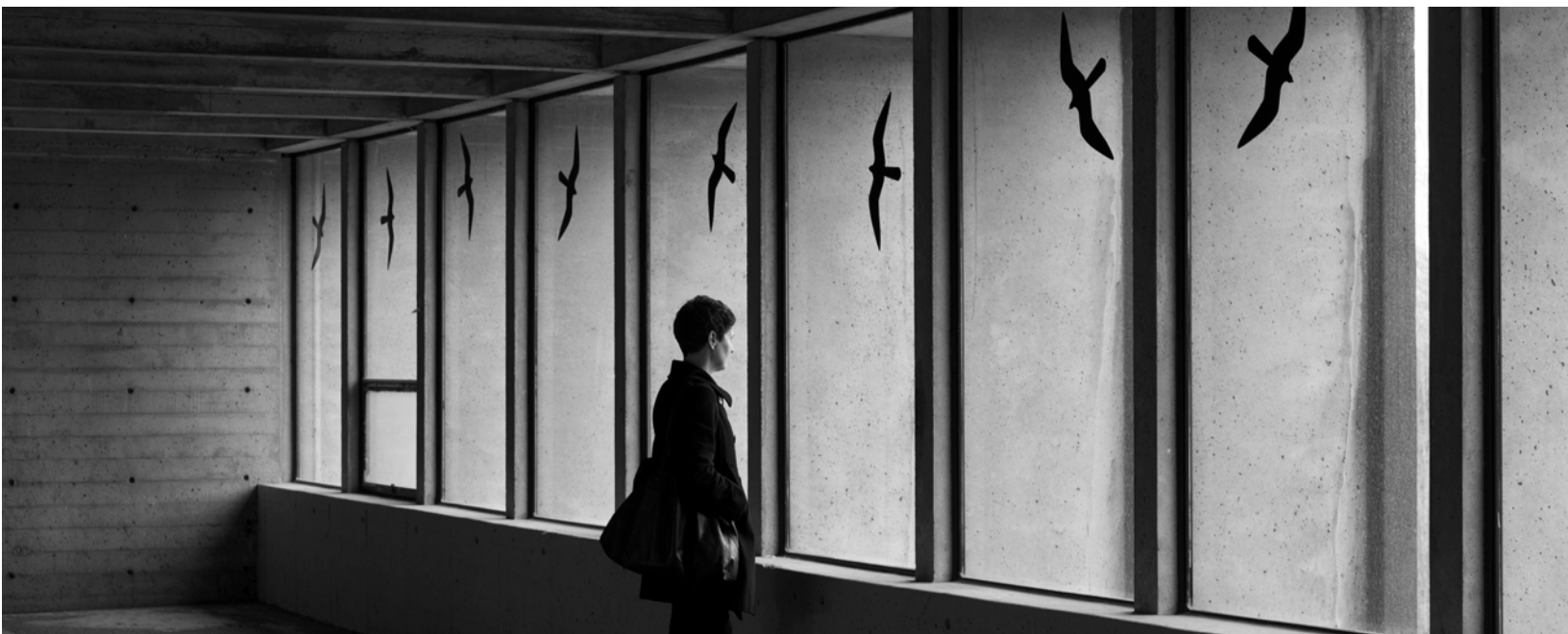
Benchmarking focused on student, faculty and administrative data about teaching, learning, curriculum, research, student recruitment, achievement and progression. We benchmarked scholarly, pedagogical, research and student experience and activities and used provincial, national and global reference points.

Research included the review of documentation of all aspects of the academic mission including: scholarly research and artistic outputs; faculty research grant documentation; faculty recruitment, appointment, external activity, tenure, promotion and external activity, school & programme external reviews; curriculum and program proposals; student recruitment, progression and completion data; pilot administrative and curriculum organization projects; graduate honours student research proposals and records of undergraduate student research.

ANALYSIS & STRATEGY (2017 - 2019)

Analysis. The majority of our analytical work was done after the launch of Phase I of SFU's Academic Planning process (October 2017). The goals of the analysis phase of the academic planning process emerged from discovery. These included identifying:

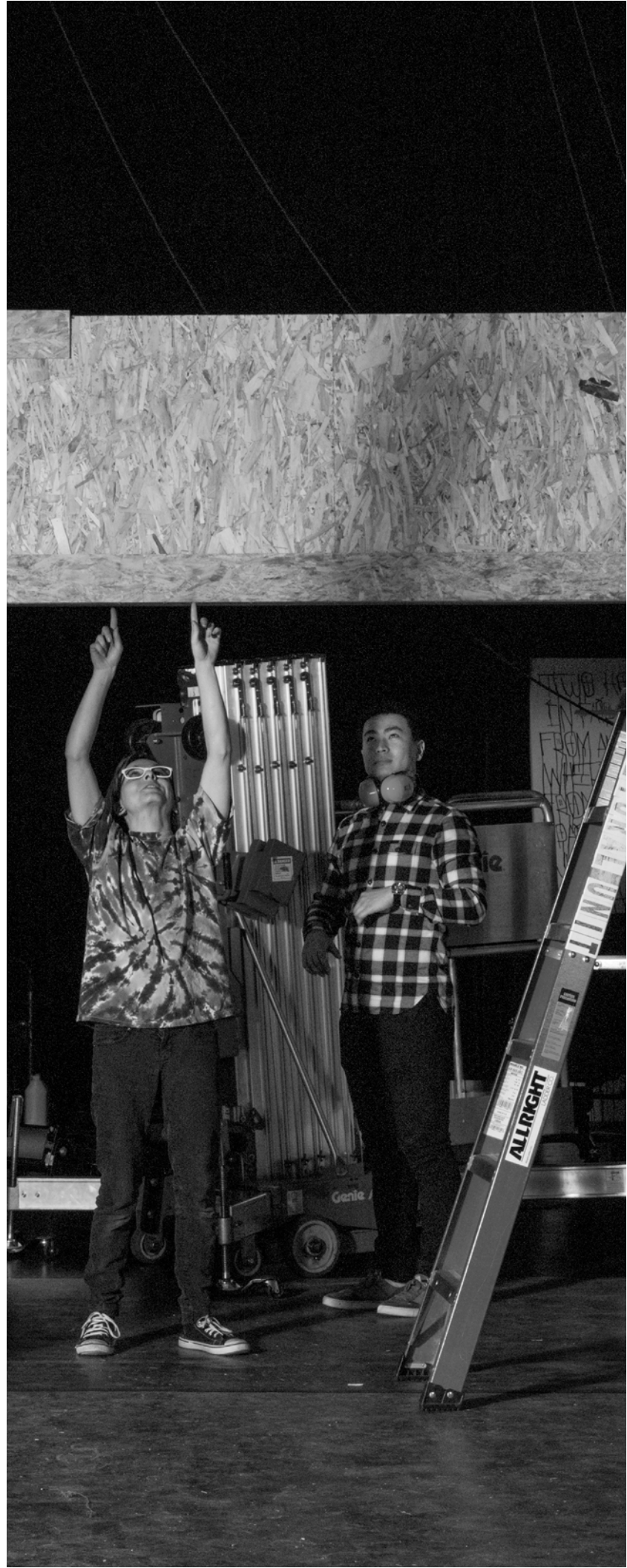
- disciplinary, or subject-specific, expertise in teaching, learning and/or research that are, in the context to SFU, unique to FCAT.
- questions, subjects and priorities that are priorities for faculty, staff and students across FCAT's academic departments.
- how, and in what ways, FCAT's established, new and emerging priorities intersect, support and can be supported by SFU's 2019–24 academic challenges.
- how, and in what ways, FCAT's current organizational, academic, student and administrative structures and processes effectively support current and emerging academic priorities and challenges—in the Faculty and across SFU.
- identifying and understanding the organizational, academic, student and administrative barriers to Indigenous staff, faculty, students and community participation, which hinder access to teaching, learning and research for and about Indigenous communities in Communication, Art, Publishing and Design in FCAT.
- what, if any, organizational, academic, student and administrative barriers to equity, diversity and inclusion exist in our Schools and Programs, and are experienced by members of the FCAT community?
- What, if any, are the barriers to interdisciplinary teaching, learning and research in our Schools and Programs, in FCAT?
- how, and in what ways, FCAT's priorities intersect, support and can be supported by SFU's commitment to act on the recommendations published by SFU's Aboriginal Reconciliation Council.



Strategy. Academic planning at SFU is designed to drive innovation. As such, once the university-wide academic challenges have been identified, we are invited to address them in the context of our specific and local priorities. Our goal is to leverage this planning process to support our Faculty's strategic priorities. In structuring our contribution to SFU's 2024 planning process, FCAT had the benefit of drawing on the substantial discovery and analysis work we had undertaken to prepare ourselves for meaningful participation in the process. We found ourselves uniquely well-placed to think—and act—strategically and to align our academic priorities with the five challenge areas highlighted by the Provost. This goal of strategic alignment is to ensure that FCAT is in a strong position to access any new resources, systems or processes that are established to support university-wide priorities. (Phase 1: Draft Context Context Challenges & Questions, Oct 10, 2017).

Consistent with our commitment to creating a live academic plan, our strategy includes both institutional alignment and the creation of an open, iterative internal planning process. The strategic goals established by this process, therefore, focus on creating the conditions that make the experience of learning, making and discovery in our fields more powerful and consequential.

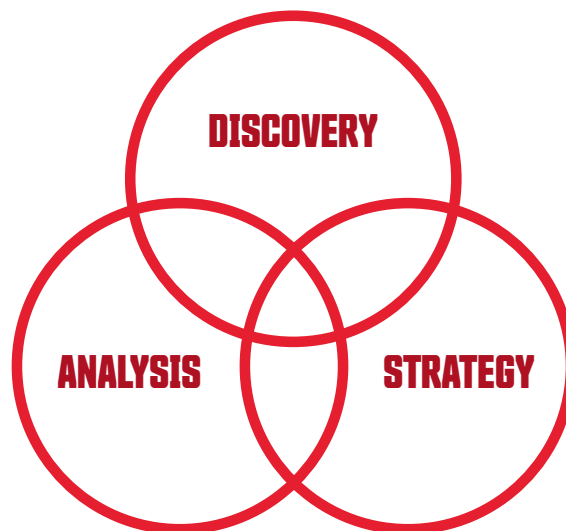
Our strategy is to support disciplinary excellence and interdisciplinary innovation by eliminating artificial boundaries of place, discipline and circumstance and aligning resources to priorities.



ALIGNING UNIVERSITY CHALLENGES & FACULTY PRIORITIES

Our goal is to identify areas of excellence in disciplinary teaching, learning and research, and to understand how and in what ways our current organization and administrative systems work to support them. This discipline-specific mapping helped us identify the common interdisciplinary areas of inquiry and artistic practice that are emerging as priorities across disciplines, and:

- to communicate the areas of common interest across FCAT's disciplines and departments to our faculty, students and communities.
- to understand what support faculty, students and staff need to collaborate on cross-departmental and interdisciplinary teaching, learning and research initiatives.
- to support faculty, staff and students in understanding how our academic priorities align with and support new and emerging institutional priorities.
- to create transparency about how resource-allocation decisions will be made in relation to academic priorities at the Faculty and institutional levels.



Analysis of materials collected during the discovery phase led to the identification of 4 academic priorities, which we must now address in relation to the 5 academic challenges laid out in the Provost's 2019-2024 Academic Plan. These are addressed in greater detail below.

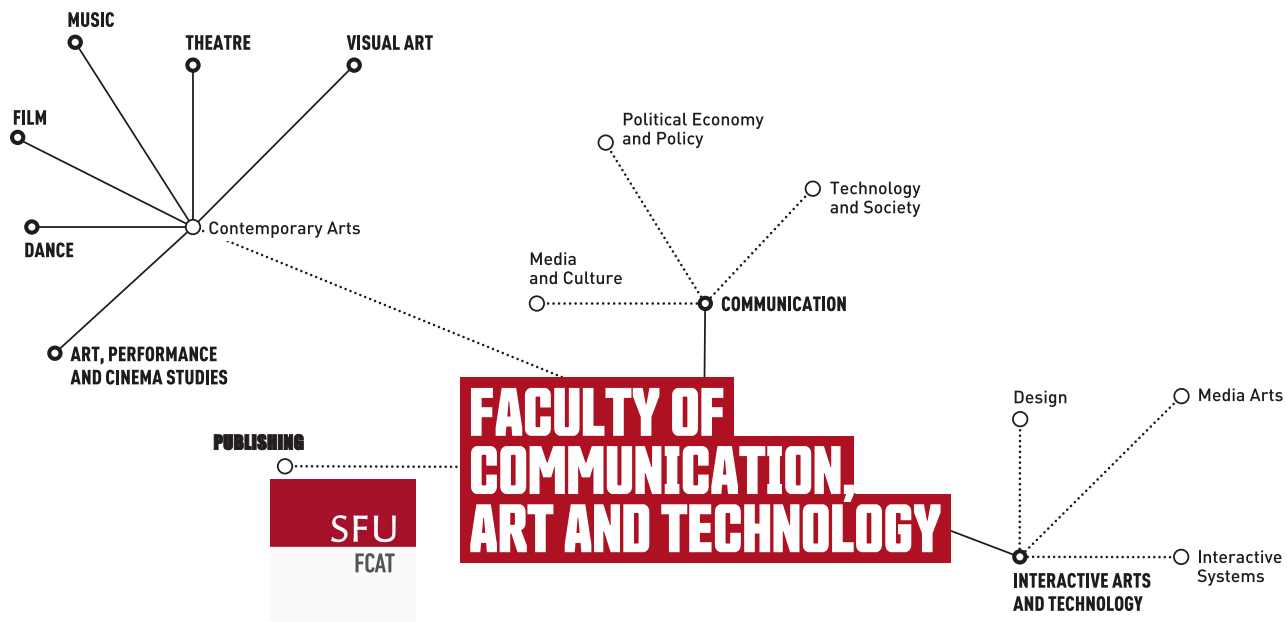
FCAT 2024 Academic Priorities

- Human Creativity & Critical Making
- Data and Media Democracy
- Indigenous Media & Institutions
- Design Research & Creative Technologies

SFU 2024 Academic Challenges

- Student Experience, Success & Student Life
- Academic Quality & Curriculum Innovation
- Interdisciplinary and Collaboration
- Faculty Renewal
- Excellence
- Engagement & Collaboration

FCAT 2024 ACADEMIC PRIORITIES



Located on 3 campuses and in 3 cities, our Faculty encompasses 5 Schools and Programs dedicated to the practice and scholarly study of the most compelling aspects of communication, art and technology today. Our vibrancy lies in the sheer range and diversity of our departments, but also in the unity in each of these departments' dedication to rigorous and imaginative intellectual inquiry, the highest standards of academic rigour, and the continuous expansion of knowledge through research, teaching, and creative production. FCAT 2024 will support our community in developing new courses, assignments and opportunities to help current and future students learn to think critically and creatively; to communicate clearly and persuasively; to innovate, create, and collaborate in and across fields of practice and disciplinary traditions, Indigenous and non-Indigenous. We stand at the intersection of cultures, traditions and technologies, precisely where some of the most important developments of our time are being uncovered.

OUR 2024 PRIORITIES ARE:

Data & Media Democracy

Teaching, learning, research, artistic practice or scholarship addressing questions of equality and social justice and/or which address the role of data and media policy, production, analysis and interpretation in digital democracy.

Indigenous Media & Institutions

Scholarship, research, academic leadership and pedagogy development addressing Indigenous Art, Media & Institutions including but not limited to Art, Design, Film & Television, Media and Cultural Policy, and Education.

Indigenous scholarship, research, academic leadership, curriculum and pedagogy development addressing Indigenous Art, Media & Institutions including but not limited to Art, Design, Film & Television, Media and Cultural Policy, and Education.

Human Creativity & Critical Making

Individual or collaborative research, artistic practice or scholarship that focuses on the role of human creativity and critical making in the production of new knowledge and understanding.

Design Research & Creative Technologies

Individual or collaborative research, artistic practice or scholarship that engages design research in and through scholarly, studio, performance and material practice to create new knowledge and understanding in and of creative technologies in Communication, Art or Design priorities.



FCAT'S 2024 CONTEXT & COMMITMENTS

CONTEXT

FCAT's Academic Planning commitments derive both from our position in SFU, and the relationships we have with our diverse local, national and global intellectual, artistic and broader communities, academic and nonacademic, Indigenous and settler. Our commitments respond to needs identified by our communities during the 2015-18 planning period and are consistent with our institutional mission, vision and values.

FCAT 2024 COMMITMENTS

In addition to making progress on university-wide commitments outlined by the Provost (pg 5) in the SFU Academic Plan 2019-2024, FCAT 2024 makes the following Faculty-specific commitments that respond to the needs identified by our community as critical to being able to succeed in achieving our academic priorities. FCAT's Academic Planning commitments are focused on supporting our faculty, staff and students to achieve our academic priorities by alignment with the wider SFU 2024 Academic Challenges. During the 2015-18 discovery and consultation process, faculty, staff, students and communities identified the need to improve how we support the administrative, organizational and support services for teaching, research and engagement in the Faculty.

Our faculty, staff, students and communities told us:

- discipline and campus-based support is critical to teaching, learning & research in our departments.
- FCAT needs to improve how we communicate with each other, and externally.
- we need better and consistent data to support decision-making across all areas of the academic mission.
- we need to improve the quality and availability of dedicated space, infrastructure, technical and administrative support for, studio, experiential, Indigenous and interdisciplinary teaching, learning and research.

To help FCAT remain focused on our response to these needs, we organized our commitments in three sections:

- Academic and Student Affairs
- Operations and Planning
- Research and Innovation

ACADEMIC & STUDENT AFFAIRS

Our commitments are informed by the academic planning process and reference FCAT's graduate student survey, feedback from community, Faculty documentation, and the Curriculum and Student Affairs Pilot Projects including, but not limited to: the International Certificate in Creative Technologies; the Semester in Alternate Realities; the H'Lekwa, FCAT Futures and First Year Experience. We commit to making progress on:

- improving the quality of data available to support curriculum and programme planning across FCAT's academic units.
- mapping the existing curriculum in the areas of Communication, Art and Technology across SFU.
- creating new pathways to specialist credentials for students.
- addressing the barriers to participation in studio and non-studio courses experienced by students from under-represented communities including students who are Indigenous, have minority ethnic heritage, are gender diverse or who are neurologically, physically or generationally atypical.
- eliminating unnecessary administrative burdens from Academic & Student Affairs professionals and Curriculum Chairs.
- creating new pathways for K-12 students to SFU in each of FCAT's academic priority areas.
- building FCAT's capacity to provide expert, comprehensive support for Indigenous students—including recruitment of expert Indigenous staff and faculty, instructional and staff training and preparation, curriculum, and address of classroom climate issues
- understanding how to adapt our Academic and Student Affairs roles and processes to reflect the changing needs of diverse students.
- create new pathways between disciplines and departments, to support innovative programming with our academic priority areas.



OPERATIONS & PLANNING

Our commitments in this area are informed by the academic planning process and reference student surveys, feedback from community, Faculty documentation, and the Organizational Design & Administrative Pilot Projects. We will make progress on:

- understanding the resources required to sustain resilient studio, place-based & experiential teaching, learning & research in each of our Schools and Programs.
- developing a strategic plan for supporting studio, place-based & experiential teaching, learning & research in each of our areas.
- creating a strategic Indigenous engagement plan.
- developing a plan to support equity, diversity & inclusion in all areas of our work.
- creating Faculty & Staff Renewal planning processes that enable faculty and staff to align hiring with the university's vision, mission and values and to support academic priorities.
- creating effective internal communication processes and systems that support consistent and transparent dialogue across units.
- improving the quality of data available to support strategic enrolment, infrastructure, space, Faculty & Staff Renewal, curriculum, programme and budget planning across FCAT.
- mapping the capacity of current staff roles across FCAT to support Research and Innovation; Operations & Planning; Academic and Student Affairs.
- eliminating unnecessary administrative burdens from senior operations and planning staff including managers and directors.
- reviewing current roles to ensure we create capacity to support unmet administrative, academic and/or technical support needs in Research & Innovation; Operations & Planning and Academic & Student Affairs across FCAT's academic units.
- understanding and developing appropriate administrative and governance structures, policies, procedures, services, and supports for Indigenous planning, initiatives, and research.
- creating a strategic infrastructure and space allocation plan.

NOW?
↑
EXAMPLE: STANISLAVSKY / PSYCHOLOGY
↑
AFFECTS THE WAY THE NOTION OF THE HUMAN IS UNDERSTOOD
↑
HISTORICAL CONTEXT

THE POST-HUMAN NATURE AT THE CENTRE?

Whatever crosses the mind may be fit Content for act - in the right hand
Content may be and often is trivial... it is only after its execution that we may note that it was fruitful or greatness or variety of interest.

(Joao Fiadeiro)

Creativity requires training. And the way we approach that training, that practice, is turning our focus away from the very decision, to direct it to the 'noise' settled in our bodies, namely under the forms of 'habits', 'convictions', and 'expectations'. When that 'noise' is excessive, it works as friction and makes us waste time. It deactivates the capacity to read a new situation, becoming the main obstacle to implementing creativity as the operative system of our decisions."

Visual Contrast: The Art of Display and Arrangement
(book)
• SHAPES
• SCALE
• Dimension - 20 vs 30
• Form - organic vs geometric

EXQUISITE PRESS

ALL THE WORK IS DESIGNED TO GET THE PARTICIPANTS OUT OF THEIR HEADS. (p. 60)

DANCE OR MOVE WITH THE ROOM (p. 52)
APPLYING VIEWPOINT
~ WE INVITE SOMETHING

Understanding
↳ How long doing something?
↳ generational?

Work and arranging theatrical language
aligns with the
calculated speech

and arranging theatrical language
aligns with the
calculated speech

work and arranging theatrical language aligns with the calculated speech

RESEARCH & INNOVATION

Our commitments in this area are informed by the academic planning process and reference student surveys, feedback from community, Faculty documentation, and the Organizational Design & Administrative Pilot Projects. We will make progress on:

- creating strategic Indigenous research and planning processes that align faculty and staff recruitment and hiring with the university's mission to support capacity-building for Indigenous teaching and research, and increase the representation of Indigenous faculty and staff in FCAT;
- creating strategic research, enrolment and communication planning processes that enable faculty and staff to align hiring with the university's vision, mission and values and to support academic priorities;
- creating effective internal communication processes & systems to support effective communication between colleagues within and external to the Faculty and SFU;
- improving the quality of data available to support strategic planning, including but not limited to making knowledge public, career development, discoverability and recruitment (faculty, staff and student);
- mapping the capacity of current staff roles across FCAT to support new and emerging Research and Innovation needs, including interdisciplinary projects;
- eliminating unnecessary administrative burdens from specialist Research, Innovation & Communication staff and academic administrators;
- reviewing current roles to ensure we develop the capacity to support emerging Research & Innovation and communication needs across the Faculty;
- understanding what is required to provide culturally appropriate support for Research & Innovation services for Indigenous teaching, learning and research;
- creating strategic Indigenous research and planning processes that align faculty and staff recruitment and hiring with the university's mission to support capacity-building for Indigenous teaching and research, and increase the representation of Indigenous faculty and staff in FCAT;
- creating strategic research, enrollment and communication planning processes that enable faculty and staff to align hiring with the university's vision, mission and values and to support academic priorities;
- creating a strategic research, engagement and communication

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