



Faculty of Arts Students' Association

Strategic Plan (2021-2026)

Growth | Research | EDI
Sustainability | Mental Health

FACULTY
of ARTS
STUDENTS'
ASSOCIATION

Message from the President

Emily Lundy, 2020-21

Arts students have so much potential. The past year's events have shown us how much we can truly accomplish when we put our minds to it. But it's also shown us where we as an organization, we as a Faculty, and we as a campus community, need to grow. This plan aims to continue the work we've put in over the last year to address some of these areas. Some of the recommendations are meant to be implemented year over year, while others may take some time to fully and properly implement. The most important thing to note about this plan is that it is meant to be a living document - one that is growing and shifting to meet the needs of students, as they grow and shift, too.



WHAT DOES BEING AN ARTS STUDENT MEAN TO YOU?

EXPLORATION
COMMUNICATION
WORLD CHANGERS
TEAMWORK SUPPORTIVE
DIVERSE
COMMUNITY
SELF-EXPRESSION HUMANITY LEADERSHIP
IMPORTANT INTERESTING
WELCOMING BUILDING COMMUNITIES
CREATIVITY
ENDLESS POSSIBILITIES

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Arts At Home Results

WHAT IS THE HIGHLIGHT OF YOUR DEGREE SO FAR?

GREAT PROFS
NEW FRIENDS
STUDYING ABROAD
SAVING THE AFST PROGRAM
APPLYING SKILLS
RESEARCH CLUBS CLASSES
STUDYING CAREER OPPORTUNITIES
SUPPORTING EACH OTHER
CRITICAL THINKING
GETTING INVOLVED

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Growth & Values

Mission:

To create a welcoming community within the Faculty of Arts, and to academically and socially improve the undergraduate student experience and advocate for students' needs.

Collaboration Equity, Diversity, & Inclusion Research

Sustainability

Mental Health

Community



Growth & Values: Student Engagement

1. Increase engagement with students, and build community within the Faculty of Arts by providing more opportunities for students within the Faculty to connect with each other, and extracurricular opportunities.
 2. Increase FASA's presence on campus through social events that are catered to students within the Faculty, as well as to the broader campus community.
 3. Broaden the scope of students we reach out to, allowing for the development of relationships cross-Faculty.
 4. Build formal relationships with department clubs and informal collaboration.
 5. Reinstate the First Year Council in an effort to encourage more engagement with first year students.
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Growth & Values: Academic Resources

1. Provide and facilitate programming to allow for both the academic and professional development of Arts students.
2. Continue to advocate for academic student accommodation and a sensitivity to students in designing coursework and deadlines.
3. Continue to facilitate access for Arts students seeking research opportunities, and facilitate access to such opportunities.
4. Design a mid-semester review that can be implemented throughout the Faculty in order to ensure profs are receiving constructive feedback about their classes before the end of the semester.
5. Build and maintain relationships with Faculty members in order to better advocate for the needs of students.


Transition to In-Person Classes



The COVID-19 pandemic has changed the way we operate both as an organization and as a university campus as a whole. That is about to be flipped on its head once more with the return to in-person learning and programming. FASA needs to be cognizant of the challenges that may come with returning and assist the campus community with a seamless return to campus.

1. Continue to pass along specific recommendations to the Faculty in regards to academic challenges faced by students in the transition from online to in-person learning; **Specific attention should be paid to second-year students.**
2. Consider hosting a FASA campus tour for students who are experiencing on campus learning for the first time.

Transition to In-Person Classes

3. Promote and enhance Mental health services that would directly adhere and address the unique challenges that students will face with the transition from Remote to In-person learning.
 4. Establish a mentoring program to act as mentors to other students who are not yet familiar with in-person learning; Mentors could include but are not limited to: recent alumni, department representatives, students-at-large volunteers.
 5. Continue consultation with students about which services they may need during the transition.
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Transition to In-Person Classes

6. Consider adding 1-2 seats on First Year Council specifically for second year students to better assist with their transition to in-person learning.
7. Ensure a budget item is included for any necessary PPE needed for safety during events and meetings.



Research



Research has a huge potential in our Faculty. As a crucial part of our University, it's important that we take steps to make research a larger part of what we do. The research that Arts students have done and will continue to do will make our world a better place to live.

1. Maintain and promote the Arts Undergraduate Academic Journal
2. Increase participation in AURS by 10% each academic year
3. Increase the dollar value of the AURS prizes through fundraising and working with other Faculty members and University Staff
4. Continue to advocate for a Faculty of Arts virtual research hub where students can find research opportunities and connect with sponsoring profs more easily

Research

5. Encourage more Faculty to participate in the research process; whether that's through guided research, Course-based Undergraduate Research Experiences (CURE), the Program for Undergraduate Research Experiences (PURE), or Global Challenges courses
6. Continue to advocate for and increase opportunities for participation in BIPOC students' in research.
7. Increase Indigenous perspectives in research through action research and community-led research.
8. Work with community members off campus to find new research opportunities for students.

Research: Relationships

9. Maintain relationships with:

- a. Associate Dean, Research and infrastructure in the Faculty of Arts; Dr. Steig Johnson (2021)
- b. Associate Dean, Internationalization and Global Initiatives; Dr. Cameron (2021)
- c. Associate Dean, Research and Graduate Studies; Dr. Colpitts (2021)
- d. Academic Lead of the College of Discovery, Creativity and Innovation at the Taylor Institute; Dr. Kyla Flanagan (2021)
- e. Professor and Research Chair in the Department of Communications, Media, and Film; Dr. Maria Petrova Bakardjieva (2021)




Equity, Diversity and Inclusion

The events of the past year have shown us that it's not enough to talk about the major issues that affect our society; we need to take action. The Arts Faculty has shown that it is a leader in equity, diversity and inclusion, but there is still lots of work to be done. FASA can be a leader in holding the Faculty to account as well as being leaders ourselves.


1. Continue to have future councils attend Anti-Racism training as now outlined in FASA policy
2. Encourage the booking and attendance of a Pronouns workshop for FASA council to better understand and include gender-diverse folks
3. Add an inclusive hiring statement during department representative hiring



Equity, Diversity and Inclusion

4. Continue to advocate for concerns that may disproportionately affect BIPOC, including but not limited to:
 - a. Research
 - b. Mental health
 - c. Post-graduation plans
 5. Create a central location for all support resources addressing the above concerns, whether on-campus or off-campus
 6. Host networking events and promote networking opportunities for BIPOC students
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Equity, Diversity and Inclusion

7. Continue to consider and explore funding options for a BIPOC scholarship, which could include community funding, a Quality Money project, or a combination of the two
 8. Continue to engage with, promote and attend Indigenous Awareness Week and Black History Month.
 9. Cultivate a creative and collaborative space of communication with the members and participants of FASA in conjunction with the framework of Indigenous Student Circle.
 10. Continue to discuss the addition of an Indigenous Students' Circle representative on FASA council with the ISC.
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Equity, Diversity and Inclusion

A decorative graphic in the top right corner consisting of three concentric, curved lines in red, orange, and yellow, resembling a stylized rainbow or a partial circle.

- 11. Ensure the language used in promotional materials and other discussions (internal or external) regarding Indigenous Peoples is encompassing of different experiences.
- 12. Amplify and create space for BIPOC voices.
- 13. Review the 94 recommendations for Truth and Reconciliation, the University of Calgary's Cultural Protocol and ii'taa'poh'to'p, the Indigenous Strategy.
- 14. Provide learning opportunities to ensure students and staff across campus understand the importance and ongoing work needed for Truth and Reconciliation.
- 15. Incorporate Indigenous cultural protocols into events and club practices as appropriate.

Equity, Diversity and Inclusion

16. Acknowledge your personal relationship to the land when completing the land acknowledgement.

17. Further engage with the LGBTQ+ community on campus

18. Advocate for more diverse Faculty members (specifically BIPOC members) in teaching roles as well as on the Program for Undergraduate Research Experiences (PURE) selection committee.

19. Maintain and create relationships with:

a. Vice-Provost of Diversity, Equity, and Inclusion; Dr. Malinda Smith (2021)

b. Students' Union, VP Student Life; Assad Ali Bik (2021)

c. The Indigenous Students' Circle

d. The African Caribbean Students' Association

e. Psychology Professor, Indigenous Research; Dr. Adam Murry



Sustainability



The university of Calgary has four goals and strategies with regard to sustainability; (1) Advancing sustainability education, (2) Integrating research and education in sustainability, (3) enriching engagement for sustainability, and (4) Sustainability within administration and operations. We believe FASA can use these to model our own sustainability plan from as well as assist the UofC in achieving these goals.

1. Pursue sponsorships and grants to allow for the longevity of the organization and to maintain the ability to operate and host events.
2. Host events to facilitate the academic and social development of students within the Faculty of Arts, and encourage long term engagement.



Sustainability

3. Implement a yearly Student Politics Panel event to introduce students to the FASA executive council and the work FASA does
4. Aim to fill all administrative and operation roles for each calendar year in hopes to maintain the proper running and functioning of FASA and allow us to achieve our goals for each year.
5. Add a sustainability award to the AURS to encourage sustainable research among students and faculty; create a relationship with the Sustainability Office and request a Sustainability representative to act as a liaison between the organizations and a support to both teams.
6. Administer a quota for sustainability based events for each year; suggested one per semester for the 2021-22 academic year.

Sustainability

7. Use the University' sustainable event certification program for every event to assess the events level of sustainability so we can continue to aim for each event to be more sustainable than the last.

8. Operate in a sustainable manner. FASA is dedicated to the environment in which students exist, and will pursue environmentally friendly ways to host events.



Mental Health



Mental Health has long been a priority for FASA. With everything moving online over the past year due to the COVID-19 pandemic, we've had to shift our mental health supports there too. While that has brought its own challenges, it has also allowed us to reach more students. That is why our recommendations include both online and in-person supports, regardless of when the transition back to in-person learning occurs.

1. Create a central location for all mental health support resources, both on-campus or off-campus.
2. Work with the Students' Union and/or department clubs to implement a student survey to better understand how to support students.
3. Create a study-buddy system to encourage friendship and accountability between Arts students.

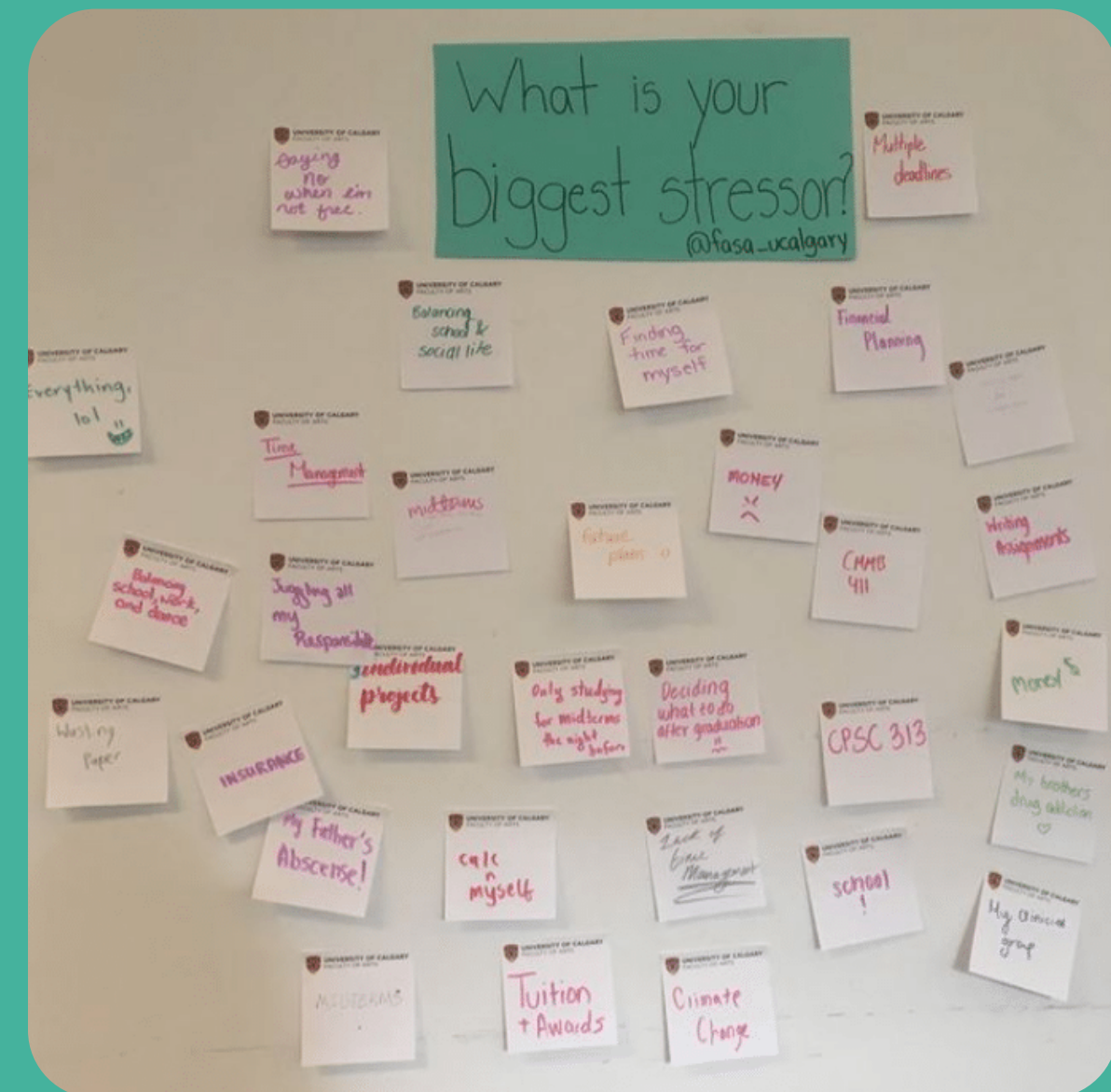
Mental Health

4. Direct and promote mental health programs supported by the Faculty and Wellness Centre to students.
5. Maintain a relationship with Associate Dean, Undergraduate Programs and Student Affairs; Dr. Melissa Boyce (2021)
6. Advocate for a Mental Health Town Hall with Faculty members to ensure students' needs are being addressed.
7. Continue to advocate for academic student accommodation and a sensitivity to mental health in designing coursework and deadlines.
8. Continue to pass along specific recommendations to the Faculty in regards to academic challenges.



Mental Health

9. Host another “stressor wall” where students can anonymously put up their stressors and/or receive a hot drink or a snack.
10. Continue to host monthly wellness events, similar to those hosted in the 2019-20 academic year.



Fundraising

While FASA has had the operational infrastructure to pursue fundraising for a while, it has not successfully been put to use thus far. These recommendations aim to assist the fundraising efforts of future FASA teams.

1. Ensure annual upkeep of the Sponsorship Package.
2. Create a formal strategy to better utilize the Sponsorship and Grants Committee; update FASA policy as needed to reflect the optimization of the committee.
3. Host an Art contest/sale to further engage Art and SCPA students as well as create some new funds for the organization; Should this be hosted, Artists should receive a portion of the funds raised for their work.

Special Thanks To

The 2020-21 Strategic Planning Committee:

Grace Kabengele, Rayane Issa, Emma Stirling, Jusnoor Aujla, Sarah Rizvi, Noa Spivak, Milcah-Marrie Bukasa, Rody Visotsky, Varinder Singh, Chelsea Figg, and Laura Rose Iocca.

Student contributors who took the the time to provide their insights:

The African Caribbean Students' Association, The Indigenous Students' Circle, Ornela Thieba, Binithi Karunanayaka and all students who provided feedback to our entire team throughout the 2020-21 academic year.

