

# Faculty of Arts Strategic Academic Plan

2023 to 2028



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## Land Acknowledgement

Thompson Rivers University acknowledges the location of its campuses in the traditional and unceded territories of Indigenous peoples of the Secwépemc Nation. The Tk'emlúps territory is host to the TRU Kamloops campus; the T'exelcenc is host to the TRU Williams Lake Campus; Tsq'escenenc hosts the 100 Mile House regional centre; the Ashcroft First Nation of the Nlaka'pmx Nation hosts the Ashcroft regional centre; the Simpcw territory hosts the Barriere and Clearwater regional centres; and the St'át'imc Nation which includes Nxwisten, Ts'kw'aylacw, Sekw'el'was, Líl'wat, Tsal'álh, T'it'q'et, Xáxl'ip, N'quatqua, Xa'xtsa, Skatin and Samahquam hosts the Lillooet regional centre. Thompson Rivers University recognizes the need for research, teaching and service responsive to all Indigenous communities, including First Nations, Inuit, and Métis learners. The Faculty of Arts encourages and supports teaching and research that is led by, and is responsive to, Indigenous communities in this region and beyond.

## Dean's Welcome

Dear Colleagues,

When I arrived at TRU in 2018, one of the top priorities that arose from dozens of conversations I had with faculty members was the desire for a thorough strategic academic plan. Over a period of approximately eighteen months, we began this work by holding two faculty retreats (one at the Sun Peaks Grand Hotel and the other at the Coast Kamloops Hotel) where we engaged in conversation about many topics including the nature of our BA, our vision for Arts, conversations about values, and program interests and priorities, all leading towards an academic plan. It was good work, but not completed.

Suddenly, in March of 2020, the global Covid-19 pandemic became a reality, and we, along with the rest of the campus, had to pivot dramatically to address the unfolding situation. Having survived that experience (although we're still feeling the effects), we resumed dialogue around these questions and have made incredible progress over the past two years. The present document, which is comprised of two parts – a five-year academic plan and a five-year research plan – is the summation of that work. These documents, of course, are subject to ongoing revisions as the plan rolls forward. As of today, however, these plans will certainly have a clear impact on the Faculty of Arts over the next three to five years.

It is inevitable that a strategic academic plan of this nature will not meet everyone's hopes and dreams. To build in some areas, new priorities will take precedence when allocating resources. What it does do well is provide a benchmark and point clearly in the direction of our priority areas in programming and faculty growth. These plans do not lay out budgets and resource allocations because that is beyond the scope of what an academic plan and research plan can address. Of significance, however, these plans will dictate where faculty hires will be directed as we hear from the Provost's Office about available resources.

These plans are directly influenced by the university's vision statement and change goals; even more so, it is driven by direction from the Provost's Office and the Ministry of Post-Secondary Education and Future Skills to focus on critical areas like decolonizing the academy, increasing domestic enrolment, integrating open learning into the faculties, and building out at a regional level. Although the transition to a fully-integrated flexible learning model is not yet ready to incorporate into this plan, we have nevertheless kept it fully in mind as the present plan has been developed with the aim over the next couple of years to fully articulate how OL can be integrated into Arts programming. Likewise, our priority areas are influenced by the direction to meet the needs of students in our local high school catchment area of SD-73. Overall, we believe these plans will benefit not only the Faculty of Arts, but also the university as a whole and the community of Kamloops.

There are many people that need to be thanked at this point: most importantly, all faculty members in our community who, at any stage in its development, contributed ideas and labour to bring it to fruition. I have especially appreciated the guidance and support of the five current department chairs: Ms. Anita Swing, Dr. Catherine Ortner, Dr. Monica Sanchez-Flores, Dr. Shannon Smyrl, and Dr. Tina Block. Two other individuals deserve special recognition as well for their outstanding work in bringing this together: Dr. Mark Wallin and Dr. Uli Scheck. Mark has carried the lion's share of pulling together the information and facilitating the development of the academic plan; Uli, now retired, graciously came back on contract to help pull together the research plan through consultation and drafting. His work was also helpful in framing the overall look of the larger Arts plan. To both, I extend my sincerest gratitude for their excellent work.

It is my hope that the Faculty of Arts and the broader institution will find inspiration and hope in this document. We are clearly outlining priorities; we are outlining significant program directions; and we are supporting the institution's vision and change goals.

With best wishes,

A handwritten signature in black ink that reads "Richard McCutcheon". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

## The TRU Vision Is at the Heart of What We Do

## Guiding Principles

The opening of the Thompson Rivers University Vision Statement reads: “Community-minded with a global conscience, we boldly redefine the university as a place of belonging — Kw’seltknéws (we are all related and interconnected with nature, each other, and all things) — where all people are empowered to transform themselves, their communities, and the world.”

This Vision Statement is at the heart of teaching and research in the Faculty of Arts. We emphasize community connection, research and teach the interconnectedness of individuals with our cultural, social, and natural environments, and enable students to engage in intellectual enquiry and transformative action. Central to the creation of new knowledge in the Faculty of Arts is our commitment to empower our students and communities to be leaders locally, regionally, nationally, and internationally.

Our teaching and research also embodies the values articulated in the TRU Vision Statement such as inclusion and diversity, community-mindedness, curiosity, and sustainability.

TRU envisions itself as a leader among universities in “community research and scholarship” and in including graduate students and undergraduate students in community-centred research. Training future creators of new knowledge through opportunities for engagement in the classroom and involvement in research has always been one of our greatest strengths. This has been, and will be, our ongoing commitment to our students, the university, and the communities we support.

## Our Values

## Guiding Principles

- Valuing academic freedom and supporting the full breadth of teaching and research among all Arts faculty members
- Recognizing and respecting the value of all forms of knowledge and inquiry including Indigenous ways of knowing
- Striving for equity, diversity, inclusion, and decolonization in Arts initiatives and practices
- Creating new knowledge and finding solutions to complex problems by emphasizing inter- and cross-disciplinarity
- Engaging with local, regional, national, and international communities to address pressing social issues

## Our Standards of Sustainability

## Guiding Principles

The Faculty of Arts recognizes three institutionally-reinforced parameters for program sustainability. Definitions and benchmark criteria for tracking and monitoring the achievement of sustainability within the Faculty of Arts are outlined in our collegially-developed Standards and Criteria for Program Sustainability document:

### ***Strategic Sustainability***

The parameter considers a program's alignment with larger institutional, community, and disciplinary strategic goals and expectations. The Faculty of Arts acknowledges TRU's strategic goals are supported for our learners in the strategic need to diversify faculty. It also considers innovation to program design, research, and teaching within those disciplines and fields.

### ***Workload Equity Sustainability***

The parameter considers a program's ability to foster and contribute to workload equity at the program, department, and faculty levels.

### ***Economic Sustainability***

The parameter considers a program's ability to achieve or exceed financial solvency across the program structure within a five-year period and beyond.

**Our Vision and Strategic Priorities**

Based on our values, we aspire to create a thriving, equitable, diverse, inclusive, and cross-disciplinary space for undergraduate and graduate learning. The Faculty of Arts endeavours to be recognized as a leader of program innovation.

**Our Faculty**  
Support our faculty to achieve their fullest potential to make a difference in their students' lives

**Our Students**  
Place student experience and success at the heart of our planning

**Our Programs**  
Enhance current programs and create new exciting initiatives across Arts disciplines

**Our Impact**  
Disseminate knowledge that supports our various communities

**Our Reputation**  
Enhance our reputation for excellence in the classroom and community

## Our Path Forward

### Four Undergraduate Program Priorities (Years 1 & 2)

As a result of the consultations with faculty colleagues and other stakeholders, four program areas in the Faculty of Arts have emerged that meet and exceed the standards created by our overarching vision and the evaluation criteria:

- **Criminology** – New major/minor has a focus on social justice and will work to embed the TRC and NIMMIWG recommendations and calls to action into the curricular design and student experience in the classroom.
- **Psychology**
  - Building on current work being done, expansion in the area of cognitive science/neuroscience with the creation of a Mind, Brain, and Behaviour Research Facility will promote multidisciplinary collaborations within the Faculty of Arts itself, as well as with other stakeholders across campus, which will attract and retain students.
  - Identified as being an area with significant growth potential for attracting and increasing domestic student enrolment, clinical/counselling psychology offerings will fill a critical niche otherwise missing from our programming.
- **Communication Design** - The Communication Design Major applies design principles and process to the study of communication. The program prepares students for a range of opportunities in communication and public relations fields, including work in digital content development, branding, marketing, graphic design, and user experience design.
- **Indigenous Studies** – If desired by the larger community, the Faculty of Arts fully supports and welcomes the development of this program under its umbrella and looks forward to the collaborative and synergistic work with stakeholders, both on and off campus, that is mutually beneficial, to ensure the success and longevity of the program.

## Our Path Forward

### Undergraduate Program Growth (Years 3+)

As a result of the consultations with faculty colleagues and other stakeholders, four program areas in the Faculty of Arts have been identified as in need of development and growth:

- **Creative Expression and Performance** – Bringing together elements of theatrical and musical performance with creative writing and expression, this program seeks to graduate well-rounded professionals able to take creative projects from conception to execution.
- **Anthropology** – For a Major in Anthropology, courses from two other sub-fields, biological and linguistic anthropology, need to be offered to give students a broader, general orientation of the discipline. Currently, the discipline offers courses in cultural anthropology, archeology, Indigenous studies, and some upper-level special topics. For a Major, the current course offerings will be broadened and diversified.
- **Political and International Studies** - The program is interdisciplinary and draws on existing and future strengths in Politics, Philosophy, History, and across the Faculty of Arts. It emphasizes the established and emerging connections between Western Canada and the Asia-Pacific Region. Issues related to the environment and climate justice are foregrounded in many proposed (and existing) courses and center on four themes: Canadian issues, international politics, Indigenous studies, and methods and theory.
- **Sports Studies** – Spanning four Faculties at TRU, Sports Studies offers a truly interdisciplinary approach and incorporates many ways of knowing. A major that will be housed within the Faculty of Arts will allow students to explore sports culture and issues through Indigenous, psychological, political, historical, literary, dramatic, and sociological lenses.

# Graduate-Level Priorities: Master of Arts in Human Rights and Social Justice

This MA degree offers a variety of completion pathways ranging from course-based to thesis, project, and creative options. Experiential learning components, designed to engage and empower communities, give students hands-on experience with local and regional social justice issues. Students also have opportunities to pursue national or international rights and justice projects to give them the confidence and competence to act effectively in a global context.

The program draws from all areas within the Faculty of Arts and offers innovative, interdisciplinary courses built and taught by teams of subject-matter experts. The objective of graduate education in human rights and social justice is to create engaged global citizens and problem solvers who can tackle social problems from multiple perspectives.

### *Values Alignment*

The MA in Human Rights and Social Justice engages with all four of TRU's values insofar as it is a model of, and advocate for, *Inclusion and Diversity* in its design and outcomes; *Community-minded* in its engagement through practicum and experiential education as it puts the learning of the classroom into action in the community; *Curiosity* in its ability to foster a culture of applied research at the graduate level; and *Sustainability* in that one of the cornerstones of the Human Rights and Social Justice program is Environmental Justice.

Additionally, the MA in Human Rights and Social Justice furthers TRU's Strategic Change Goals by directly recruiting and engaging with *Indigenous and Rural* learners and working to enact the principles of *Reconciliation* through community engagement. Additionally, the MA, by creating a pipeline between the *classroom and community*, further enhances and grows the many *research partnerships* between TRU and the region. Finally, the MA engages with a broad spectrum of learners with *diverse demographic profiles*.

## Our Path Forward

## Graduate-Level Priorities (Years 3+)

The MA in Human Rights and Social Justice will conduct an internal review that is based on collegial feedback as well as clear metrics that include:

- Program headcounts
- Enrolments
- Program costs
- Program architecture
- Practicum feedback
- Teaching framework impact

Based on these evaluations, workload implications, and analysis, the MAHRSJ will engage in program renewal and assessment of resources to address any issues that should arise.

After the MA internal evaluation, the Faculty of Arts will consider next steps towards an additional graduate program through a collegial-based consultative process.

### Infrastructural Initiatives

Arts recognizes the role that infrastructure plays in spurring innovation. To this end, we seek to establish two centres of knowledge production tied to both the academic and research plans that emphasize broad areas of interest for faculty members across the Humanities and Social Sciences:

- **Mind, Brain, and Behaviour Lab** – The facility would consolidate the team’s research equipment and spaces in a purpose-built space and provide room for continued research development, faculty expansion, and multidisciplinary collaborations. This will facilitate the streamlining and cross-fertilization of research programs, increase training and mentorship opportunities for students, enhance the interface for community participants and visitors, and attract high calibre faculty hires as well as research collaborators.
- **Research Centre for Social Justice and Community Engagement** – This centre works to bring a wide range of Arts approaches, across the humanities and social sciences, into the community to make a positive contribution to our physical, social, and cultural environment. Research areas of consideration may include, for example, restorative and/or environmental justice, prison abolition, poverty and/or homelessness, disability, sexual orientation and gender identity, as well as the impacts of climate change.

### Interdisciplinary Program Collaboration

To support the institutional and faculty calls for interdisciplinary collaboration and curricular initiatives, the Faculty of Arts has identified several thematic opportunities for curricular growth and resource allocation:

- **Pathways to Decolonization** – Approaching the enterprise of decolonization and Indigenization across disciplines, this field clusters courses that examine the Indigenous experience and could help to form the foundations of an academic unit based Indigenous Studies program.
- **Global South Studies** – Examining the lived experiences of most of humanity, Global South Studies takes up the social, political, and cultural distinctions between North and South, engaging in terms of human rights and social justice.
- **Asia/Pacific Studies** – Building on the existing strengths across disciplines, this area can bring together courses and faculty members already working in Asia/Pacific Studies, as well as build the capacity to grow the field in Arts.
- **Nature, Culture, and Communities** – Addressing the global to local, this interdisciplinary cluster draws upon Arts strengths across the humanities and social sciences to explore the ways our environment impacts the ways we live together and communicate with one another.

## Our Path Forward

## Micro-credential Development

To meet the explicit call to develop and launch exciting micro-credentials, Arts foregrounds these identified initiatives, which are inclusive but not exhaustive:

### Communication and Visual Arts

- Professional Communication
- Digital Imaging and Editing
- 3D Creation

### Environment, Culture, and Society

- Global Citizenship
- Social Theory
- Equity, Diversity, Inclusion, and Decolonization
- Climate Change Science and Action
- Geographic Information Science and Systems
- Criminology
- Environment, Culture, and Society Certificate

### Languages, Literatures, and Performing Arts

- Basic, Intermediate, and Advanced Grammar
- Citation
- Academic Writing
- Métis Poetry

### Philosophy, History, and Politics

- Legal Studies
- Ethics
- Interdisciplinary Certificate in Philosophy, History, and Politics

### Psychology

- Mental and Behavioral Health

### Interdisciplinary Credentials

- Women and Gender Studies
- Artificial Intelligence Studies

## Our Path Forward

## Program Innovation

Arts faculty support the continued rejuvenation and innovation of existing programs:

- **Communication and Visual Arts**
  - Communication
  - Journalism
- **Literatures, Languages and the Performing Arts**
  - English Literature
  - Creative Writing
  - Theatre
- **Philosophy, History, and Politics**
  - Philosophy
  - History
  - Politics and Economics
- **Psychology**
  - Experimental Psychology
  - Clinical/Counseling Psychology
- **Environment, Culture, and Society**
  - Geography and Environmental Studies
  - Sociology
  - Police and Justice

# Faculty of Arts Strategic Research Plan



## We Align with the TRU Strategic Research Plan

## Guiding Principles

The TRU Strategic Research Plan 2023 to 2028 cites a new approach to community-engaged research and an emphasis on engaging students in research as two of the cornerstones of its institutional vision. Both these goals for the next five years perfectly match established and ongoing practice in the Faculty of Arts. We will be aligned with TRU's strategic research priorities and will be able to support and strengthen these institutional ambitions.

The TRU Strategic Research Plan also acknowledges the leadership Arts has taken in addressing societal challenges. In particular, it mentions the existing expertise in the Faculty of Arts in four areas:

- Response to climate change – Physical Geography and Environmental Studies
- Commitment to social justice – MAHRSJ, CAPP, and many contributions by Arts researchers
- Health, quality of life, cultural sustainability – MAHRSJ, Psychology, behavioural neuroscience, History
- Seeking truth and reconciliation – MAHRSJ, LLPA, Indigenous language teaching

The Arts Strategic Research Plan will continue along established lines of inquiry and make new contributions to the research vision of our university. We are aligned with the research goals of the TRU Strategic Research Plan and will be a strong contributor to building the recognition and reputation of knowledge creation at TRU. We will meet societal challenges and will provide solutions to the complex issues facing our communities.

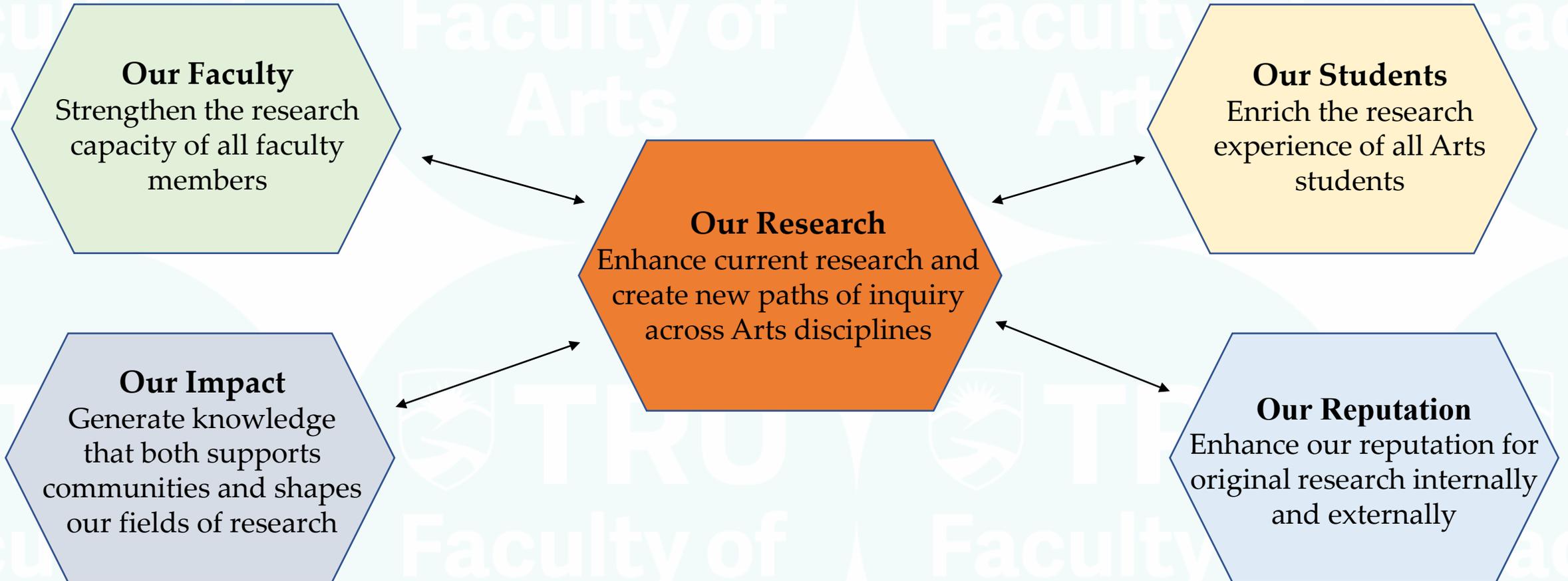
## Our Research Values

## Guiding Principles

- We support all research efforts of tripartite faculty as well as the scholarly teaching and learning innovations of bipartite faculty members.
- We define “research” in an inclusive manner: research encompasses discipline-based research, community-engaged research, the scholarship of teaching and learning as well as creative works, and performance.
- We strive for equity, diversity, inclusion, and decolonization in Arts research initiatives and practices.
- We provide opportunities to undergraduate and graduate students to be partners in research.
- We create new knowledge and find solutions to complex problems by emphasizing inter- and crossdisciplinarity.
- We strive for inclusive excellence in all our research endeavours.

## Our Vision and Strategic Priorities

Based on our values, we aspire to create a thriving, equitable, diverse, inclusive, and cross-disciplinary research culture and be home to significant undergraduate and graduate student research training. The Faculty of Arts endeavors to be recognized as a leader in research on campus and have a strong and growing external reputation for research with local, regional, national, and global impact.



## Our Path Forward

### Creating a Research Centre for Social Justice and Community Engagement

The Faculty of Arts already has considerable research strength related to human rights and social justice issues. Examples of ongoing research are projects related to gender equity, decolonization, equitable public policy, housing and homelessness, and equity/social justice in curriculum and assessment (see the appendix for a full inventory of current and planned research as reported by faculty members in the recent survey). Many of these research initiatives involve cooperation with local communities and engage communities outside the Kamloops region.

Furthermore, the new MA in Human Rights and Social Justice has led to innovative, co-taught graduate courses, and has increased exponentially the visibility of the Faculty of Arts across TRU, British Columbia, and Canada. It also attracts international students. Students in the MA program are engaged in research initiatives and thesis projects that involve communities locally and elsewhere. Current student research includes issues such as clean water for Indigenous communities, the implementation of decolonization of businesses, and urban/agricultural implications for community health.

Therefore, the creation of an Arts Research Centre for Social Justice and Community Engagement will complement graduate teaching and further strengthen research opportunities for our graduate and undergraduate students. Thus, the new research centre will connect teaching, learning, and research in complex areas of inquiry that can have significant impact on improving the lives of individuals and communities. The new centre will be one of the cornerstones of supporting our values and of implementing our research vision.

## Our Path Forward

### Creating Three Research Clusters

As a result of the faculty survey and consultations with department chairs and other stakeholders, three broad areas of current and planned research in the Faculty of Arts have emerged:

- **Culture, Nature, and Communities** (research strengths include community engagement, social change, green infrastructure, ecosystem health, environmental sustainability, rural-urban interface, literary studies, creative writing and performance, historical research, communication, and media)
- **Mind and Behaviour** (research strengths include cognitive neuroscience across the lifespan, health and well-being, children and justice, motivation, and emotion regulation)
- **Human Rights and Social Justice** (research strengths include policy and social responsibility, trauma studies, gender, race, decolonization, poverty, economic precarity, and creative writing/creative performances related to social justice issues)

These three areas lend themselves to the creation of three research clusters that will be part of the new research centre.

Forming research clusters will serve multiple purposes:

- Connect individual researchers within clusters
- Enhance student involvement in joint research projects; support the training of students in research teams
- Foster the development of new cross- and interdisciplinary research initiatives
- Pool capacity for external grant applications
- Serve as information hubs by offering lectures and other research events
- Support new faculty members by connecting them early on to established researchers

## Our Path Forward

## Creating Connections

The establishment of a Research Centre for Social Justice and Community Engagement, together with the formation of three research clusters, will create a research networking structure for the Faculty of Arts. While some research collaboration within and beyond Arts already exists, this networking structure will facilitate the development and strengthening of cross- and interdisciplinary research opportunities. It will turn potential into reality and support all of our strategic priorities.



Creating these connections ties directly into the TRU change goal of becoming a leader in “community research and scholarship”: “We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships; for involving graduate students in community-centred research; and for undergraduate research training.”

## Implementation and Outcomes

### Three Arts Research Chairs

In order to implement, maintain, and develop the new research networking structure, the installation of three Arts Research Chairs will be essential. These Research Chairs will be chosen on the basis of demonstrated research excellence and the promise of leadership and enthusiasm for creating research connections within Arts and across TRU. One Research Chair will be elected for each of the three clusters. Responsibilities will include cluster leadership, mentorship of new faculty engaged in research, collaboration with the other Arts Research Chairs, and organization of research events such as lectures, research-sharing days, and workshops. The three Arts Research Chairs together with the Arts Research Committee will design the collegial process for establishing an administrative structure for the new Research Centre for Social Justice and Community Engagement consulting with all stakeholders in the Faculty of Arts.

To ensure a collegial process for selecting the Research Chairs and for identifying responsibilities, the Arts Research Committee will be charged with developing a procedure for selecting Chairs, terms of reference for the Chairs including length of appointment and a detailed list of responsibilities, and any other necessary policies or procedures.

The Arts Research Committee will consult with the Dean of Arts on necessary resources to support the Research Chairs, the Centre, and the clusters. Arts Research Chairs will receive teaching credit commensurate with their responsibilities and public recognition for their appointment via internal and external announcements. The Faculty of Arts will highlight the contributions of the Research Chairs in its reports to the TRU community.

## Implementation and Outcomes

## Outcomes and Assessments

The new research networking structure in the Faculty of Arts has the potential to showcase the accomplishments of our researchers and to initiate exciting new research ventures that support individual research, interdisciplinarity, and engagement with our communities locally, regionally, nationally and internationally. In order to ensure improvements in our research output, both qualitatively and quantitatively, it is necessary to establish regular collection of research data, analysis of the data, and internal and external reporting on the research successes of our researchers. In particular, the following outcome assessments should be put in place (as suggested by the TRU Strategic Research Plan):

- Creation and dissemination of new knowledge (annual report): number of peer-reviewed publications, scholarly works, teaching and learning innovations, (e.g., creating OERs, exhibitions, performances, and other creative works) per faculty member as a percentage of total tri-partite faculty in Arts
- Community engagement (annual report): number of faculty and students engaged in research with community organizations; number of Arts publications, presentations, juried exhibitions, performances, conferences, workshops, and initiatives on public engagement and community-engaged research; number of contributions to communities, e.g., providing expertise to inform legislation
- Student participation in research (annual report): number of students engaged in classroom-based and project-based research activities; number of graduate students engaged in community-centered research
- External funding (annual report): number of external funding applications; number of faculty applying; number of successful applications; funding amounts of successful applications

## Implementation and Outcomes

## Outcomes and Assessments (continued)

In addition to these institutional reporting requirements, the Faculty of Arts should develop annual reporting of departmental research output and Arts student participation in scholarly activities such as active involvement in student conferences and participation in exhibitions, performances, etc. The Arts Research Committee will work with the Department Chairs and the Dean's Office to establish the reporting details as well as the production of an annual Arts research report to support building the recognition and reputation of Arts research. In this manner, the success of the Arts Strategic Research Plan can be monitored and, if necessary, adjustments can be made.

Annual reporting of faculty achievements should also include the work that bipartite colleagues do regarding innovative teaching and learning practices. Since research and teaching are interconnected, the innovative work bipartite faculty members do in the classroom should be acknowledged as a valuable contribution to the research vision outlined in this document. Thus, we show appreciation and support for their work in aiding our students' scholarly development.

## Opportunities

### **Indigenous Research**

The creation of a solid and sustainable research networking structure will open new opportunities for the Faculty of Arts. For example, tying research to curricular development and hiring will open the potential for the development of an Indigenous teaching and research focus that is currently still lacking in Arts. While some faculty members are engaged in Indigenous ways of teaching, there is no critical mass of researchers in Arts that can build the foundation of an Indigenous-led research program. The Arts Research Chairs can advocate for the hiring of Indigenous faculty, and actively support and grow Indigenous-led research among faculty and students in the Arts via their activities in the new centre and clusters.

### **Canada Research Chair in Human Rights and Social Justice**

The new research networking infrastructure in Arts will strengthen the case for a Canada Research Chair in Human Rights and Social Justice. The CRC could become a leader for the new Research Centre for Social Justice and Community Engagement and work with the three Arts Research Chairs on developing new avenues for research and strengthening student participation in research. The Centre will give the CRC a home base in Arts.

### **Connecting Research to Curriculum Development and Hiring Strategies**

The Arts Strategic Research Plan should be connected to departmental curriculum development and hiring strategies for the Faculty of Arts. Once the Arts Academic Plan is in place, synergies between the research, academic, and hiring plans should be established.

## Timelines

### Year 1

- Establish the three research clusters and elect three Arts Research Chairs
- Implement annual outcome assessments

### Year 2

- Develop mandate, identify resource requirements, and establish administrative structure of the Research Centre for Social Justice and Community Engagement
- Explore opportunities for setting up an Indigenous-led research program and for hiring Indigenous researchers

### Year 3

- Prepare application for Canada Research Chair in Human Rights and Social Justice

### Years 3 to 5

- Assess, monitor, and improve progress on research collaboration within and between the three research clusters
- Assess, monitor, and improve the performance of the Research Centre for Social Justice and Community Engagement

## Collegial Consultation and Sources

- **Faculty of Arts Research Committee:** Tina Block (Chair), Ben Woodford, Catherine Ortner, David Hill, Don Lawrence (on sabbatical), Liz Reimer, Piotr (Peter) Zakrzewski
- **Virtual Consultation Session for Arts Faculty,** March 2023
- **Invitation to Arts Faculty to Submit Written Comments,** March 2023
- **Faculty of Arts Research Survey,** December 2022/January 2023 (all faculty): collection and analysis of current and planned research by Arts researchers; the survey was conducted by the Arts Research Committee
- **Arts Research Planning Workshop,** November 2022: workshop with faculty members, various documents; follow-up survey conducted with faculty members who were unable to attend the workshop
- **Meetings with Department Chairs,** January 2023: Anita Swing, Interim Chair, and Leigh Matthews (Literatures, Languages and Performing Arts), Catherine Ortner (Psychology), Mónica Sánchez-Flores (Environment, Culture and Society), Shannon Smyrl (Communication and Visual Arts), Tina Block (Philosophy, History and Politics)
- **Office of the Dean, Faculty of Arts:** Richard McCutcheon (Dean), Liz Reimer (Associate Dean), Mark Wallin (Associate Dean)
- **TRU's Vision Statement,** <https://www.tru.ca/about/tru-mission-statement/envision.html>
- **TRU Strategic Research Plan 2022-2027,** [https://www.tru.ca/\\_shared/assets/Strategic\\_Research\\_Plan55280.pdf](https://www.tru.ca/_shared/assets/Strategic_Research_Plan55280.pdf)
- **Dean's Presentation to the Strategic Research Plan Advisory Committee,** April 2021

## Inventory of Arts Research (2022/23 Survey)

**Note:** This list does not cover all research activities in the Faculty of Arts. It is a summary of survey responses.

### Cluster 1: Culture, Nature, and Communities

- Connections between literature, history, and the political context
- Social/oral history of unbelief
- Intersections between religion, gender, race, class, and sexuality
- Ethics of humor
- History of philosophy and literature
- Culture, education, and critical pedagogy
- Intersections of children's literature, gender, and food studies
- State repression and comparative history of prisons and concentration camps
- Media studies, adaptation studies
- Writing and performing autofiction
- Visual Arts and the Ukrainian/Canadian diaspora and heritage
- Creation of visual art on sustainability and gendered labour
- Research and collaborative production of visual art through community engagement
- Representation of place, community-related cultural mapping
- Vegetation-precipitation interaction processes
- The role of green infrastructure
- Rural-urban interface
- Historical landscape change
- Stone tool analysis
- Environmental management and conservation

- Interface of urban and wilderness histories
- Environment and culture

### Cluster 2: Mind and Behaviour

- Motivation and psychological wellbeing
- Emotion regulation, emotion regulation and climate change
- Visual object recognition in children and adults
- Learning complex motor skills
- Children's involvement in the justice system
- Cognitive aging, healthy aging
- Lived experiences of assessment and motivation in achievement settings
- Student perceptions of specifications grading
- Community engagement through art
- Course-based participatory action research

### **Cluster 3: Human Rights and Social Justice**

- Corporate social responsibility
- Foreign policy relations
- Trauma – feminism, PTSD, surviving catastrophe, queer-related
- 2SLGBTQIA+, violence, gender, sexuality
- Decolonization, racialization, and racism
- Equitable public policy
- Gender-based violence
- Intersection of violence against women and animals
- Migrant families
- Intersections of immigration policy, racism, and precarity for temporary foreign workers
- Racialized and gendered labour in the aesthetics industry
- Lived experiences of poverty, unemployment, and housing precarity
- Sexual harassment in Kamloops
- Housing and homelessness
- Giving voice to stories about justice
- Plays, screenplays, and children's stories about existential crises, e.g., war and environment
- Pedagogy and curriculum development within trauma-informed university courses
- Trauma-informed practice in the classroom
- Equity and social justice in curriculum and assessment
- Equity and social justice in open educational resources