

Faculty of Arts

ACADEMIC PLAN



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We work, study, and live in a region south of the Fraser River which overlaps with the unceded traditional and ancestral lands of the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt and Kwikwetlem peoples. This acknowledgement serves as a reminder of our ongoing commitment to reconciliation.

The goals articulated in this plan are understood to be overlapping and intersecting. The Arts Academic Plan is informed by KPU's Vision 2026, KPU's Academic Plan 2027, the principles embedded in the Arts BA Framework (to be updated in 2026-27), the Faculty of Arts Research Plan, xéʔelʔ KPU Pathway to Systemic Transformation, the Equity, Diversity, and Inclusion Action Plan, Accessibility Plan, Global Strategy, KPU 2050 Sustainability Framework, the Campus Master Plan, among other policy documents.

Throughout 2026-2029, activities related to the Arts Academic Plan will be shared through events, university-related reports, and social media to raise the visibility of the Faculty of Arts with both internal and external audiences and to track the Faculty's progress in realizing its goals.



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Goal nə́č'a? (1)

Active Indigenization and Decolonization

The Faculty of Arts is committed to meaningful consultation and building respectful relationships and thus will continue to engage in dialogue with Indigenous Elders and communities, particularly the Kwantlen First Nation and other Nations on whose territories we live, work and study. The Faculty of Arts also wishes to acknowledge the importance of action, and our decolonization process is guided by the 94 calls-to-action established by the Truth and Reconciliation Commission. The following outlines our priorities towards Indigenizing and decolonizing the Faculty of Arts in keeping with the xé?elł KPU Pathway to Systemic Transformation.



a. Honouring Indigenous Ways of Knowing

1. Consult Indigenous educators to help identify instructor-training needs related to ingrained colonial bias, Indigenous ways of knowing, and anti-racism awareness in the hope of achieving an organizational and academic culture of inclusion.
2. Invite local Indigenous Knowledge Keepers to give workshops on Indigenization for faculty and staff.
3. Develop a repository where professional development materials, curriculum, and teaching and learning resources on Indigenous peoples in what is colonially known as Canada that can be shared among faculty and staff. The resources should include "the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, Aboriginal-Crown relations," and Indigenous peoples' historical and contemporary contributions to Canada" (Call #27).
4. Continue the Faculty of Arts residency program for Indigenous artists, writers, knowledge keepers, journalists, and other professionals and experts. Prioritize sharing these opportunities with qualified individuals from Local First Nations with expertise in various areas/disciplines.

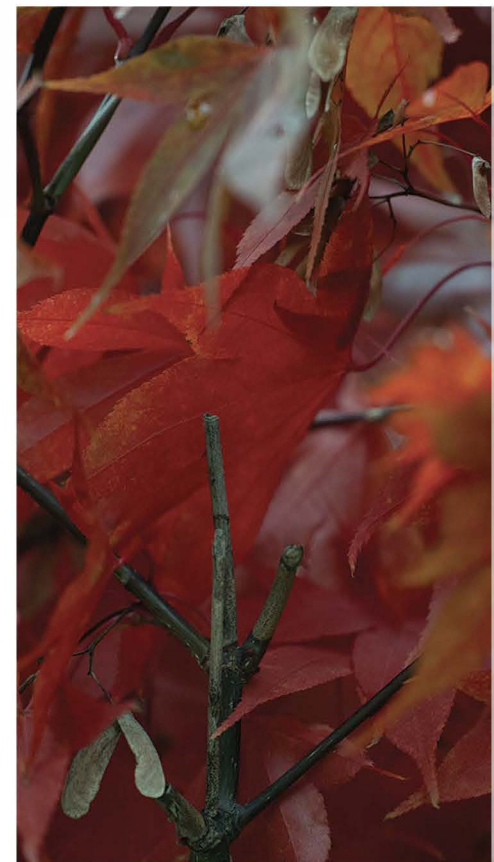


b. Community Engagement and Student Support

1. Encourage disciplinary areas to review and update their Minimum Qualifications to recognize lived experiences and community work as knowledge equal to academic credentials.
2. Support Indigenous faculty to teach cross-listed courses associated with the B.A. Minor in Indigenous Community Justice.
3. Build deep relationships with Local First Nations communities by attending and engaging with them at their events, on their lands and off campus.
4. Learn more about the needs of Indigenous students and recognize Indigenous student accomplishments and contributions to community.



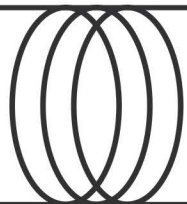
Faculty of Arts Academic Plan





c. Indigenization Formalized into Curricular and Pedagogical Processes

1. Establish an Arts Indigenization and Decolonization Working Group to gather and share information on Indigenization-focused initiatives across the Faculty of Arts.
2. Create opportunities for cross-departmental collaboration on Indigenization and decolonization initiatives in consultation with the Indigenous Studies Department.
3. Consider ways for Indigenizing and decolonizing the Faculty of Arts' curriculum processes so that they are sustainable and do not place additional demands on Indigenous faculty.
4. Review the BA Framework to consider implementing mandatory introductory courses with Indigenous and decolonial content to reinforce student capacity for intercultural understanding, empathy, and mutual respect.



Goal ʔiselə (2)

Generate a Culture of Creativity, Courage, and Care

In the wake of profound shifts in the post-secondary landscape in Canada, the Faculty of Arts is well-positioned to challenge traditional academic cultures, cultivate creativity, contend with technological and societal developments, and foster strategic risk-taking while fulfilling our responsibilities to students, colleagues, and the wider communities we serve. The following goals seek to empower faculty, staff, and students to take creative risks, engage in courageous dialogue, and build caring relationships across our varied disciplines. By embedding these values into our teaching, research, and governance, we aim to create a dynamic polytechnic learning environment where all learners are seen, supported, and inspired to thrive.



a. Teaching Innovation

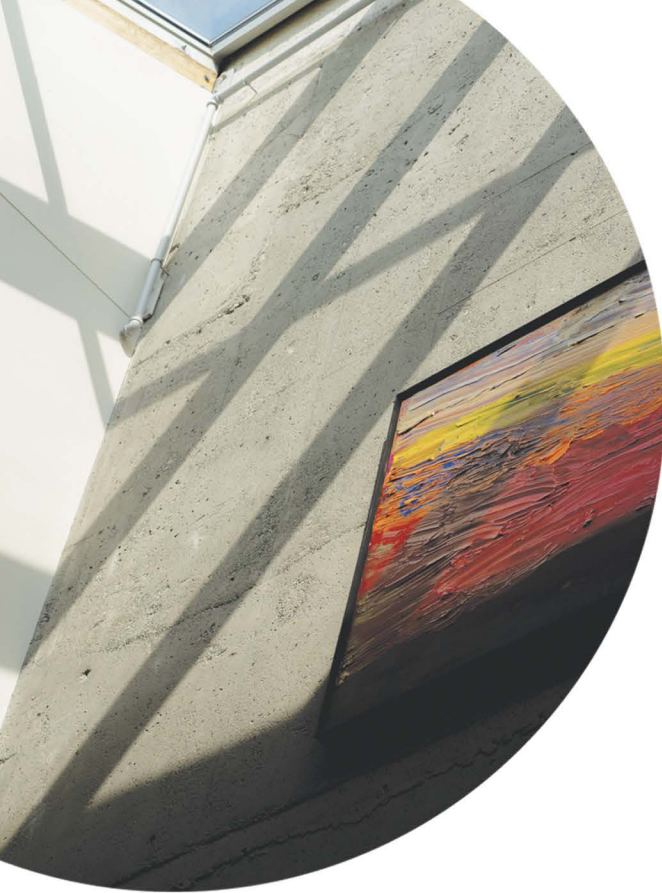
1. Encourage a wide array of creative, multimodal expressions and interactive media tools for students to demonstrate their learning, enhance participation, and uphold academic integrity (e.g. creating videos, blogs, podcasts, infographics, digital tools, portfolios, etc.).
2. Nurture imaginative pedagogies through communities of practice, and continuous professional development opportunities that support instructors who want to innovate, experiment, and reimagine their teaching and learning.
3. Refine and revise curriculum in ways attentive to diverse student pathways, lifelong learning, and changing industry demands.
4. Explore ways to incorporate Indigenous pedagogies, trauma-informed practices, and universal design for learning (UDL) into teaching to foster inclusive learning communities.



b. Including All Learners

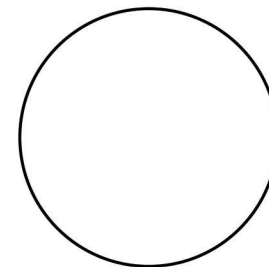
1. Welcome first-generation learners, plan with flexibility in mind for mature learners, and support new students in navigating post-secondary life inside and outside the classroom.
2. Foster on-campus culture by encouraging diverse and student-led performances, exhibitions, and projects as well as cultural and community events; and amplify our social media and online presence for the Faculty of Arts' community and beyond.
3. Model curiosity and share our research, scholarship, and creativity by cultivating learning experiences where students are inspired by the depth of faculty knowledge and the enthusiasm they bring to their disciplines.
4. Enhance accessibility by collaborating with Teaching and Learning, Accessibility Services, the Learning Centre, and other units on accommodation by utilizing new technological platforms and facilitating accessible pedagogy.





c. Accountability to Each Other

1. Strive for balance and equitable service commitments that leverage individual and departmental strengths (e.g. CRIM's Collegial Commitment Coordinator).
2. Encourage departments, units, and teams to explore efficient and effective strategies for upholding community standards and accountability in ways that are sustainable.
3. Foster informal mentorship both within departments and across academic units.
4. Continue to expand traditional definitions of research to include research creation and community-engaged learning opportunities co-conducted by faculty and students, and other objectives outlined in the Arts Research Plan.



Goal fix^w (3)

Advancing Our Polytechnic Mandate

KPU is one of the few polytechnic universities in North America. The polytechnic model emphasizes hands-on, applied, experiential learning opportunities that allow students to develop diverse practical skills and competencies that prepare them to enter and succeed in their chosen career. Polytechnic education is responsive to the cutting-edge demands of industry, employers, and communities, and to the biggest societal and global challenges of our times. The Faculty of Arts will advance our polytechnic mandate by strengthening and developing applied, real-world learning opportunities throughout our programs and disciplines.



a. Real-World Connections within the Classroom

1. Host interdisciplinary speaker series, colloquia, and student-led conferences that focus on current and emerging issues in Arts-related fields, such as Sustainable Development Goals.
2. Advocate for streamlined administrative processes, including ways to welcome guests from communities for whom formal honoraria processes may pose barriers (e.g. Indigenous speakers, unhoused community members, correctional centre residents, recent immigrants).
3. Develop and implement targeted advising and mentorship programs that guide students in identifying academic goals, exploring career pathways, and transitioning successfully between credentials or into the workforce.
4. Celebrate our alumni and their career accomplishments and inspire current students about the possibilities for their own education and careers through alumni-related events, guest speaker invitations, and a Faculty of Arts Distinguished Alumni award.



b. Work-integrated and Applied Learning Opportunities

1. Review and develop our experiential learning opportunities to better align with our students' needs by curricular development of flexible and lower-year practicum and experiential learning-focused courses throughout our disciplines and programs.
2. Empower students to demonstrate the value of their work and articulate their career self-management skills through co-operative education.
3. Foster Service Learning by encouraging students and instructors to engage with Service-Learning Assistant opportunities.
4. Recognize the value of students' work and life experiences by promoting Prior Learning Assessment and Recognition (PLAR) across Faculty of Arts' disciplines.





c. Applied Research, Engaged Scholarship, and Creative Experience

1. Promote Arts Research Courses (ARTS 3991, 3992, 3993) to provide more students valuable opportunities to gain hands-on research experience working with the Faculty of Arts' many active research scholars.
2. Leverage existing platforms and courses (e.g. ArtsNet, WIL, ARTS 1100, Honours seminars) to spark creative connections and promote interdisciplinary projects.
3. Promote existing field schools (e.g. The Amazon Interdisciplinary Field School, the Fine Arts History Field School, and SOCI 4330: Global Community Service – Brazil Field School) and expand the range of field-based learning opportunities across the Faculty of Arts.
4. Develop support for faculty to design and lead successful field trips and field schools through an interdisciplinary peer network of instructors who have successfully led field trips/schools and those who seek to do so via professional development activities.



Goal xəʔaθən (4)

Sustaining Community

KPU is embedded in an ecosystem comprising place, environment, community, and culture. The Faculty of Arts has a responsibility to connect with, and respond to, the needs of this complex ecosystem through thoughtful engagement with our surroundings and careful use of resources. The UN's 17 Sustainable Development Goals and place-based education (PBE) empower students to engage deeply with the physical, cultural, social, environmental and political dimensions of "place" as a foundation for learning. PBE advances civic engagement, strengthens local connections, and transforms students into active participants and knowledge creators rooted in their surroundings. The multi-disciplinary nature of the Faculty of Arts along with its physical presence on KPU campuses and in the community affords it the opportunity to innovate in this space.



a. Place-Based Learning and Engagement

1. Cultivate civic responsibility, critical thinking, and social engagement in local communities through coursework and applied assignments that address real issues such as housing, demographic changes, transit, or climate resilience (e.g. Climate+ Challenge).
2. Enrich student learning by incorporating place-based learning outcomes that bring students into contact with local spaces (e.g., Geography students can conduct environmental field studies, map land-use changes, analyze urban planning decisions, or collaborate with local sustainability efforts such as watershed management.)
3. Encourage students to co-create knowledge with regional community members (e.g., History students can help create local oral history archives, curate community museum exhibits, or study historical events through interviewing primary sources and conducting site visits in partnership with historical societies; Languages and Culture students can connect with various communities to explore multilingualism in local settings or develop translation projects.)



b. Institutional and Environmental Sustainability

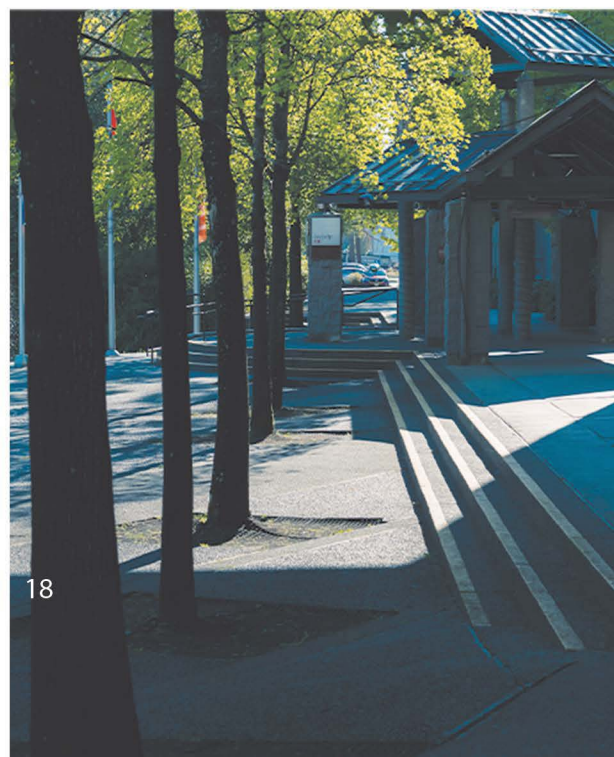
1. Strengthen institutional resilience through coordinating strategic recruitment and retention efforts and ensuring meaningful and sustainable use of our resources.
2. Grow sustainability initiatives and opportunities in the Faculty of Arts by exploring resource allocation, space use, environmental stewardship, and learning on KPU campuses.
3. Care for the Faculty of Arts as an interdisciplinary ecosystem, leveraging faculty connections and sustainable use of resources.
4. Build relationships with community partners to provide learning opportunities unique to the region and leverage local resources to create "places" for learning, such as local libraries, archives, festivals, and galleries (e.g., Creative Writing students using local libraries, archives, spoken word events to inspire them, or engage them in collaborative storytelling.)





c. Ethical Engagement with New Technologies

1. Investigate the ethical implications of Artificial Intelligence for learners, institutions, and society, with a focus on environment, economy and equity; and equip community members with the skills to critically engage with the opportunities and risks associated with AI.
2. Develop pre-emptive strategies around the intersection of Artificial Intelligence use and Academic Integrity Breach.
3. Raise awareness and promote digital literacy to encourage fact-checking, source triangulation, and awareness of algorithmic influence when assessing and evaluating online information and content.
4. Adopt a balanced and intentional approach to integrating new technologies to sustain community; support connection; and uphold ethical practices in teaching, learning, and collaboration.



Co-Dreamed by

Faculty,
Students,
Staff,
and Dean's office