



“INSPIRING EXCELLENCE”

THE FACULTY OF ARTS AND SOCIAL SCIENCES (FASS)

ACADEMIC PLAN (2019-2024)

Preamble:

Huron University College is committed to offering an elite but not elitist model of Liberal Arts Education, which will realize the leadership potential of our students while fostering in them a sense of social conscience and responsibility. The Faculty of Arts and Social Sciences, comprising as it does the majority of Huron’s departments, programs, professors, and students, has a critical role to play in the realization of this vision. FASS commits in this plan to the strategic directions that will guide it as it seeks to encourage in its students the critical-thinking, analytical, communication, and research skills that will help them to become agents for positive change in Canadian society and the global community; FASS graduates will appreciate global and local contexts; they will be well-rounded thinkers; they will approach problems with compassion; they will be equipped to engage in an interconnected, changing, and complex world.

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Part I: Decolonization, Indigenization and Responding to the Calls to Action of the Truth and Reconciliation Commission

Huron University College, as an institution of higher learning and as one affiliated with the Anglican Church, recognizes its embeddedness in the colonial past and present. Within FASS, we are committed to decolonizing our curriculum, practices, and relationships with the Indigenous peoples of Canada and particularly of southwestern Ontario, and are guided by the Calls to Action of the Truth and Reconciliation Commission in so doing. It is critical that FASS graduates understand Canada's colonial context and appreciate Indigenous perspectives and ways of knowing. FASS also recognizes the need to respect existing Treaty relationships as well as the principle that substantial consultation with Indigenous peoples is a necessary component of all initiatives of the kind outlined below.

Action items:

1. The Dean of FASS, VP Academic, will consult with local Indigenous community leaders to determine what concrete steps FASS and Huron can take to serve their communities (ongoing).
2. If desired by local Indigenous communities, FASS will establish programming designed for and in consultation with them by September 2022. This may take the form of programming offered on site in Indigenous communities.
3. Huron will appoint a paid Indigenous elder/advisor who will join the formalized TRC Working Group. We will also work towards this individual sitting on the Executive Board and having them be available for faculty consultation and the support and mentoring of Indigenous students. (2020-2021)
4. The Truth and Reconciliation (TRC) Working Group will be formalized as either a sub-committee of Academic Council or a President's Committee (2019-2020)
5. In addition to continuing to run its annual schedule of programming, the formalized Committee will conduct a self-study of spaces and practices within FASS and at Huron. This will include an overview of our curriculum meant to determine the degree to which Indigenous perspectives and ways of knowing are incorporated into our programs and courses; it will also include a review of our practices as well as our physical spaces to determine if they are consistent with the goal of fostering a welcoming environment for Indigenous peoples, including potential faculty, staff, and students. The committee will report its findings to FASS Council, Academic Council, the Vice-President, Academic, and the President as well as any other relevant stakeholders (completion by June 2021).
6. With regard to the decolonization and Indigenization of the curriculum, we will implement and realize the recommendations generated by the formalized Committee no later than June 2024.
7. The Dean of FASS, VP Academic, in conversation with the formalized committee and other stakeholders, will establish and oversee an ongoing program of education and support for faculty to facilitate the indigenization and decolonization of the curriculum and to works towards an increased awareness of the colonial context and legacy. (September 2020)

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Part II: Global Engagement

FASS' graduates must have a complex understanding of the globalized world. This includes, but is not limited to: knowledge of how global structures such as capitalism have profoundly shaped and reshaped the lives of peoples around the world, sometimes in similar and sometimes in disparate ways; an appreciation of how such global forces have had and continue to have impacts locally; an understanding of and a sensitivity to different cultural perspectives; an openness to cultural diversity; and a realization that exposure to a diversity of ideas and perspectives strengthens rather than weakens research and other projects.

With this mission in mind, FASS embraces Huron's multicultural and diverse campus. Further, FASS seeks to further global engagement in three areas. The first is that FASS will endeavor to promote "outbound mobility" by providing its students with a growing number of opportunities for experiential and international learning experiences; the second is that FASS will pursue greater "inbound mobility" by bringing more international students, and particularly those from regions presently underserved by post-secondary institutions, to Huron for learning experiences; the third is that FASS will strive for increased global engagement in the curriculum, both by ensuring that a diversity of cultural perspectives are represented in course syllabi and by teaching our students about global structures of power as discussed above. The increasingly mobile student body will also pay dividends in FASS classrooms: the presence of a growing number of Huron students returning from international learning experiences as well as an increasing population of "inbound" students will facilitate discussions and consideration of the global context.

Action items:

1. Every FASS student will graduate having had the opportunity to participate in at least one international learning experience within their program of study. Huron will strive to make these experiences as genuinely accessible as possible for all its students. This may be included as part of the Common Intellectual Experience. (September 2024)
2. The Global Engagement Committee will develop a statement of principle on the value of student exchanges to be adopted by FASS. (September 2020)
3. The Global Engagement Committee will oversee a review of existing exchanges and make recommendations to FASS regarding the criteria by which exchanges' value should be judged and on the continuation or cancellation of existing exchanges. This review shall also identify clearer processes and criteria by which future exchanges should be developed and prioritized. (2019-2021)
4. FASS will develop and support a greater diversity of international learning experiences, including course-based experiences of a variety of kinds. (Sept. 2024)
5. FASS will increase the number of international students coming to Huron on exchanges or for other forms of international experiences, targeting those regions presently underserved by post-secondary institutions. (September 2024)
6. FASS and Huron University College will work continually towards supporting international students and ensuring their seamless integration into the community. (ongoing)
7. Every FASS student will graduate having taken at least one course within their program of study that situates its material in a global context. This may be included as part of the Common Intellectual Experience. (September 2024)
8. The Global Engagement Committee will undertake, in collaboration with the Coordinator, Teaching and Research, a review of the curriculum, designed to ascertain the degree to which a diversity of cultural perspectives is included on syllabi, and whether or not programs are presently offering courses that situate their material in a global context. It will present its findings

to FASS in fall 2021 with the goal of helping programs meet the commitment made in point #6 above. (2019-2021)

9. Library and Learning Services will continue to evolve and expand its services in response to the distinct learning (i.e., communication, research, and writing) needs of Huron's increasingly diverse and international student body.

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Part III: Interdisciplinarity

Huron University College and FASS have a vibrant culture of interdisciplinarity, including outstanding interdisciplinary modules such as East Asia Studies, the modular offerings in the Centre for Global Studies, Government, Leadership, and Ethics, and Scholar's Electives. This interdisciplinarity is consonant with the elite but not elitist Liberal Arts education that FASS graduates receive, and facilitates the mission of fashioning graduates with social consciences prepared to assume leadership roles. FASS recognizes the value that interdisciplinarity brings to our students, training them to see the world through a plurality of lenses; likewise, interdisciplinarity benefits our faculty, whose research and teaching it strengthens. FASS is committed to continuing to foster a climate in which interdisciplinarity, including new program initiatives, can thrive.

Action items:

1. FASS will establish the interdisciplinary minor and major in Global Great Books, to be housed within the English and Cultural Studies Department. (2019)
2. FASS will explore the possibility of an interdisciplinary minor in Environmental Stewardship, with a unique Humanities and Social Sciences focus, to be housed, potentially, within the Governance, Leadership, and Ethics program. (September 2021)
3. FASS will explore the possibility of an interdisciplinary minor in Performance, to include many different forms of performance, and to be housed, potentially, within the English and Cultural Studies Department. (September 2021)
4. The Teaching and Learning Committee will conduct, in conversation with the appropriate stakeholders in the Huron administration, a feasibility study into the idea of an “outdoor classroom,” with a report and recommendation to be made to FASS Council by January 2022.
5. FASS curricula will make more intentional use of Huron's beautiful natural setting and will support initiatives to make the campus more accessible and more integral to our academic mission. This may be included as part of the Common Intellectual Experience. (September 2024)

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Part IV: Common Intellectual Experience

Huron University College offers its students a distinctive Liberal Arts education within an intimate setting. As such, Huron is the ideal environment in which to establish a Common Intellectual Experience. Such an experience would be unique to Huron and its graduates. A shared intellectual project of this kind offers many advantages, including that: it will facilitate the realization of strategic goals, such as ensuring students have learned about Indigenous ways of knowing; it will encourage a breadth of knowledge among our graduates alongside the depth of knowledge they acquire through their more specialized programs of study; it will foster community across programmatic and disciplinary boundaries; it will help to create a cohort experience for students; and it will help to engineer a more vibrant and critically engaged campus.

A Common Intellectual Experience can take many forms. These include options ranging from a core curriculum, complete with required introductory and capstone course, to a commitment that every Huron student will have common intellectual content and experiences within their programs of study. It can include curricular, co-curricular, and extra-curricular elements. It may also build upon existing strengths at Huron such as the Huron1Read program.

Deciding upon the best model for Huron and for FASS will pose many complex questions. As such, this Academic Plan does not propose the form the Common Intellectual Experience will take, but rather commits to a process to lead us to the establishment of such an experience.

Action items and commitments:

1. FASS will develop a Common Intellectual Experience. This will incorporate students within all of FASS's programs and Theology will be invited to participate.
2. The Common Intellectual Experience shall include commitments to introduce our students to Indigenous ways of knowing, interdisciplinarity, research-based learning, and considerations of global context.
3. The Common Intellectual Experience may include: an international learning experience and intentional use of Huron's natural environment and campus.
4. The Common Intellectual Experience shall include a commitment to integrate Information Literacy Learning Outcomes (ILLOs) in its design in order to ensure that all students are equipped with the knowledge capacities and critical dispositions required both to understand and to use information, data, and scholarship responsibly and ethically.
5. a) FASS will form the Ad-Hoc Committee for the Development of a Common Intellectual Experience. (Fall 2019) b) The committee will be empowered to conduct research into the forms that a Common Intellectual Experience might take while considering the constraints within which Huron and FASS must operate. c) The committee will be tasked with making a recommendation to FASS on the form of the Common Intellectual Experience by January 2021. d) The Committee shall be Chaired by the Dean of FASS, VP Academic. Membership of the committee is subject to revision, but shall include diverse FASS faculty representation of no fewer than five elected members, no two of whom shall be from the same department; elected student representation of two members who shall not be from the same program of study; the Coordinator of Teaching and Research; a representative from Library and Learning Services; and, by invitation, a representative from Theology who may be the Dean. e) The Committee shall consult with the Teaching and Learning Committee and the Global Engagement Committee e) Upon issuance of its recommendations to FASS, the committee will oversee the realization of the Common Intellectual Experience. f) Once the Common Intellectual Experience has been implemented, the committee's work will be done and it shall cease to function.

6. Once the Ad-Hoc Committee for the Development of a Common Intellectual Experience has ceased its activities, a permanent smaller Steering Committee for the Common Intellectual Experience shall be formed to ensure the ongoing rigour and success of the Common Intellectual Experience. The exact membership of this committee shall be determined at a future date. (summer 2022 or summer 2023)
7. The Common Intellectual Experience will be in place no later than September 2023.

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Part V: A Culture of Engagement

Offering as it does an outstanding education in the Humanities and Social Sciences in the intimate environment of a Liberal Arts college, Huron University College is uniquely positioned to expand upon its vibrant and meaningful culture of student engagement. Many of the elements for this expansion are already in place, including: an abundance of on-campus extra-curricular but intellectually rigorous events; a concentration of co-curricular events and activities, including those offered by the Centre for Undergraduate Research Learning; a rapidly expanding range of volunteer opportunities, which encourage students to contribute to their communities; a supportive and caring community of students, staff, and faculty; a vibrant culture of student governance; and a culture of service to the institution and their students among the faculty and staff.

FASS affirms the central importance to its mission of, and commits to continually working towards, a meaningful culture of intellectual, social, cultural, and scholarly engagement.

Action items:

1. FASS, through the Dean's Office, the Registrar's Office, and the Educational Policy Committee, will explore the possibility of leaving a set period of the week free of teaching in order to hold community-wide events. (Sept. 2020-2024)
2. FASS will support all well-conceived student, staff, and faculty initiatives designed to foster student engagement (ongoing).
3. FASS will support all well-conceived student, staff, and faculty initiatives designed to foster a culture of inclusivity at Huron University College.
4. Huron University College will create an award recognizing outstanding faculty service to the institution. (2020)

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Part V: a) Class Sizes

A key advantage Huron University College offers its students is its small, intimate environment, in which students get to know their professors, the staff, and each other in vibrant classroom settings as well as at co and extra-curricular activities. It is in such an environment that FASS can cultivate each individual student's intellect and help them to reach their full potential. Accordingly, a commitment, in tandem with the goal of the Strategic Plan to have 80% of our classes taught by full-time professors by Fall 2022, to reduce class sizes yet further will benefit our students and help to distinguish Huron from its competitor institutions.

Action items:

1. Reduce first-year class sizes to a maximum of 60 by September 2024.¹
2. Reduce second-year class sizes to a maximum of 40 by September 2024.
3. Reduce third-year class sizes to a maximum of 30 by September 2024.
4. Reduce fourth-year class sizes to a maximum of 20 by September 2024.
5. Complete construction of a new building bringing seven new classrooms online. (September 2020)

b) Faculty Renewal

Particularly in the intimate Liberal Arts College environment of Huron University College, it is essential to have a critical mass of highly engaged, outstanding full-time faculty. This is why "Called to Lead" commits to 80% of our classes being taught by full-time professors by Fall 2022. Adding faculty and teaching resources will also help Huron to meet its goal of decreasing class sizes. Accordingly, FASS commits to making faculty renewal a key priority.

New faculty appointments shall cohere, to the degree possible, with the priorities of this plan, including Indigenization, Interdisciplinarity, Internationalization, Experiential Learning, the commitment to research, and the culture of engagement.

1. Enrolments and revenues allowing, add three net new tenure-stream positions for July 2020.
2. Enrolments and revenues allowing, add a further three net new tenure-stream positions for July 2021.
3. Enrolments and revenues allowing, continue to add tenure-stream positions as required and appropriate based on student demand and programs' need. (ongoing)
4. Convert clusters of per course contracts to program sessional positions. (ongoing)
5. Enrolments and revenues allowing, replace retiring tenure-stream faculty with new tenure-stream hires. (ongoing)

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¹ With all of these targets, allowances may be made in conversation with the Dean for alternative modes of course delivery, such as team taught lecture sections, so long as these include substantial classroom time in meetings of smaller groups.

Part VI: Experiential Learning

The benefits of experiential learning are many. Through experiential learning students see the practical applicability of their Liberal Arts educations as they learn the class materials; they contribute meaningfully to society by offering their talent and burgeoning expertise to community partners; they develop an appreciation of the complexity of effecting change in different social, business, and political settings; they see the benefits of an interdisciplinary approach to problem-solving; they contribute to knowledge through the pursuit of original research; they develop analytical, critical-thinking, research, and communications skills; and they accrue learning experiences whose benefits are easily communicable to potential employers.

Huron University College and FASS are leaders in experiential learning, which takes many forms at the institution. Our students benefit from opportunities to participate in course-based experiential learning, ranging from trips abroad to problem-based community-engaged learning projects; they enjoy the intensive focus in FASS on hands-on research-based learning inside our classrooms and outside them through the Centre for Undergraduate Research Learning (CURL); they have unprecedented access to opportunities for research collaboration with faculty members; and they have a rapidly expanding array of options for unique Humanities and Social-Sciences oriented curricular and extra-curricular internships.

Building from this advantageous position, FASS will strive in the next five years to improve further the experiential opportunities for our students. Students will benefit from an evermore intentional and systematic approach to experiential learning within the faculty to ensure a thoughtful and purposeful distribution of opportunities and resources.

Action items (categorized):

Category 1: Supporting Experiential Learning

1. Huron University College will increase the financial support for experiential learning within FASS. (ongoing)
2. FASS will systematize the distribution of experiential learning resources and structure the process of application and distribution so as to support and encourage all programs and departments to embed this type of pedagogy within their curricula. (2019-20)
3. The Experiential Learning Committee (of Academic Council) will define and articulate a vision for experiential learning in its many forms at Huron University College and within FASS. (spring 2020)
4. FASS will appoint a Coordinator of Teaching and Learning who will support experiential learning initiatives (among other tasks). (2020)
5. Huron University College will fund, support, and participate in the CityStudio initiative. (September 2019)
6. FASS will provide regular, ongoing training to faculty on implementing experiential learning in their classes. (September 2020)

Category 2: Experiential Learning Goals

1. FASS will commit to every Huron student having the opportunity to have at least one course-based experiential learning experience within their program of study before graduation. (September 2022)
2. Every FASS student will have internship opportunities in the community. (September 2021)
3. When applicable, every FASS student will receive preparation for responsible and fully-informed engagement in the community before they participate in experiential learning opportunities. The

form this takes will be determined by the Academic Council, which shall receive recommendations from the Experiential Learning Committee. (September 2021) The Committee, in its deliberations, shall consult stakeholders, including faculty, students, and the Office of Community Partnerships.

4. FASS shall encourage the interconnection of experiential learning and faculty research.

Category 3: Research-Based Learning

1. The Centre for Undergraduate Research Learning Steering Committee shall develop a definition of research-based learning. They shall also develop a statement of the benefits of research-based learning to be endorsed and adopted by FASS and Academic Council. (January 2020)
2. Every student in FASS will have at least one research-based learning experience within their program of study. (Fall 2020)
3. The Centre for Undergraduate Research Learning (CURL) will continue to receive strong, stable support. (ongoing)
4. CURL shall seek to develop multiple entry points and opportunities for engagement for students of diverse backgrounds. (Fall 2022)
5. CURL shall seek to attract and involve students underserved disciplines and programs more consistently. (Fall 2020)
6. CURL shall explore curricular options including the possibility of a CURL course as well as for credit CURL projects, potentially in alignment with the Scholar's Electives Program. (Fall 2021)
7. *Liberated Arts* shall continue to receive strong, stable support, to provide a venue for the publication of original undergraduate student research.

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Part VII: Research

Research is a vital part of the culture and mission of FASS and Huron University College. Faculty research informs teaching, can involve student collaboration, and makes critical social and intellectual contributions to knowledge. The research culture at Huron frequently promotes opportunities for faculty-student collaborations and research-based learning through the Centre for Undergraduate Research Learning and other mechanisms and practices. While some faculty research lends itself well to direct student research collaborations, other research yields results more directed to the external community including the community of scholars. FASS is and will remain firm in its commitment to the principles of Academic Freedom and will support all forms of faculty research as covered by the Huron University College Policy on Academic Freedom.

Huron University College is a leader in research-production. Our faculty and students consistently outperform those at comparable Liberal Arts institutions in the publication and dissemination of original research. Such productivity is exemplary and marks the institution as both fulfilling its mission of contributing to the broader society and offering an elite education. FASS is accordingly committed to continuing to support research activity. Research is at the heart of what Huron University College and FASS do.

Action items:

1. Huron University College will appoint a Coordinator of Research and Innovation (2020), to offer further support for faculty and student research.
2. Huron University College will establish a Research Support Office, to be led by the Coordinator of Research and Innovation. (2020)
3. FASS will continue to build a supportive research culture at Huron through the website, communications, and celebratory events. (ongoing)
4. The Coordinator of Research and Innovation and the Coordinator of Teaching and Learning, as well as the Teaching and Learning Librarian, shall continually provide educational and training opportunities to support FASS researchers in their craft.
5. Huron University College will establish an annual award to recognize outstanding faculty research. (2020)
6. FASS and Huron University College shall continue to promote Faculty-Student research collaboration through the sponsorship and continued support of CURL. (ongoing)
7. The FASS Research Committee as well as the Research Ethics Board will identify policy gaps as mandated by TriCouncil and draft policy to fill those gaps for FASS' and Academic Council's consideration; ensure alignment of policies between FASS, Theology, and Academic Council; establish formal channels of communication and accountability between committees whose mandate covers research in some way; continue to help to promote a vibrant culture of faculty and student research. (ongoing)

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Part VIII: Equity and Diversity

Huron University College and FASS strive to be inclusive and equitable. Our student population, our staff, and our faculty should be representative of diversity; systemic obstacles to the ongoing success of equity-seeking groups must be identified and removed.

Action items:

1. The President's Equity and Diversity Committee, in conversation when applicable with the Director, Human Resources, shall review Huron and FASS' practices and policies to identify systemic obstacles to equity seeking groups. The Committee shall then recommend changes in policy and practices to the applicable units whether they be academic or non-academic. (2019-2021) With regard to surveying the landscape for Indigenous peoples, the Equity and Diversity Committee shall draw upon the research conducted by the formalized TRC Working Group (see Part I).
2. FASS will achieve gender parity in its student population and ensure that rates of graduation and success are equitable between male and female-identifying students. The Dean and Registrar, in conversation with the Office of Admissions, shall be responsible for making recommendations and reporting on this critical objective to FASS. (ongoing, goal to be achieved no later than 2024)
3. The Dean's Office, in conversation with Human Resources, the Equity and Diversity Committee, and the Promotion and Tenure Committee (PATC), shall compare rates of pay and promotion through the ranks for equity-seeking groups within the faculty. The Dean shall report this study's findings to FASS as well as to Human Resources and make recommendations where applicable to address any systemic inequities uncovered. PATC will make specific recommendations, with this data in mind, surrounding the use of teaching evaluations for the consideration of tenure and promotion files if necessary. (2019-2022)
4. Huron University College shall explore the possibility of signing "Dimensions", the piloted Canadian Athena SWAN charter. (2019-2020)
5. The leaders of FASS as well as Huron University College, more broadly, shall work with the Huron University College Students' Council, to make Huron a LGBTQ2 positive environment. (ongoing)
6. FASS will facilitate, in collaboration with the Director, Community Safety, and the Associate Vice-President, Students, the implementation of an Enhanced, Assess, Acknowledge, Act, Sexual Assault Resistance Education Program for women at Huron University College. (2019-20)

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Part IX: Open Access Educational Resources

There is a growing movement in the university sector towards Open Access Educational Resources. This can include open access to publications, to research data, to course texts, and to course materials. Open Access has obvious benefits for students in the form of savings as well as for the general public, who will have more unfettered access to both pedagogical materials and to original research. It can also benefit faculty members as they conduct research and prepare courses. That said, Open Access also has implications for faculty members as authors, researchers, and instructors whose intellectual property would be freely available. Taking an institutional position and framing a policy on Open Access Educational Resources therefore is fraught; equally, FASS will have to consider this matter seriously in the years ahead, and always while remaining consistent with our commitment to Academic Freedom.

Action items:

1. The Teaching and Learning Committee, in consultation with Library and Learning Services, the Research Committee, and the Global Engagement Committee, as well as with the Huron University College Students' Council, shall recommend to FASS whether the adoption of a policy on Open Access Educational Resources is advisable, and, if so, shall recommend a draft policy. (2021)

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Part X: Governance

FASS strives to have a vibrant culture of collegial governance; collegial governance is necessary to achieve the many goals outlined above as well as to ensure the continued success and vibrancy of the institution and its programs. FASS will continually review its practices and structures in pursuit of the goal of encouraging collegiality and effective deliberation and decision-making.

Action items:

1. Academic Council shall form a permanent sub-committee on Governance, which will conduct an annual review of Huron University College's committee structure and issue recommendations for possible changes to the applicable bodies and/or the President. (Fall 2019)
2. The Committee of Chairs (COC) shall assume responsibility for providing FASS faculty input into and feedback on Admissions and Recruitment. (Fall 2019) The committee shall accordingly develop mechanisms for wider faculty consultation on these matters and shall work closely with the responsible staff members.
3. Working with the applicable staff members, COC will recommend to FASS on the advisability of the adoption of a differentiated admissions process, such as an admissions essay, video, or interview. (2019-2022)
4. Management and Organizational Studies shall become a department of FASS. The Director of Management and Organizational Studies shall become the Chair of Management and Organizational Studies. (Fall 2019)
5. FASS shall consider major revisions to the governance structure at Huron University College. This includes the possibility that FASS Council will be dissolved and that Academic Council will become a council of the whole, including both FASS and Theology. Should this come to pass, it will necessitate careful consideration of how to merge the committee structures of Academic Council, Theology, and FASS as well as reflection upon the appropriate membership of the enlarged and enlivened Academic Council. It will also require changes to the relevant legislation.

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Part XI: Codicil

1. All of the plans and commitments above are conditional upon their financial feasibility and accordingly, the President of Huron University College must approve all initiatives and particularly those requiring major financial commitments; further, all recommendations generated by the processes outlined in this plan are recommendations only and are not binding upon the institution.
2. Many of the plans and commitments above are conditional on their approval and adoption by processes of collegial governance.
3. The Academic Plan is meant to be a living and aspirational document; plans necessarily change with time; new initiatives not contained in this document may emerge and be prioritized. FASS and Huron University College require flexibility to respond nimbly to new developments and have an interest in encouraging the ongoing creativity of the Huron community, including faculty, staff, and students; the commitments outlined above do not preclude new initiatives.
4. While there are many specific commitments contained in this plan, the priorities it identifies are also intended to guide decisions around future FASS commitments and initiatives within the 2019-2024 period.

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