



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

**SENATE OF SIMON FRASER UNIVERSITY
AGENDA – OPEN SESSION**

Monday, December 1, 2025 – **6:30 pm**
Room 3210 West Mall Complex

1. Approval of the Agenda
2. Approval of the Minutes of the Open Session of October 6, 2025
3. The Minutes of the Open Session of November 3, 2025 will be considered for approval at the Senate meeting on January 5, 2026
4. Business Arising from the Minutes
5. Report of the Chair
 - i) Report of the Provost
6. Question Period*
7. Reports of Committees
 - A) Calendar Committee (CC)
 - i) Academic Dates Guidelines S.25-187
 - ii) Revision to Academic Dates – Summer 2026 and 2027 Convocation Dates S.25-188
 - iii) Academic Dates - Fall 2027 to Summer 2030 S.25-189
 - B) Senate Committee on University Priorities (SCUP)
 - i) Full Program Proposal for a Theatre and Performance Minor S.25-173
 - ii) Full Program Proposal for a Theatre and Performance Extended Minor S.25-174
 - iii) Name Change for the Centre for the Studies of Print and Media Cultures S.25-190
 - iv) Name Change for the International Cybercrime Research Centre S.25-191
 - v) Centres and Institutes Annual Reports (For Information) S.25-192
 - vi) Centres and Institutes Renewal Applications (For Information) S.25-193
 - C) Senate Committee on Undergraduate Studies (SCUS)
 - i) Program Changes (For Information) S.25-194
 - ii) New Course Proposals (For Information) S.25-195
 - iii) Course Changes (For Information) S.25-196
 - iv) WQB Approvals (For Information) S.25-197
 - D) Senate Graduate Studies Committee (SGSC)
 - i) Program Changes (For Information) S.25-198

ii)	Course Changes (For Information)	S.25-199
iii)	Course Deletions (For Information)	S.25-200
E)	Senate Library Committee (SLC)	
i)	Annual Report 2024/2025 (For Information)	S.25-201
F)	Senate Nominating Committee (SNC)	
i)	Senate Committee Elections (For Information)	S.25-202
8.	Other Business	
i)	Process Revision for Full Program Proposals Approvals (For Information)	S.25-203
9.	Information	
i)	Date of the next regular meeting - Monday, January 5, 2026	

Agenda items and papers for the January meeting will be required by the Secretary at noon on Thursday, December 11, 2025. Submissions may be emailed to senate@sfu.ca. These items will be considered by the Senate Committee on Agenda and Rules on Tuesday, December 16, 2025 with Senate distribution on Friday, December 19, 2025.

The Senate agenda and papers for this meeting are available on the Senate website at <http://www.sfu.ca/senate/agenda.html>.

Detailed curriculum papers can be found on the Senate website at <https://www.sfu.ca/senate/documents.html>

Tom Nault
University Registrar and Executive Director | Student Enrolment
Secretary of Senate

*Questions should be submitted in writing to Tom Nault (email tmnault@sfu.ca) with “Senate Question” in the subject line by Wednesday, November 26th at 9:00 am.



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MEMORANDUM

ATTENTION	Senate	DATE	October 14, 2025
FROM	Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP	PAGES	1/15
RE:	Full Program Proposal for a Theatre and Performance Minor (SCUP 25-49)		

At its meeting on October 1, 2025, SCUP reviewed and approved the Full Program Proposal for a Theatre and Performance Minor.

Motion: That Senate approve and recommend to the Board of Governors the Full Program Proposal for a Theatre and Performance Minor in the School for the Contemporary Arts within the Faculty of Communication, Art and Technology.

C: James Long, Theatre and Performance Area Coordinator, School for the Contemporary Arts
Arne Eigenfeldt, Associate Dean, Academic, Faculty of Communication, Art and Technology




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MEMORANDUM

ATTENTION	Senate Committee on University Priorities	DATE	July 4, 2025
FROM	Paul Kingsbury, Vice-Chair	PAGES	1/1
	Senate Committee on Undergraduate		
RE:	Studies		
	Faculty of Communication, Art and Technology (SCUS 25-111)		

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of July 3, 2025, gives rise to the following recommendation:

Motion

That SCUP approves the Full Program Proposal for the Theatre and Performance Minor in the School for the Contemporary Arts within the Faculty of Communication, Art and Technology.

The relevant documentation for review by SCUP is attached.



**Theatre and Performance Minor
School for the Contemporary Arts**

Full Program Proposal

[May, 2025]

Faculty of Arts Communication and Technology

1. Executive Summary

A. An overview of the institution's history, mission, and academic goals:

As Canada's engaged university, Simon Fraser University is defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement. SFU was founded in 1965 with a mission to bring an interdisciplinary approach to learning, embrace bold initiatives, and engage with communities near and far. Today SFU is consistently ranked amongst Canada's top comprehensive universities and is one of the world's leading teaching and research institutions.

SCA's proposed Minor in Theatre and Performance will build on this history and develop a unique qualification that will enable students to engage in collaborative interdisciplinary discovery while pursuing another major from other schools or faculties at SFU; expand research practices in their chosen fields; and/or attain a second teachable subjects for high school teaching programs.

B. Credential to be awarded

Minor in Theatre and Performance.

C. Location

SFU Goldcorp Centre for the Arts for all courses in Theatre and Performance and Contemporary Arts.

D. Faculty offering the proposed new program:

School for Contemporary Arts, Faculty of Arts Communication and Technology.

E. Anticipated program start date

Summer 2026.

F. Anticipated completion time:

Students can complete the 30-unit Minor in six semesters through existing courses in the SCA and Theatre and Performance program. A key curriculum change in the recent re-build (2022) of the Major was removing the requirement to stay with a single cohort, allowing greater mobility and the integration of students from other areas. This flexibility also enables students to focus on their Major and rejoin the course sequence as needed.

G. Description of proposal program

Aims, goals and/or objectives

The revised Theatre and Performance program at SFU's SCA takes an expansive approach to traditional theatre-making, exploring how performance and art can reposition themselves and intersect with other academic disciplines and career trajectories. This Minor is designed to attract students from various faculties who are interested in integrating collaborative methodologies, social practice, and contemporary performance-making strategies into their own fields as tools for research, world-building, and inquiry.

Unlike conservatory or actor-training programs, we position theatre and performance in direct conversation with disciplines such as, but not limited to, sociology, anthropology, psychology, urban studies, and political science. Theatre and performance have the capacity to offer relational strategies and tools for peer collaboration and robust public engagement.

To support this interdisciplinary approach, we are fostering connections across faculties and schools through the SCA-led Institute for Performance Studies (IPS). IPS is a multidisciplinary research institute built on more than a decade of performance studies research at SFU. This interdisciplinary field uses performance theory and creation as a tool to examine a wide range of cultural expressions and social actions.

The inclusion of a Minor also matches the other areas at the School for Contemporary Arts, each of which offers at least a Minor or an Extended Minor. The Minor option also responds to current declines in enrollment in fine art Major programs. Conversations with students suggest that this decline can be attributed to a broader sense of financial instability felt by our students and their families. This concern is particularly relevant for students from the Lower Mainland and Fraser Valley, who are already struggling with the rising cost of living.

Pursuing a Major in a field that may lead to precarious employment—such as the fine arts—is a bold decision for many students and their families. By offering the Minor alongside the Major and Extended Minor, we create opportunities for students engaged in other disciplines to continue their interest in the performing arts without committing to a singular career in the field. At 30 units, the minimum required as a second teachable subject and be particularly valuable for students seeking entry into the Faculty of Education's Professional Development Program (PDP).

As will be outlined in the academic calendar and advising sessions, the Minor will allow students to sustain a collaborative, community-based practice while

developing a robust set of creative strategies that can be applied to other fields of research.

Details, Minor in Theatre and Performance

- 30 total units.
- Students will be required to complete 15 lower division units including CA 151, 152, 251, 252 and 257W.
- At the Upper Level, Minors will be required to complete 15 units, in the program's third year including CA 350, 354, 355, 356 and 357W.

See attached course list with course descriptions.

Contribution to the mandate and strategic plan of the institution:

Following the SCA's mandate to support interdisciplinary study, and in support of the SCA's larger Educational Goals, the Theatre and Performance area has overhauled its pedagogical mission to survey performance making beyond the traditional discipline of theatre. This is in large part due to a full changeover of core faculty in the area and the arrival of three new assistant professors in performance, Dr. Ryan Tacata and Erika Latta (2020); and James Long (2022), all of whom continue robust practices in contemporary performance.

As a performance program housed within an interdisciplinary art school, we've shifted our focus away from traditional 'actor-training' towards original student-led performance creation and now have a stronger emphasis on performance based creative research. While histories and practices of experimental theatre are still taught, the new curriculum supports the study and practice of contemporary performance, drawing from the interdisciplinary fields of Live Art, Social Practice, Land Based and Urban Responsive Practices and Performance Studies.

Aligning with the multiple points in SFU's strategic plan, the new curriculum aims to break barriers normally placed between what we think of "stand and deliver" theatre and the performance of community engagement, protest and actions for global change. Our more expansive and inclusive pedagogical approach is also proving to be a viable vehicle for decolonizing our studio spaces and moving beyond the traditional European text based dominated canon.

Aligning with the larger interdisciplinary and community engaged goals of SFU, students from across the larger SFU community are invited to complete a Minor in Theatre and Performance and combine those learnings with their other courses of study.

Delivery methods:

All courses will be in person.

Linkages between program outcomes and curriculum design:

The 2022 curriculum changes to the Theatre and Performance program were made to align with trends in the professional theatre and performance world. Outside of the country's largest stages, contemporary performance practice is shifting away from traditional text- or script-based acting to embrace a diverse range of research approaches and practitioners.

In today's theatre and performance landscapes, artists are increasingly expected to collaborate not only across artistic disciplines but also with entirely different fields of research. There is a growing emphasis on innovative approaches and interdisciplinary methods, including qualitative research practices. Theatre artists are no longer confined to the stage—they are now expected to engage with communities and work alongside practitioners from myriad disciplines.

This shift is partly driven by major arts funding institutions that are prioritizing community engagement, decolonization, and diverse voices beyond the classical canon. It also reflects a new generation of artists moving away from traditional theatrical models.

Theatre and performance remain inherently expansive art forms. This Minor aims to provide access to practitioners from all backgrounds, including those outside the conventional definition of “arts,” to contribute to and expand performance-making processes and then, reciprocally, expand their own work in other fields.

By opening prerequisites and moving beyond the limits of traditional acting training, we have already welcomed students from diverse fields such as Sociology, Communications, and Economics into our studio classes. Just as their new lines of inquiry and approaches to performance-making have enriched the work of our Majors, we anticipate that the exposure to methodologies and critical discourses typically reserved for contemporary art courses have elevated their own subjects of study.

Level of support and recognition:

As per SFU's transfer credit procedures, students may transfer from BC colleges or universities to enroll in the Minor program.

Distinctive characteristics:

With its focus on a more contemporary definition of performance and creation methods, the SCA's Theatre and Performance program is unique in the region and

maybe, with the exception of some aspects of the York (Toronto) curriculum which has a more academic approach to creation, the country.

Regionally:

- UBC's Minor in Theatre is a lecture-based program that focuses on the history and theories of traditional theatre, rather than a studio-based program focusing on contemporary performance as above.
- Langara's Studio 58 Theatre Arts diploma program is a 3-year actor training program with a focus on developing actors for film and TV.
- Capilano University's performer training program offers diplomas (not degrees) in Acting for Film and Stage, as well as in Musical Theatre.
- The University of Victoria Theatre Minor is only 15 units and, like UBC, traditional in focus. Each class is 1.5 units with the majority focusing on the historical and theoretical aspects of theatre.

SFU's Theatre and Performance degrees are unique in how they seek to expand how performance might integrate and elevate other fields of research, practice and study.

Enrolment plan for the length of the program:

Unlike the Theatre and Performance Major, applicants will not be expected to audition. Students may declare a Theatre and Performance Minor path after completing CA 151 and 152 and achieving a minimum 2.5 CGPA in Contemporary Arts and a 2.0 overall CGPA. These GPA requirements are consistent with other areas at the SCA and supported by the lifting of the audition requirement to enter CA 151 for the Fall 2025 semester.

Student evaluation

Graded courses.

Current TandP Faculty members

Dr Ryan Tacata - 75-100% depending on grad class teaching.

Area of research: Performance Making, Performance Studies, Devised Theatre, and Social Practice.

Erika Latta - 100%.

Area of research: Acting, Directing, Interdisciplinary Performance, Devised Theater, Movement for Performers, Film, Viewpoints, Suzuki Method of Acting, and site-responsive work.

James Long 100%.

Area of research: Performance Creation, Text for Performance, Community Engaged and Urban Responsive Practice, and Methods of Collaboration.

Contact information:

James Long
Theatre and Performance Area Coordinator
Assistant Professor, School for the Contemporary Arts
james_long@sfu.ca

2. CURRICULUM/PROGRAM CONTENT

2.1. Program structure

Students must complete a minimum of 30 units, including 15 units from the core lower-level courses in Theatre and Performance and another 15 units in the third year of the program. CA 252 or CA 257 are the necessary prerequisites for all listed upper-level courses.

Students will complete:

LOWER DIVISION REQUIREMENTS

Students complete a minimum of 15 CA units, including all of:

- CA 151 - Live Acts I (3)
- CA 152 - Live Acts II (3)
- CA 251 - Live Acts III (3)
- CA 252 - Live Acts IV (3)
- CA 257W - Context I (3)

UPPER DIVISION REQUIREMENTS

Students complete a minimum of 15 CA units, including all of:

- CA 350 - Performance as Research I (3)
- CA 354 - Social I (3)
- CA 355 - Social II (3)
- CA 356 - Environments II (3)
- CA 357W - Context II (3)

2.2 Courses

LOWER DIVISION REQUIREMENTS

Students complete 15 Theatre and Performance 100 and 200 level units.

CA 151 - Live Acts I (3)

The first of four performance studio courses in the Live Acts cluster. A practical introduction to the foundations of live performance making from a variety of perspectives. With a rotating topic each term, students develop the foundational skills for creating original, contemporary live art.

CA 152 - Live Acts II (3)

The second of four performance studio courses in the Live Acts cluster. A continued exploration of the foundations of live performance making from a variety of perspectives. With rotating topics each term, students develop the foundational skills for creating original, contemporary live art. Prerequisite: CA 151.

CA 251 - Live Acts III (3)

The third of four performance studio courses in the Live Acts cluster. A continued exploration of the foundations of live performance making from a variety of perspectives. With rotating topics each term, students develop the foundational skills for creating original, contemporary live art. Prerequisite: one of CA 123, 131, 146, 152, 161, or 171.

CA 252 - Live Acts IV (3)

The fourth of four performance studio courses in the Live Acts cluster. A continued exploration of the foundations of live performance making from a variety of perspectives. With rotating topics, students develop the foundational skills for creating original, contemporary live art. Prerequisite: one of CA 123, 131, 146, 161, 171, or 251.

CA 257W (3)

The first of two courses in the Context cluster. With a grounding in performance studies, this course explores histories and theories of the avant-garde, live art, and theatre. With a rotating topic each term, students develop the foundational skills for analyzing, researching, and writing about contemporary performance. Writing/Breadth-Humanities.

UPPER DIVISION REQUIREMENTS

Students complete the 15 Theatre and Performance 300 Level units.

CA 350 - Performance as Research I (3)

The first of two courses dedicated to the development of a new work of performance led by a faculty member or visiting artist. Introduces themes and concepts, develops processes and materials for a presentation in the subsequent term. Integrates the techniques acquired in context and studio courses. May repeat once for credit.

Prerequisite: CA 252 and declared status in the theatre and performance major or honours, or by prior approval.

CA 354 - Social I (3)

The first of two courses in the Social Studio stream. Students will be introduced to contemporary practices, methodologies, and ethical considerations at play at the intersection of performance and social practice. Prerequisite: One of CA 221, 231, 246, 252, 261, 271, or 285.

CA 355 - Social II (3)

The second of two courses in the Social Studio stream. Building on CA 354, students will continue research and experiment with contemporary methodologies at the intersection of performance and social practice. Prerequisite: CA 354.

CA 356 - Environments II (3)

The second of two courses focused on the experiential production of space, Environments II introduces students to contemporary practices, concepts, and methods specific to creating site-specific and responsive performance. Prerequisite: One of CA 221, 231, 246, 252, 256, 261, 271, or 285.

CA 357W (3)

The second of two courses in the Context cluster. Work will include reading, writing and experiments in live performance creation. With a grounding in performance studies, this course offers a variety of frameworks and approaches to the histories and theories of the avant-garde, live art, and theatre. With a new topic each term, students develop skills for analyzing, researching, and writing about contemporary performance. Prerequisite: CA 257W. Writing/Breadth-Humanities.

3. PROGRAM RESOURCES

3.1. Target audience and enrolment plan

- A. Students from other SCA areas and other schools/faculties across SFU, interested in the creative, world-building and community connected/engaged approaches of the new Theatre and Performance curriculum.
- B. Students interested in attaining a second teachable subject for the Faculty of Education / PDP.

- C. Once established the Minor will be promoted via the Academic Advisor network, SCA social media streams and the Theatre and Performance webpage as an additional program of study to the Major.

3.2 Resources

Faculty appointments

Students will integrate into the courses as already offered so there is no need to hire any new Full-Time Faculty.

4. PROGRAM REVIEW AND ACADEMIC/ADMINISTRATIVE OVERSIGHT

The Minor will be assessed during the mandated mid-term and 7-year cycle external reviews.

Program Consultation

The program has been developed with the input from Theatre and Performance faculty and staff across the SCA.

Evidence of Student Interest

As a result of curriculum shifts in the Theatre and Performance and Production and Design Areas—and unlike any of the other programs at the SCA—Theatre and Performance has neither a Minor nor Extended Minor to offer to students. The development of both the Minor will increase the appeal of the program and available offerings as well as provide on- and off- ramps to our other programs of study.

Since re-developing the Theatre and Performance curriculum to include a more expansive approach to theatre and performance practices and opening our prerequisites to encourage more disciplines to enter our courses we have had multiple inquiries regarding Theatre and Performance Minor and Extended Minor options from students both in the SCA and SFU at large.

5. APPENDICES

5.1. Calendar entry

Theatre and Performance Minor

The theatre and performance minor is a six-semester, part-time program designed to welcome students from across SFU to develop creative and collaborative skills grounded in theatre and performance and applicable to a wide range of career trajectories. In addition to performance-making, acting, and writing, students will explore community-engaged practice; site-specific and land-based creation; and innovative methods in creative research. The 30-unit Minor also qualifies as a second teachable subject for those interested in the Faculty of Education's PDP (K-12 teacher certification) program.

Admission Requirements

Students may apply to the theatre and performance minor after completing CA 151 and 152, achieving a minimum 2.5 CGPA in contemporary arts, and a 2.0 overall CGPA. Contact the School for Contemporary Arts office for details on procedures and deadlines or visit our website.

Although the university operates on a trimester system, most CA courses are planned in a two-term (fall and spring) sequence. Students are advised to enter in the fall term (September) and should contact the school in the preceding January for program entry and requirements information.

A minimum 2.5 SCA GPA and 2.0 CGPA is required to remain in good standing in the program.

Transfer Credit and Advanced Standing

Transfer credit awarded for courses completed at other recognized post-secondary institutions does not automatically entitle students to advanced standing in the program.

About the School's Course Offerings

Students are encouraged to take advantage of interdisciplinary offerings within the school. Since many programs follow a structured sequence of courses, students

should plan carefully to maximize their study benefits. Not all courses are offered every term; some are available on a rotational basis (e.g., every third or fourth term). Advisors are available to assist in planning study programs.

Students are reminded that the school is an interdisciplinary contemporary arts department and are strongly encouraged to explore courses across various disciplines.

Special Topics Courses

The subject matter (and prerequisites) of special or selected topics courses vary by term.

Prior Approval Prerequisite

Where a prerequisite includes ‘prior approval,’ students must obtain approval before enrolling in the course. Contact the school for further information.

Program Requirements

Students may apply to the theatre and performance minor after completing CA 151 and CA 152, achieving a minimum 2.5 CGPA in Contemporary Arts, and a 2.0 overall CGPA.

Students must complete a minimum of 30 units in the theatre and performance curriculum.

Students complete the **30 units** as specified below.

LOWER DIVISION REQUIREMENTS

Students complete a minimum of 15 theatre and performance units, including all of:

CA 151 - Live Acts I (3)
CA 152 - Live Acts II (3)
CA 251 - Live Acts III (3)
CA 252 - Live Acts IV (3)
CA 257W - Context I (3)

UPPER DIVISION REQUIREMENTS

Students complete a minimum of 15 theatre and performance units including all of:

CA 350 - Performance as Research I (3)
CA 354 - Social I (3)

CA 355 - Social II (3)

CA 356 - Environments II (3)

CA 357W - Context II (3)

5.2. New Courses

No new courses are required for the minor.

5.3. Resources

No new resources will be required for this program.



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MEMORANDUM

ATTENTION	Senate	DATE	October 14, 2025
FROM	Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP	PAGES	1/18
RE:	Full Program Proposal for a Theatre and Performance Extended Minor (SCUP 25-50)		

At its meeting on October 1, 2025, SCUP reviewed and approved the Full Program Proposal for a Theatre and Performance Extended Minor.

Motion: That Senate approve and recommend to the Board of Governors the Full Program Proposal for a Theatre and Performance Extended Minor in the School for the Contemporary Arts within the Faculty of Communication, Art and Technology.

C: James Long, Theatre and Performance Area Coordinator, School for the Contemporary Arts
Arne Eigenfeldt, Associate Dean, Academic, Faculty of Communication, Art and Technology




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MEMORANDUM

ATTENTION	Senate Committee on University Priorities	DATE	July 4, 2025
FROM	Paul Kingsbury, Vice-Chair	PAGES	1/1
	Senate Committee on Undergraduate		
RE:	Studies		
	Faculty of Communication, Art and Technology (SCUS 25-112)		

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of July 3, 2025, gives rise to the following recommendation:

Motion

That SCUP approves the Full Program Proposal for the Theatre and Performance Extended Minor in the School for Contemporary Arts within the Faculty of Communication, Art and Technology.

The relevant documentation for review by SCUP is attached.



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Theatre and Performance Extended Minor School for the Contemporary Arts

Full Program Proposal

[April 2025]

Faculty of Arts Communication and Technology

1. EXECUTIVE SUMMARY

A. An overview of the institution's history, mission, and academic goals:

As Canada's engaged university, Simon Fraser University is defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement. SFU was founded in 1965 with a mission to bring an interdisciplinary approach to learning, embrace bold initiatives, and engage with communities near and far. Today SFU is consistently ranked amongst Canada's top comprehensive universities and is one of the world's leading teaching and research institutions.

SCA's proposed Extended Minor in Theatre and Performance will build on this history and develop a unique qualification that will enable students to engage in interdisciplinary discovery while developing competencies that enable them to prepare for post-university life.

The proposed Extended Minor aims to support SFU's vision and mission by offering students opportunities to earn a credential for their study of theatre and performance, preparing them for life as creative entrepreneurs, self-employed artists, and teachers in BC's school system.

B. Credential to be awarded

Extended Minor in Theatre and Performance.

C. Location

SFU Goldcorp Centre for the Arts for all courses in Theatre and Performance and Contemporary Arts.

D. Faculty offering the proposed new program:

School for Contemporary Arts, Faculty of Arts Communication and Technology.

E. Anticipated program start date

Summer 2026.

F. Anticipated completion time:

Students can complete the 59-unit Extended Minor in six semesters through existing courses in the SCA and Theatre and Performance program. A key curriculum change in

Full Proposal: Theatre & Performance Extended Minor

the recent re-build (2022) of the Major was removing the requirement to stay with a single cohort, allowing greater integration of students from other areas. This flexibility also enables students to focus on another major or minor and rejoin their course sequence as needed.

G. Description of proposal program

Aims, goals and/or objectives

Historically, the Bachelor of Fine Arts in Theatre consisted of two separate streams: Theatre (Performance Stream) focused on the development of the theatre artist, while Theatre (Production and Design Stream) focused on production and design aspects of theatre. The Theatre Extended Minor was focused on technical, design, and administrative aspects of theatre, primarily using courses from the Production and Design Stream.

In 2023, the Theatre BFA degree was renamed and restructured into a Theatre and Performance degree. Production and Design also began developing its own new curriculum and was SFU senate approved in April 2025. Part of this new curriculum involves changing the name of the existing Theatre Extended Minor to a Production and Design Extended Minor. Creating an Extended Minor specific to Theatre and Performance will fill a gap left by this shift.

The new Theatre and Performance program takes a more expansive approach, exploring how performance and art intersect with social and political issues. The curriculum welcomes students from other faculties, including Sociology (through *Social Stream* courses CA 354 and CA 355) and Urban Studies and Geography (through *Environments* courses CA 256 and CA 356), to examine performance as a tool for world-building and wider inquiry. The program is building networks with multiple faculties and schools via the shared membership of the SCA led Institute for Performance Studies (IPS). IPS is a multidisciplinary research institute that builds on more than a decade of consistent research inquiry at SFU in performance studies, an interdisciplinary field of academic inquiry that uses performance as a lens to examine a range of cultural expressions and social actions.

By establishing a suite of three pathways within the Theatre and Performance program—the Major, the Minor, and the Extended Minor—we provide multiple entry points into our new curriculum. This structure aligns the Theatre and Performance program with other areas at the School for Contemporary Arts, each of which offers at least a Minor or an Extended Minor.

Additionally, this approach responds to the current decline in enrollment in fine arts programs. Conversations with students and anecdotal evidence suggest that this decline can be attributed to a broader sense of financial instability felt by our students and their

families. This concern is particularly relevant for students from the Lower Mainland and Fraser Valley, who are already struggling with the rising cost of living.

Pursuing a Major in a field that may lead to precarious employment—such as the fine arts—is a bold decision for many students and their families. By offering an Extended Minor alongside the Major, we create opportunities for students engaged in other disciplines to continue an in-depth engagement with the performing arts without committing to a singular career in the field. The Extended Minor will be particularly valuable for students seeking a second teachable subject for entry into the Faculty of Education’s Professional Development Program (PDP).

As will be outlined in the academic calendar and advising sessions, the Minor and Extended Minor in Theatre and Performance will allow students to sustain a collaborative, community-based practice while developing a robust set of creative strategies that can be applied to other fields of research.

Details, Extended Minor in Theatre and Performance

- 59 total units.
- Students will replicate the same 44-unit lower division course load as those in the Major.
- Lower-Level courses include the three core SCA courses of CA 149 - Sound (3); CA 186 - Art and the Moving Image (3); and CA 285 - Interdisciplinary Studio - Composition/Collaboration (3).
- Extended Minors will be required to complete 15 Upper-Level units, including all the 300 level units of the Major plus 3 units chosen from the Production and Design Stream.

See attached course list with course descriptions.

Contribution to the mandate and strategic plan of the institution:

Following the SCA’s mandate to support the interdisciplinary study and practice of contemporary art, and in support of our school’s larger Educational Goals, the Theatre and Performance area has overhauled its pedagogical mission to survey performance making beyond traditional approaches in theatre. This is in large part due to a full changeover of core faculty in the area and the arrival of three new assistant professors in performance: Dr. Ryan Tacata and Erika Latta (2020); and James Long (2022), all of whom maintain robust professional practices.

As a performance program housed within an interdisciplinary art school, we’ve shifted our focus away from ‘actor-training’ towards original student-led performance creation and now have a stronger emphasis on performance based creative research. While histories and practices of experimental theatre are still taught, the new curriculum

supports the study and practice of contemporary performance—drawing from the interdisciplinary fields of Live Art, Social Practice, and Performance Studies.

Aligning with the multiple points in SFU’s strategic plan, the new curriculum aims to break barriers normally placed between what we think of “stand and deliver” theatre and the performance of community engagement, protest, and actions for global change. Our more expansive and inclusive pedagogical approach is also proving to be a viable vehicle for decolonizing our studio spaces including connecting directly with the land-based and urban responsive curriculums covered in CA 356 Environments II. Students from across the larger SFU community will be able to complete an Extended Minor in Theatre and Performance and combine those learnings with their other courses of study.

Delivery methods:

With the exception of CA149 (online), all courses will be in person.

Linkages between program outcomes and curriculum design:

The goal of the curriculum changes made to the Theatre and Performance program was to reflect the same trends in the professional theatre and performance worlds. Except for the country's largest stages, contemporary professional performance practice is moving away from traditional modes of text or script based acting to include a new diversity of research approaches, practitioners, life experiences and ultimately, audiences. This shift is in part to the shifts at our major arts funding institutions who have begun prioritizing community engagement, decolonization and voices other than those found in the classical canon. By opening up the program beyond the traditional four-year cohort system students will be exposed to new perspectives and approaches to making work.

Level of support and recognition:

As per SFU’s transfer credit procedures, students may transfer from BC colleges or universities to enroll in the Extended Minor program.

Distinctive characteristics:

With its focus on a more contemporary definition of performance and creation methods, the SCA’s Theatre and Performance program is unique in the region and maybe, except for some aspects of the York curriculum which has a more academic approach to creation, the country.

Regionally:

- UBC’s Minor in Theatre is a lecture-based program that focuses on the history and theories of traditional theatre, rather than a studio-based program focusing on contemporary performance as above.
- Langara’s Studio 58 Theatre Arts diploma program is a 3-year actor training program with a focus on developing actors for film and TV.

- Capilano University's performer training program offers diplomas (not degrees) in Acting for Film and Stage, as well as in Musical Theatre.
- The University of Victoria Theatre Minor is only 15 units and, like UBC, traditional in focus. Each class is 1.5 units with the majority focusing on the historical and theoretical aspects of theatre.

SFU's Theatre and Performance degrees are unique in how it seeks to expand how performance might integrate and elevate other fields of research, practice and study.

Enrolment plan for the length of the program:

Unlike the Theatre and Performance major, applicants will not be expected to audition. Students may declare a Theatre and Performance Extended Minor path after completing CA 151 and 152 and achieving a minimum 2.5 CGPA in Contemporary Arts and a 2.0 overall CGPA. These GPA requirements are consistent with other areas at the SCA and supported by the lifting of the audition requirement to enter CA 151 for the Fall 2025 semester.

Student evaluation

Graded courses.

Current Theatre and Performance Faculty

Dr Ryan Tacata - 75-100% depending on graduate course teaching.

Area of research: Performance Making, Performance Studies, Devised Theatre, and Social Practice.

Erika Latta - 100%.

Area of research: Acting, Directing, Interdisciplinary Performance, Devised Theater, Movement for Performers, Film, Viewpoints, Suzuki Method of Acting, and site-responsive work.

James Long 100%.

Area of research: Performance Creation, Text for Performance, Community Engaged and Urban Responsive Practice, and Methods of Collaboration.

Contact information:

James Long

Theatre and Performance Area Coordinator

Assistant Professor, School for the Contemporary Arts

james_long@sfu.ca

2. CURRICULUM/PROGRAM CONTENT

2.1. Program structure

Students must complete a minimum of 59 units, including core course in years 1-3 in Theatre and Performance and elective courses outside Extended Major.

Students who wish to complete upper-division courses must ensure they have the prerequisites and should be aware that some courses may have limited enrolments.

In addition to all of the Theatre and Performance courses in years one through three (excepting CA 357), the program structure will require students to take the three core SCA studio courses (9 units); a new core school wide studio course, CA 185; at least two lower-level courses from Production and Design for an additional six (6) units; an additional elective from outside the Theatre and Performance area; and one upper-level course (3 units) in Production and Design Stream that continues the Production and Design area of interest. As with the Major, the lower-level courses have accumulating prerequisites, while the upper-level courses have minimum unit counts or the connected lower-level Theatre and Performance or Production and Design courses as prerequisites.

Students will complete:

LOWER DIVISION REQUIREMENTS (identical to Major)

Students complete a minimum of 44 CA units, including

Three core courses below

CA 149 - Sound (3)

CA 186 - Art and the Moving Image (3)

CA 285 - Interdisciplinary Studio - Composition/Collaboration (3)

plus one additional CA course outside the major - the area strongly recommends CA 217.

and all of:

CA 151 - Live Acts I (3)

CA 152 - Live Acts II (3)

CA 185 - Interdisciplinary Studio - Technical Foundations (3)

CA 251 - Live Acts III (3)

CA 252 - Live Acts IV (3)

CA 253 - Co-Lab (4)

CA 254 - Body I (2)
CA 255 - Body II (2)
CA 256 - Environments I (3)
CA 257W - Context I (3)

and one of the following:

CA 172Q - Scale Modeling I (3)
CA 175 - Transforming Objects (3)
CA 274 - Lighting I (3)
CA 275 - Space & Materials I (3)
CA 278 - Video & Projection I (3)

Upper Division Requirements

Students complete a minimum of 15 units including all of

CA 354 - Social I (3)
CA 355 - Social II (3)
CA 356 - Environments II (3)
CA 357W - Context II (3)

and one of the following:

372 Project Management in the Arts (3) (hopes to be a Q)
375 Space & Materials II (3)
378 Video & Projection II (3)

2.2 Courses

LOWER DIVISION REQUIREMENTS (Identical to major)

CA 149 - Sound (3)

Introduction to acoustics, psychoacoustics, sound synthesis, audio sampling, and signal processing, as well as sound production in music, film sound, radio, new media, art installations, and live performance. Students who have taken CA (or FPA) 184 cannot take CA (or FPA) 149 for further credit. Students with credit for FPA 149 may not take this course for further credit. Quantitative.

CA 186 - Art and the Moving Image (3)

Introduces the various ways artists employ moving images across artistic disciplines. By the completion of the course, students will develop an understanding of both the historical innovations and traditions in moving-image arts, as well as contemporary uses of moving images in the art scene. Students with credit for FPA 186 may not take this course for further credit.

CA 285 - Interdisciplinary Studio - Composition/Collaboration (3)

An introduction to artistic composition techniques within a collaborative interdisciplinary studio environment. The emphasis is on the creation, analysis, and critique of new compositions created in collaborative groups by students in dance, music, theatre, film/video, and visual art. Prerequisite: one of CA (or FPA) 122, 130, 145, 150, 160, or 170. Students with credit for FPA 285 may not take this course for further credit.

Plus:

One additional **CA course outside the major** (the area strongly recommends CA 217).

And all of:

CA 151 - Live Acts I (3)

The first of four performance studio courses in the Live Acts cluster. A practical introduction to the foundations of live performance making from a variety of perspectives. With a rotating topic each term, students develop the foundational skills for creating original, contemporary live art. Prerequisite: by audition.

CA 152 - Live Acts II (3)

The second of four performance studio courses in the Live Acts cluster. A continued exploration of the foundations of live performance making from a variety of perspectives. With rotating topics each term, students develop the foundational skills for creating original, contemporary live art. Prerequisite: CA 151.

CA 185 - Interdisciplinary Studio - Technical Foundations (3)

Introduction to the safe and effective use of studio technical equipment and systems to prepare students for collaborative creation and interdisciplinary studio projects. Basic training on the shared tools and supports available for student use at the SCA. Prerequisite: none.

CA 251 - Live Acts III (3)

The third of four performance studio courses in the Live Acts cluster. A continued exploration of the foundations of live performance making from a variety of perspectives. With rotating topics each term, students develop the foundational skills for creating original, contemporary live art. Prerequisite: one of CA 123, 131, 146, 152, 161, or 171.

CA 252 - Live Acts IV (3)

The fourth of four performance studio courses in the Live Acts cluster. A continued exploration of the foundations of live performance making from a variety of perspectives. With rotating topics, students develop the foundational skills for creating original, contemporary live art. Prerequisite: one of CA 123, 131, 146, 161, 171, or 251.

CA 253 - Co-Lab (4)

Emphasizes compositional skills and the rigorous exploration of movement, text, and design. Co-Lab provides directors, performers, writers, sound artists, designers,

filmmakers, and choreographers opportunities to devise, rehearse, and perform new public-facing performances or events to audiences over the term. May be repeated once for credit. Prerequisite: one of CA 123, 131, 146, 152, 161, or 171.

CA 254 - Body I (2)

Body I introduces “the body” as a primary material of performance. With rotating topics, students develop the foundational skills for creating original, contemporary live art. Prerequisite: one of CA 123, 131, 146, 152, 161, or 171.

CA 255 - Body II (2)

Further explores “the body” as a primary material of performance using a variety of perspectives on embodied practice as an aesthetic experience. With rotating topics each term, students develop the foundational skills for creating original, contemporary live art. Prerequisite: one of CA 123, 131, 146, 152, 161, or 171.

CA 256 - Environments I (3)

The first of two courses focused on the experiential production of space. Environments I introduces students to contemporary practices, concepts, and methods specific to creating site-specific and responsive performance. Prerequisite: one of CA 123, 131, 146, 152, 161, or 171.

CA 257W - Context I (3)

The first of two courses in the Context cluster. With a grounding in performance studies, this course explores histories and theories of the avant-garde, live art, and theatre. With a rotating topic each term, students develop the foundational skills for analyzing, researching, and writing about contemporary performance. Writing/Breadth-Humanities.

Plus, one of the below from the Production and Design Stream:

CA 172 - Scale Modeling I (3)

Accurately scaled prototypes are a key visioning and communication tool in artistic production. Students apply basic geometry and measurement calculations to construct scale models, technical drawings, and to estimate material requirements. Assignments are based on real-world problem solving within diverse artistic environments. The first of three courses in the Production Skills cluster. Quantitative.

CA 175 - Transforming Objects (3)

Explore how objects transform in relationship to body, space, and story. Techniques may include: mask-making, costume, puppetry, and toy theatre. Students will engage design concepts through iteration, rapid prototyping, and project scaling, as well as individual and collaborative materials-based performances. Students with credit for CA174 may not take this course for further credit.

CA 274 - Lighting I (3)

Light is an essential compositional and storytelling medium in live performance. Students

experiment with foundational lighting technology and systems, discuss lighting in installation and performance, and create small studio-based lighting design projects. The first of two courses in the Lighting cluster.

CA 275 - Space & Materials I (3)

Explores the numerous foundational processes and practices needed to create three-dimensional designs for live performance. Students will develop foundational techniques through a series of creative projects, research, analysis, presentations, and critique, enabling them to engage in various process methods. The first of three courses in the Space & Materials cluster.

CA 278 - Video & Projection I (3)

Students use video projection as a tool for creating installations and multi-media performances. Students focus on content creation, expanding on skills, scaling projects, and use of different projection surfaces. The course is structured around individual and small-group projects, leading to a showcase at the end of the term. This is the third of three courses in the Video & Projection cluster.

UPPER DIVISION REQUIREMENTS

Students complete 12 Theatre & Performance units from Third Year, including:

CA 350 - Performance as Research I (3)

The first of two courses dedicated to the development of a new work of performance led by a faculty member or visiting artist. Introduces themes and concepts, develops processes and materials for a presentation in the subsequent term. Integrates the techniques acquired in context and studio courses. May repeat once for credit. Prerequisite: CA 252 and declared status in the theatre and performance major or honours, or by prior approval.

CA 354 - Social I (3)

The first of two courses in the Social Studio stream. Students will be introduced to contemporary practices, methodologies, and ethical considerations at play at the intersection of performance and social practice. Prerequisite: One of CA 221, 231, 246, 252, 261, 271, or 285.

CA 355 - Social II (3)

The second of two courses in the Social Studio stream. Building on CA 354, students will continue research and experiment with contemporary methodologies at the intersection of performance and social practice. Prerequisite: CA 354.

CA 356 - Environments II (3)

The second of two courses focused on the experiential production of space, Environments II introduces students to contemporary practices, concepts, and methods specific to creating site-specific and responsive performance. Prerequisite: One of CA 221, 231, 246, 252, 256, 261, 271, or 285.

Plus, one of the below from the Production and Design Stream:

CA 372 - Project Management in the Arts (3)

Project management skills support artistic growth and success. Students explore the organization of material and human resources across artistic disciplines through the lens of equity and sustainability. Students formulate budgets, plan project life-cycle schedules, contracts, estimates, and feasibility comparisons. Prerequisite: 60 units, or permission of instructor. Quantitative.

CA 375 - Space & Materials II (3)

Continues the numerous complex processes and practices needed to create three-dimensional designs for live performance. Students will develop advanced techniques through a series of creative projects, research, analysis, presentations, and critique to enable them to develop and realize their design ideas. Prerequisite: CA 275, or permission of instructor.

CA 378 - Video & Projection II (3)

As video technology becomes increasingly prevalent in creative applications, understanding systems design and deployment is becoming essential for contemporary artistic practices. Students are introduced to video and projection technology in artistic contexts, focusing primarily on the hardware and technical planning needed for effective system design and execution. Prerequisite: 60 units, or permission of instructor.

3. PROGRAM RESOURCES

3.1. Target audience and enrolment plan

- A. Students from other SCA areas and other faculties across SFU, interested in the world-building and community connected/engaged approaches of the new Theatre and Performance curriculum.
- B. Students interested in attaining a second teachable subject for the Faculty of Education / PDP.
- C. Students enrolled in the Major who decide on Extended Minor option following the completion of years one through three.

3.2 Resources

Faculty appointments

Students will integrate into the courses as already offered so there is no need to hire any new Full-Time Faculty.

4. PROGRAM REVIEW AND ACADEMIC/ADMINISTRATIVE OVERSIGHT

The Extended Minor will be assessed during the mandated mid-term and 7-year cycle external reviews.

5. Program Consultation

The program has been developed with the input from Theatre and Performance faculty and staff across the SCA.

6. Evidence of Student Interest

As a result of curriculum shifts in the Theatre and Performance and Production and Design Areas—and unlike any of the other programs at the SCA—Theatre and Performance has neither a Minor nor Extended Minor to offer to students. The development of both the Extended Minor will increase the appeal of the program and available offerings as well as provide on- and off- ramps to our other programs of study.

Since re-developing the Theatre and Performance curriculum to offer a more expansive approach to theatre and performance practices and opening our prerequisites to encourage more disciplines to enter our courses we have had multiple inquiries regarding Theatre and Performance Minor and Extended Minor options from students both in the SCA and SFU at large.

5. Appendices

5.1. Calendar entry

Theatre and Performance Extended Minor

The extended minor follows the first three years of the theatre and performance major and is ideal for students interested in developing a range of contemporary theatre and performance making skills including acting, writing and directing, while completing another program of study at SFU.

Studio courses are supplemented by theatre and performance studies courses and public-facing production opportunities. The extended minor's interdisciplinary component easily complements courses from other disciplines and at 59 units, qualifies as a second teachable subject for those interested in SFU's Faculty of Education's PDP (K-12 teacher certification) program.

Admission Requirements

Students may apply to the theatre and performance extended minor after completing CA 151 and CA 152, achieving a minimum 2.5 CGPA in contemporary arts, and a 2.0 overall CGPA. Contact the School for Contemporary Arts office for details on procedures and deadlines or visit our website.

Although the university operates on a trimester system, most CA courses are planned in a two-term (fall and spring) sequence. Students are advised to enter in the fall term (September) and should contact the school in the preceding January for program entry and requirements information.

A minimum 2.5 SCA GPA and 2.0 CGPA is required to remain in good standing in the program.

Transfer Credit and Advanced Standing

Transfer credit awarded for courses completed at other recognized post-secondary institutions does not automatically entitle students to advanced standing in the program.

About the School's Course Offerings

Students are encouraged to take advantage of interdisciplinary offerings within the school. Since many programs follow a structured sequence of courses, students should plan carefully to maximize their study benefits. Not all courses are offered every term;

some are available on a rotational basis (e.g., every third or fourth term). Advisors are available to assist in planning study programs.

Students are reminded that the school is an interdisciplinary contemporary arts department and are strongly encouraged to explore courses across various disciplines.

Prior Approval Prerequisite

Where a prerequisite includes 'prior approval,' students must obtain approval before enrolling in the course. Contact the school for further information.

Program Requirements

Students must complete a minimum of 59 units, including core and elective courses in theatre and performance and the SCA. Students who wish to complete upper-division courses must ensure they have the prerequisites and should be aware that some courses may have limited enrollment.

Students complete 59 units as specified below.

LOWER DIVISION REQUIREMENTS

Students complete a minimum of 44 CA units, including:

Three core courses below

CA 149 - Sound (3)

CA 186 - Art and the Moving Image (3)

CA 285 - Interdisciplinary Studio - Composition/Collaboration (3)

plus one additional CA course outside the major - the area strongly recommends CA 217.

and all of:

CA 151 - Live Acts I (3)

CA 152 - Live Acts II (3)

CA 185 - Interdisciplinary Studio - Technical Foundations (3)

CA 251 - Live Acts III (3)

CA 252 - Live Acts IV (3)

CA 253 - Co-Lab (4)

CA 254 - Body I (2)

CA 255 - Body II (2)

CA 256 - Environments I (3)

CA 257W - Context I (3)

and one of the following:

CA 172 - Scale Modeling I (3)

CA 175 - Transforming Objects (3)

CA 274 - Lighting I (3)

CA 275 - Space and Materials I (3)
CA 278 - Video and Projection I (3)

Upper Division Requirements

Students complete a minimum of 15 units including all of:

CA 354 - Social I (3)
CA 355 - Social II (3)
CA 356 - Environments II (3)
CA 357W - Context II (3)

and one of the following:

CA 372 Project Management in the Arts (3)
CA 375 Space and Materials II (3)
CA 378 Video and Projection II (3)

5.2. New Courses

No new courses are required for the Extended Minor.

5.3. Resources

No new resources will be required for this program.



MEMORANDUM

ATTENTION Senate
 FROM Stephen Spector
 Chair, Senate Calendar Committee
 RE: Guidelines for Determining the Academic Calendar of Dates

DATE

November 13, 2025

A handwritten signature in black ink, likely of Stephen Spector, is written over the date.

At its meeting of November 13 2025, the Calendar Committee reviewed, for approval by Senate, the draft Guidelines for Determining the Academic Calendar of Dates.

The Calendar Committee was established by Senate in December 1999. As part of its Terms of Reference, the committee considers changes to established practice and will refer to Senate for approval any recommended changes.

Since 1999, Senate has approved the following principles, used in determining the optimal academic calendar of dates:

1. Each semester has between 60-63 teaching days. ([Senate paper S.21-19](#))
2. The number of teaching days should be balanced, with 11-13 teaching days for each day of the week during the term. Where an imbalance may occur because of public holidays, the class schedule for a day different than the calendar day can be used to balance the number of teaching days ([Senate paper S.23-2](#)).
3. Exams may be scheduled on Sunday if required. ([Senate paper S.05-127](#))
4. Exams should be avoided on the Saturday and Sunday of the Easter weekend. ([Senate paper S.14-102a](#))
5. There is a week-long reading break in February of each year to correspond with the family day holiday. ([Senate paper S.08-70](#) and [S.12-103](#))
6. All instructors submit grades on-line by the deadline date to allow for quicker end-of-term evaluations ([Senate Item 3i, March 7, 1966](#)).
7. Orientation for new students is a vital component for student retention, development and creating a positive university experience ([Senate paper S.23-87](#)).

The committee determined that these principles should be collected and formalized in one document, and so, the Calendar Committee recommends:

MOTION:

"That Senate approve the Guidelines for Determining the Academic Calendar of Dates."

SFU SENATE CALENDAR COMMITTEE

Guidelines for Determining Academic Calendar of Dates

SFU has a three term in-take system, which challenges the university when it comes to orienting new students at the beginning of each term, as well as evaluating student's academic standing and graduation eligibility at the end of each term. In order to provide students with the best academic and university experience, the following principles are used in determining the optimal academic calendar of dates:

- 1) Academic dates will normally be set a minimum two years in advance.
- 2) The number of instructional days will be between 60-63. ([Senate paper S.21-19](#)).
- 3) That attention will be given to **balancing the number of teaching days** of the week. Where an imbalance may occur because of public holidays, the class schedule for a day different than the calendar day can be used to balance the number of teaching days ([Senate paper S.23-2](#)).
- 4) That **fall term** classes begin on the Wednesday following Labour Day.
- 5) That **spring term** classes normally begin on the Monday following January 1.
- 6) That **summer term** classes normally begin on the second Monday in May.
- 7) That a **reading break** will be scheduled in the spring term, during the week following Family Day in February ([Senate papers S.08-70](#) and [S.12-103](#)).
- 8) That **orientation** for new students is a vital component for student retention, development and creating a positive university experience ([Senate paper S.23-87](#)).
 - a) For the fall term, orientation will normally be scheduled on the day after Labour Day.
 - b) For the spring term, orientation will normally be scheduled on the Friday following January 1.
 - c) For the summer term, orientation will normally be scheduled on the Friday prior to the start of the term.
- 9) That there will normally be **one pre-examination period study day** between the end of classes and the beginning of examination period. A clear rationale for not scheduling a pre-examination study day will be submitted to Senate when appropriate.
- 10) That there be between **11-13 examination days** in the fall and spring terms, and 11 examination days in the summer term. In calculating **examination days**, Saturdays and Sundays that fall within the period are included ([Senate paper S.05-127](#)). University-recognized statutory holidays are excluded.

Exceptions:

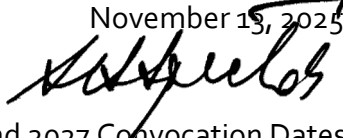
- For the spring term, examinations will not be scheduled on the Saturday or Sunday of the Easter Weekend ([Senate paper S.14-102a](#)).

- 11) That the **grade deadline** will be 96 hours following the final day of the examination period ([per Senate, Item 3i, March 7, 1966](#)). If the due date falls on a weekend, the deadline for grade receipt is 8:30 a.m. on the following Monday.
- 12) That **spring convocation** will normally be the Monday to Friday in the second full week in June.
- 13) That **fall convocation** be the Thursday and Friday that fall in the week prior to the Thanksgiving long weekend in October.

DRAFT



MEMORANDUM

ATTENTION	Senate	DATE	November 13, 2025
FROM	Stephen Spector		
	Chair, Senate Calendar Committee		
RE:	Revision to Academic Dates – Summer 2026 and 2027 Convocation Dates		

On Thursday, November 13, 2025, the Calendar Committee reviewed, for approval by Senate, a revision to the 2025/2026 and 2026/2027 academic years.

The committee was asked to look at revising the previously approved Convocation schedule for Summer 2026 and Summer 2027, adding one additional ceremony on:

- the afternoon of Monday, June 8, 2026 to the June (Spring) 2026 Convocation ceremony dates, and
- the afternoon of Monday, June 7, 2027 to the June (Spring) 2027 Convocation ceremony dates.

The rationale for this request is to allow for a reduction in the size of each ceremony in order to provide graduands and guests with the best in-person graduation experience possible.

The Calendar Committee recommends:

MOTION 1:

"That Senate approve the revised schedule of academic dates for the Summer 2026 term by adding one additional ceremony on the afternoon of Monday, June 8, 2026 to the June/Spring 2026 convocation ceremony. Spring 2026 Convocation will now run from June 8th to June 12th, 2026."

MOTION 2:

"That Senate approve the revised schedule of academic dates for the Summer 2027 term by adding one additional ceremony on the afternoon of Monday, June 7, 2027 to the June/Spring 2027 convocation ceremony. Spring 2027 Convocation will now run from June 7th to June 12th, 2027."

BRIEFING NOTE – CALENDAR COMMITTEE

SUBJECT	Adding a ninth Convocation ceremony in June 2026 and June 2027
DATE	Nov 12, 2025
UNIT/DEPARTMENT	Ceremonies and Events
PREPARED BY	Sue Porter, Director of Ceremonies and Events Protocol

TOPIC

Due to the rising numbers of annual graduates, particularly for June Convocation, it has become necessary to add an extra (ninth) ceremony in June 2026 and June 2027. The best day/time of that ceremony must be approved and confirmed by the Calendar Committee before the end of 2025 in order to have time to successfully execute this plan.

BACKGROUND

- SFU has seen consistent growth of graduating class sizes with more new seats coming in the next number of years (SFU School of Medicine, Sustainable Energy Engineering and others)
- Large graduating classes are directly related to issues with the length of the ceremonies, overcrowding and parking availability.
- The ideal length of a convocation ceremony is about 1.5 hours. Grad classes exceeding 400 people push ceremonies past 2 hours in length, resulting in grads and families leaving ceremonies early, an overall poorer guest experience which is tied to poorer post-event survey responses, and potential negative impacts on SFU's brand as a result. Longer ceremonies also mean less time between them for staff to reset and a higher chance of OT accumulation by staff having to stay later than expected.
- In June 2015, an eighth ceremony was added on Tuesday morning of Convocation week to increase capacity. That added capacity is now being exceeded - in June 2024, six of the eight ceremonies were over the 400-grad threshold (see Appendix).
- An additional ceremony was added in June 2025, and significantly reduced both the size and length of convocation ceremonies that week.

CONSIDERATIONS

- Most VPs and Deans will not be directly affected by a ceremony addition, but there are some senior admin (President, Chancellor, Dean of Grad Studies, Provost, Registrar, Beedie School of Business Dean, FASS Dean) who need to attend multiple (or all) ceremonies, who we wish to inform of the implications of these recommendations as soon as possible.
- A student's experience while attending post-secondary is the number one indicator of their engagement level post-graduation. Ensuring convocation ceremonies are a comfortable size and length is a key component in ensuring a positive lasting impression, a negative impression impacts the SFU brand, and alumni's willingness to promote or engage with SFU.

RECOMMENDED OPTION – add ceremony on Monday afternoon of Convocation week

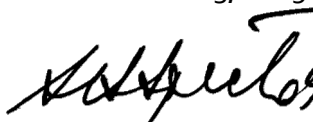
- This option is most cost effective
- Will require moving the ISC Honouring Feast (currently held on Monday afternoon) to an evening event, likely on the Wednesday of Convo week
- The Beedie School of Business has the largest number of grads and will need to be split into two. Aim is to schedule both ceremonies on the same day, making it easier for the Beedie School of Business Dean to attend both
- Will require a coordinated effort on the part of C&E, Student Services and the Senior Leadership Team to ensure we are able to recruit sufficient staff “volunteers” to support the needs of nine ceremonies (e.g. pinning, parchments, ushering, ticket scanning, regalia room support)

RISKS ASSOCIATED WITH ADDING AN ADDITIONAL CEREMONY

- Greater challenge to find enough staff and student to serve as convocation ambassadors for nine ceremonies
- ~\$15K increase to annual convocation budget, and a possible increase to Beedie School of Business faculty celebration budget
- June Senate meeting might need to be cancelled/moved online as it occurs on the Monday of Convo week.



MEMORANDUM

ATTENTION	Senate	DATE	November 13, 2025
FROM	Stephen Spector		
	Chair, Senate Calendar Committee		
RE:	Academic Dates Fall 2027 to – Summer 2030		

At its meeting of November 13 2025, the Calendar committee reviewed, for approval by Senate, the schedule of dates for future semesters commencing Fall 2027 and finishing Summer 2030.

SFU has a three term in-take system, which challenges the university when it comes to orienting new students at the beginning of each term, as well as evaluating student's academic standing and graduation eligibility at the end of each term. In order to provide students with the best academic and university experience, the following principles are used in determining the optimal academic calendar of dates:

Principles

1. Each semester has between 60-63 teaching days. ([Senate paper S.21-19](#))
2. Exams may be scheduled on Sunday if required. ([Senate paper S.05-127](#))
3. Exams should be avoided on the Saturday and Sunday of the Easter weekend. ([Senate paper S.14-102a](#))
4. There is a week long reading break in February of each year to correspond with the family day holiday. ([Senate paper S.08-70](#) and [S.12-103](#))
5. All instructors submit grades on-line by the deadline date to allow for quicker end-of-term evaluations ([Senate Item 3i, March 7, 1966](#)).
6. Orientation for new students is a vital component for student retention, development and creating a positive university experience ([Senate paper S.23-87](#)).

MOTION:

"That Senate approve the schedule of academic dates for the Fall 2027 to Summer 2030 terms."

<i>Principles</i>	Senate Reference
1. Each semester has between 60-63 teaching days. (Senate paper 21-19)	S.21-19
2. Exams may be scheduled on Sunday if required. (Senate paper 05-127)	S.05-127
3. Exams should be avoided on the Saturday and Sunday of the Easter weekend. (Senate paper 14-102a)	S.14-102a
4. There is a week long reading break in February of each year to correspond with the family day holiday. (Senate paper 08-70)	S.08-70
5. All instructors submit grades on-line by the deadline date to allow for quicker end-of-term evaluations.	Senate Item 3i, March 7, 1966
6. Orientation for new students is a vital component for student retention, development and creating a positive university experience.	S.23-87

2027-2028	2028-2029	2029-2030
FALL 2027 (1277)	FALL 2028 (1287)	FALL 2029 (1297)
6 September Labour Day	4 September Labour Day	3 September Labour Day
7 September Welcome Day	5 September Welcome Day	4 September Welcome Day
8 September Classes Start	6 September Classes Start	5 September Classes Start
30 September National Day for Truth and Reconciliation	2 October National Day for Truth and Reconciliation observed	1 October National Day for Truth and Reconciliation observed
7-8 October Convocation	5-6 October Convocation	4-5 October Convocation
11 October Thanksgiving	9 October Thanksgiving	8 October Thanksgiving
11 November Remembrance Day	10 October - "Monday" schedule; Tuesday classes cancelled	9 October - "Monday" schedule; Tuesday classes cancelled
7 December Last Day of Classes	13 November Remembrance Day observed	12 November Remembrance Day observed
9-20 December Exams	5 December Last Day of Classes	4 December Last Day of Classes
	7-18 December Exams	6-18 December Exams
SPRING 2028 (1281) <i>two options</i>	SPRING 2029 (1291)	SPRING 2030 (1301)
3 January New Year's Day	1 January New Year's Day	1 January New Year's Day
7 January Welcome Day	5 January Welcome Day	4 January Welcome Day
10 January Classes Start	8 January Classes Start	7 January Classes Start
21 February Family Day	19 February Family Day	18 February Family Day
22-27 February Reading Break	20-25 February Reading Break	19-24 February Reading Break
14-17 April Easter Weekend	30 March - 2 April Easter Weekend	2 April Last Day of Classes
11 April Last Day of Classes	11 April Last Day of Classes	12-26 April Exams
13-27 April Exams	16-26 April Exams	19-22 April Easter Weekend
SUMMER 2028 (1284)	SUMMER 2029 (1294)	SUMMER 2030 (1304)
5 May Welcome Day	4 May Welcome Day	3 May Welcome Day
8 May Classes Start	7 May Classes Start	6 May Classes Start
22 May Victoria Day	21 May Victoria Day	20 May Victoria Day
12-16 June Convocation	11-15 June Convocation	10-14 June Convocation
19 June Intersession End	18 June Intersession End	17 June Intersession End
20-26 June Intersession Exam Period	19-25 June Intersession Exam Period	18-24 June Intersession Exam Period
27 June Summer Session Start	26 June Summer Session Start	25 June Summer Session Start
3 July Canada Day observed	2 July Canada Day observed	1 July Canada Day
4 August Last Day of Classes	3 August Last Day of Classes	2 August Last Day of Classes
7 August BC Day	6 August BC Day	5 August BC Day
8-19 August Exams	7-18 August Exams	6-17 August Exams

Total Teaching Days Fall 2027 - Summer 2029

	2027	2028	2029	2030
Spring		62	63	63
Summer		63	63	63
Fall	62	62	62	

Total Teaching Days/Day of the Week

TERM	MON	TUE	WED	THU	FRI	
1277	12	13	13	11	13	62
1281	13	13	12	12	12	62
1284	11	13	13	13	13	63
1287	11	12	13	13	13	62
1291	12	13	13	13	12	63
1294	11	13	13	13	13	63
1297	11	12	13	13	13	62
1301	13	13	13	12	12	63
1304	11	13	13	13	13	63

Total Examination Days

	2027	2028	2029	2030
Spring		11	11	11
Summer		12	12	12
Fall	12	12	13	

Total Days After Prior Term

	2027	2028	2029	2030
Spring		20	20	19
Summer		10	9	8
Fall	15	17	17	

2027

January						
Su	Mo	Tu	We	Th	Fr	Sa
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31						

February						
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March						
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April						
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June						
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October						
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November						
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	Welcome Day
	First day of class
	Last day of class
	Exam period
	Holiday
	Reading Break
	Convocation

2028

January						
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February						
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	Welcome Day
	First day of class
	Repurposed Monday
	Last day of class
	Exam period
	Holiday
	Reading Break
	Convocation
	Intercession - last day of class (June 19, 2028)
	Intercession - exam period
	Summer Session - first day of class (June 27, 2028)

2029

January						
Su	Mo	Tu	We	Th	Fr	Sa
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	Welcome Day
	First day of class
	Repurposed Monday
	Last day of class
	Exam period
	Holiday
	Reading Break
	Convocation
	Intercession - last day of class (June 18, 2029)
	Intercession - exam period
	Summer Session - first day of class (June 26, 2029)

2030

January						
Su	Mo	Tu	We	Th	Fr	Sa
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August						
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September						
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October						
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November						
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December						
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22	23	24	25	26	27	28
29	30	31				

	Welcome Day
	First day of class
	Last day of class
	Exam period
	Holiday
	Reading Break
	Convocation
	Intercession - last day of class (June 17, 2030)
	Intercession - exam period
	Summer Session - first day of class (June 25, 2030)



OFFICE OF THE PROVOST
AND VICE-PRESIDENT ACADEMIC

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Burnaby, BC
Canada V5A 1S6

MEMORANDUM

ATTENTION	Senate	DATE	November 13, 2025
FROM	Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP	PAGES	1/4
RE:	Name Change for the Centre for the Studies of Print and Media Cultures (SCUP 25-55)		

At its meeting on November 5, 2025, SCUP reviewed and approved the name change of the Studies of Print and Media Cultures to the Institute for the Studies of Print and Media Cultures.

Motion: That Senate approve and recommend to the Board of Governors the renaming of the Centre for the Studies of Print and Media Cultures to the Institute for the Studies of Print and Media Cultures.

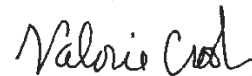
C: Dugan O'Neil, Vice-President, Research and Innovation

Memorandum

From: Valorie Crooks, Associate Vice-President, Research

Date: Oct 22, 2025

Re: Centres and Institutes – Renewal Applications 2024/2025



To: Dilson Rassier, Chair, *Ex-Officio*, Senate Committee on University Planning (SCUP)

As per Policy R40.01, Research Centres and Institutes will be renewed upon application via their Faculty Deans and the Vice President, Research and Innovation, to SCUP, based on accomplishments, impact and alignment with priorities.

~~Enclosed please find documents submitted by the following Centres and Institutes:~~

~~Centres:~~

- ~~1. Centre for Public Policy Research~~
- ~~2. Gerontology Research Centre~~
- ~~3. Centre for Research on International Education~~
- ~~4. Centre for Sustainable Development~~
- ~~5. HIV/AIDS Research Centre (HRC)~~
- ~~6. Centre for Cell Biology, Development and Disease (C2D2)~~
- ~~7. Centre for High Throughput Chemical Biology (C-HTCB)~~

~~Institutes~~

- ~~1. Canadian Institute for Studies in Publishing~~
 - ~~2. Digital Democracies Institute~~
 - ~~3. Institute for Environmental Learning~~
 - ~~4. International Centre for Criminal Law Reform & Criminal Justice Policy~~
 - ~~5. Vancouver Institute for Visual Analytics (VIVA)~~
-

~~Motion 1: That SCUP approve the renewal of the following Centres and Institutes for a five-year term:~~

- ~~1. Centre for Public Policy Research~~
 - ~~2. Gerontology Research Centre~~
 - ~~3. Centre for Sustainable Development~~
 - ~~4. HIV/AIDS Research Centre (HRC)~~
 - ~~5. Centre for Cell Biology, Development and Disease (C2D2)~~
 - ~~6. Centre for High Throughput Chemical Biology (C-HTCB)~~
 - ~~7. Canadian Institute for Studies in Publishing~~
 - ~~8. Digital Democracies Institute~~
 - ~~9. Institute for Environmental Learning~~
 - ~~10. International Centre for Criminal Law Reform & Criminal Justice Policy~~
 - ~~11. Vancouver Institute for Visual Analytics (VIVA)~~
-

~~Motion 2: That SCUP approve the renewal of Centre for Research on International Education for a three-year term.~~

~~Centre for Corporate Governance and Sustainability requested an extension for filing their annual report.~~

~~**Motion 3: That SCUP approve the annual report extension of the Centre for Corporate Governance and Sustainability for one year until November 01, 2026.**~~

~~Centre for Studies in Print and Media Cultures and Institute for the Reduction of Youth Violence and requested for a one year renewal extension.~~

~~**Motion 4: That SCUP approve the renewal extension of the following institutes for one year until November 01, 2026:**~~

- ~~1. Centre for Studies in Print and Media Cultures~~
 - ~~2. Institute for the Reduction of Youth Violence~~
-

~~International Cybercrime Research Centre (ICCRC) and Centre for the Studies of Print and Media Cultures requested renaming to an institute.~~

~~**Motion 5: That SCUP approve the renaming of the following institutes:**~~

- ~~1. International Cybercrime Research Centre to *International Cybercrime Research Institute*~~
 - ~~2. Centre for the Studies of Print and Media Cultures to *Institute for the Studies of Print and Media Cultures*~~
-

~~Bill Reid Centre for Northwest Coast Studies and Evolutionary & Behavioural Ecology Research Group requested for termination.~~

~~**Motion 6: That SCUP approve the terminations of the following centres, effective immediately:**~~

- ~~1. Bill Reid Centre for Northwest Coast Studies~~
 - ~~2. Evolutionary & Behavioural Ecology Research Group~~
-

Attachments: ~~Submissions status summary~~
~~Renewal Applications~~
~~Dean's Memo requesting for annual report extension of Centre for Corporate Governance and Sustainability~~
~~AVPR Memo requesting renewal extensions for Institute for the Reduction of Youth Violence~~
~~Director's Memo requesting renewal extensions for the Centre for Studies in Print and Media Cultures~~
~~Director's Memo requesting renaming of International Cybercrime Research Centre~~
~~Director's Memo requesting renaming of the Centre for Studies in Print and Media Cultures.~~
~~Dean's Memo requesting for termination of Bill Red Centre for Northwest Coast Studies~~
~~Dean's Memo requesting for termination of Evolutionary & Behavioural Ecology Research Group~~

MEMO

8888 University Drive
Burnaby, BC V5A 1S6
Canada

ATTENTION VALORIE CROOKS, ASSOCIATE VICE PRESIDENT, RESEARCH

FROM Rebecca Dowson, Director, Centre for the Studies of Print and Media Cultures

RE Renaming the CSPMC

DATE October 15, 2025

Dear Dr. Crooks,

I'm writing in my capacity as Director for the Centre for the Studies of Print and Media Cultures (CSPMC) to request a formal name change to bring the CSPMC into compliance with Policy 40.01. This policy defines Institutes as "non-departmental units facilitating extensive multi-Faculty collaborative research". The membership of the CSPMC spans multiple faculties and reports to the Vice-President, Research and Innovation. As such, I'm requesting to rename the CSPMC to the "Institute for the Studies of Print and Media Cultures".

Thank you for your support in bringing forward this request.

Best wishes,



Rebecca Dowson
Director, Centre for the Study of Print and Media Cultures
Digital Scholarship Librarian
SFU Library



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AND VICE-PRESIDENT ACADEMIC

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Burnaby, BC
Canada V5A 1S6

MEMORANDUM

ATTENTION Senate **DATE** November 13, 2025
FROM Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP **PAGES** 1/4
RE: Name Change for the International Cybercrime Research Centre (SCUP 25-55)

At its meeting on November 5, 2025, SCUP reviewed and approved the name change of the International Cybercrime Research Centre to the International Cybercrime Research Institute.

Motion: That Senate approve and recommend to the Board of Governors the renaming of the International Cybercrime Research Centre to the International Cybercrime Research Institute.

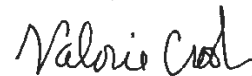
C: Dugan O'Neil, Vice-President, Research and Innovation

Memorandum

From: Valorie Crooks, Associate Vice-President, Research

Date: Oct 22, 2025

Re: Centres and Institutes – Renewal Applications 2024/2025



To: Dilson Rassier, Chair, *Ex-Officio*, Senate Committee on University Planning (SCUP)

As per Policy R40.01, Research Centres and Institutes will be renewed upon application via their Faculty Deans and the Vice President, Research and Innovation, to SCUP, based on accomplishments, impact and alignment with priorities.

~~Enclosed please find documents submitted by the following Centres and Institutes:~~

~~Centres:~~

- ~~1. Centre for Public Policy Research~~
- ~~2. Gerontology Research Centre~~
- ~~3. Centre for Research on International Education~~
- ~~4. Centre for Sustainable Development~~
- ~~5. HIV/AIDS Research Centre (HRC)~~
- ~~6. Centre for Cell Biology, Development and Disease (C2D2)~~
- ~~7. Centre for High Throughput Chemical Biology (C-HTCB)~~

~~Institutes~~

- ~~1. Canadian Institute for Studies in Publishing~~
 - ~~2. Digital Democracies Institute~~
 - ~~3. Institute for Environmental Learning~~
 - ~~4. International Centre for Criminal Law Reform & Criminal Justice Policy~~
 - ~~5. Vancouver Institute for Visual Analytics (VIVA)~~
-

~~Motion 1: That SCUP approve the renewal of the following Centres and Institutes for a five-year term:~~

- ~~1. Centre for Public Policy Research~~
 - ~~2. Gerontology Research Centre~~
 - ~~3. Centre for Sustainable Development~~
 - ~~4. HIV/AIDS Research Centre (HRC)~~
 - ~~5. Centre for Cell Biology, Development and Disease (C2D2)~~
 - ~~6. Centre for High Throughput Chemical Biology (C-HTCB)~~
 - ~~7. Canadian Institute for Studies in Publishing~~
 - ~~8. Digital Democracies Institute~~
 - ~~9. Institute for Environmental Learning~~
 - ~~10. International Centre for Criminal Law Reform & Criminal Justice Policy~~
 - ~~11. Vancouver Institute for Visual Analytics (VIVA)~~
-

~~Motion 2: That SCUP approve the renewal of Centre for Research on International Education for a three-year term.~~

~~Centre for Corporate Governance and Sustainability requested an extension for filing their annual report.~~

~~**Motion 3: That SCUP approve the annual report extension of the Centre for Corporate Governance and Sustainability for one year until November 01, 2026.**~~

~~Centre for Studies in Print and Media Cultures and Institute for the Reduction of Youth Violence and requested for a one year renewal extension.~~

~~**Motion 4: That SCUP approve the renewal extension of the following institutes for one year until November 01, 2026:**~~

- ~~1. Centre for Studies in Print and Media Cultures~~
 - ~~2. Institute for the Reduction of Youth Violence~~
-

~~International Cybercrime Research Centre (ICCRC) and Centre for the Studies of Print and Media Cultures requested renaming to an institute.~~

~~**Motion 5: That SCUP approve the renaming of the following institutes:**~~

- ~~1. International Cybercrime Research Centre to *International Cybercrime Research Institute*~~
 - ~~2. Centre for the Studies of Print and Media Cultures to *Institute for the Studies of Print and Media Cultures*~~
-

~~Bill Reid Centre for Northwest Coast Studies and Evolutionary & Behavioural Ecology Research Group requested for termination.~~

~~**Motion 6: That SCUP approve the terminations of the following centres, effective immediately:**~~

- ~~1. Bill Reid Centre for Northwest Coast Studies~~
 - ~~2. Evolutionary & Behavioural Ecology Research Group~~
-

Attachments: ~~Submissions status summary~~
~~Renewal Applications~~
~~Dean's Memo requesting for annual report extension of Centre for Corporate Governance and Sustainability~~
~~AVPR Memo requesting renewal extensions for Institute for the Reduction of Youth Violence~~
~~Director's Memo requesting renewal extensions for the Centre for Studies in Print and Media Cultures~~
~~Director's Memo requesting renaming of International Cybercrime Research Centre~~
~~Director's Memo requesting renaming of the Centre for Studies in Print and Media Cultures.~~
~~Dean's Memo requesting for termination of Bill Red Centre for Northwest Coast Studies~~
~~Dean's Memo requesting for termination of Evolutionary & Behavioural Ecology Research Group~~

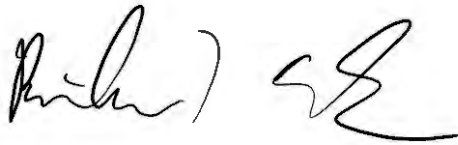
Richard Frank, PhD
Professor, School of Criminology
Director, International CyberCrime Research Center

Email: rfrank@sfu.ca Tel: 604-910-6213

Dear Valorie Crooks, AVP Research,

As the Director of the International CyberCrime Research Center (ICCRC), please take this letter as a request to rename the Center to the **International CyberCrime Research Institute**, so it aligns with SFU's naming convention and so that it is consistent with the policy (R40.01) that guides SFU Research Centres and Institutes. The ICCRC, which was launched on July 8, 2008, was always designated as a SFU Research Institute in that it "facilitate[s] extensive multi-faculty collaborative research". However, the ICCRC is still named as a Research Center, and was initially named as such, before my time as Director.

If you have any questions, please contact me via email or phone. Thank you.



Richard Frank
rfrank@sfu.ca



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MEMORANDUM

ATTENTION	Senate	DATE	November 13, 2025
FROM	Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP	PAGES	1/233
RE:	Centres and Institutes Annual Reports (SCUP 25-54)		

At its meeting on November 5, 2025, SCUP reviewed for information the Centres and Institutes Annual Progress Reports 2024/25. They are attached for the information of Senate.

C: Dugan O'Neil, Vice-President, Research and Innovation



Memorandum

From: Valorie Crooks, Associate Vice-President, Research

Date: Oct 22, 2025

Re: Centres and Institutes – Annual Progress Reports 2024/2025

A handwritten signature in black ink that reads "Valorie Crooks".

To: Dilson Rassier, Chair, *Ex-officio*, Senate Committee on University Planning (SCUP)

As per Policy R40.01, Research Centres and Institutes, I am pleased to submit to the Senate Committee for University Priorities (SCUP) the annual reports on the activities of the research Centres and Institutes.

The research Centres and Institutes are an integral part of research at SFU. Research Centres are formally designated, non-departmental units facilitating collaborative research mainly within a single Faculty, and report to the Faculty Dean. Research Institutes are formally designated non-departmental units facilitating extensive multi-Faculty collaborative research, often enhanced by research relationships with other universities and/or other stakeholders. Research Institutes report to the Vice-President, Research and Innovation.

Please forward the reports to Senate and the Board of Governors for information.

Attachments: Submissions Status Summary
Annual Progress Reports

Faculty of Applied Sciences:

CENTRE	STATUS	DIRECTOR(S)
Pacific Water Research Centre (PWRC)	Reviewed (Approved)	Zafar Adeel (Executive Director)

Faculty of Arts and Social Sciences:

CENTRE	STATUS	DIRECTOR(S)
Bill Reid Centre for Northwest Coast Studies	Reviewed (Approved)	Bryan Myles (Associate Director) Natahnee Winder (Director)
Centre for Comparative Muslim Studies	Reviewed (Approved)	Adel Iskandar (Director)
Centre for Research in Indigenous Literatures, Oratures, and Media (CRILOM)	Established as of April 7, 2025; Exempt for report this cycle.	Deanna Reder (Director)
Centre for Restorative Justice	Reviewed (Approved)	Brenda Morrison (Director)
Centre for Scottish Studies	Reviewed (Approved)	Leith Davis (Director)
Centre for Urban Governance	Reviewed (Approved)	Aude-Claire Fourot (Director)
David Lam Centre for International Communication	Reviewed (Approved)	Michael Hathaway (Co-director) Shuyu Kong (Co-Director)
Indigenous Languages Centre	Reviewed (Approved)	Marianne Ignace (Director)
Institute for the Humanities	Reviewed (Approved)	Samir Gandesha (Director)
Mental Health, Law and Policy Institute	Reviewed (Approved)	Kevin Douglas (Director)
Research Centre for Multidisciplinary Studies on the French-Speaking World	Reviewed (Approved)	Gaelle Planchenault (Director)
Stavros Niarchos Foundation Centre for Hellenic Studies	Reviewed (Approved)	Dimitrios Krallis (Director)
The SFU Morgan Centre for Labour Research	Reviewed (Approved)	Kendra Strauss (Director)

Beedie School of Business:

CENTRE	STATUS	DIRECTOR(S)
Centre for Corporate Governance and Sustainability	Not Submitted; Requested for extension.	Stephanie Bertels (Director)
Centre for Global Workforce Strategy	Reviewed (Approved)	Mila Lazarova (Director)
Charles Chang Institute for Entrepreneurship	Reviewed (Approved)	Sarah Lubik (Academic Director)
Jack Austin Centre for Asia Pacific Studies	Reviewed (Approved)	Jing Li (co-Director) Daniel Shapiro (co-Director)

Faculty of Education:

CENTRE	STATUS	DIRECTOR(S)
Cassidy Centre for Educational Justice	Reviewed (Approved)	Özlem Sensoy (Director of CCEJ; Professor of Education) Amy Parent (CCEJ Associate Director; Assoc Prof and CRC, Education)
Centre for Research and Practice in Teacher Education	Reviewed (Approved)	Pooja Dharamshi (Inaugural Director)
Centre for the Study of Educational Leadership and Policy	Reviewed (Approved)	Michelle Nilson (Director of CSELP Associate Professor)
The Centre for Imagination in Research, Culture & Education	Reviewed (Approved)	Mark Fettes (Director)

Faculty of Health Sciences:

CENTRE	STATUS	DIRECTOR(S)
Centre for Collaborative Action on Indigenous Health Governance	Reviewed (Approved)	Krista Stelkia (Director)
Children's Health Policy Centre	Reviewed (Approved)	Charlotte Waddell (Director)

Faculty of Science:

CENTRE	STATUS	DIRECTOR(S)
Centre for Experimental and Constructive Mathematics	Reviewed (Approved)	Michael Monagan (Professor) Nils Bruin (Director)
Centre for Natural Hazards Research	Reviewed (Approved)	Brent Ward (co-Director) Glyn Williams-Jones (co-Director)
Centre for Wildlife Ecology	Reviewed (Approved)	Ronald Ydenberg (Director)

Institutes:

INSTITUTE	STATUS	DIRECTOR(S)
Aquatic Research Cooperative (ARC) Institute	Reviewed (Approved)	Jonathan Moore (Director)
Centre for Forensic Research	Reviewed (Approved)	Gail Anderson (co-Director) Hugo Cardoso (co-Director)
Centre for Operations Research and Decision Sciences	Reviewed (Approved)	Alexander (Sandy) Rutherford (Scientific Director) Tamon Stephen (Director)
Chronic Pain Research Institute	Reviewed (Approved)	Diane Gromala (Director) Chris Shaw (Professor)
Global Institute for Agritech	Reviewed (Approved)	Woo Soo Kim (Director)
i2I Research &	Established February 3 2025;	Elicia Maine (Director)

Innovation Institute	Exempt for report this cycle.	
Indigenous Research Institute	Reviewed (Approved)	Vicki Kelly (Director)
Institute for Black and African Diaspora Research and Engagement	Reviewed (Approved)	June Francis (Director)
Institute for Intersectionality Research and Policy	Reviewed (Approved)	Olena Hankivsky (Director)
Institute for Neuroscience and Neurotechnology	Reviewed (Approved)	Randy McIntosh (Director)
Institute for Performance Studies (IPS)	Reviewed (Approved)	Coleman Nye (Associate Professor)
Institute for Transpacific Cultural Research (ITCR)	Reviewed (Approved)	Helen Leung (Director)
International Cybercrime Research Centre (ICRC)	Reviewed (Approved)	Richard Frank (Director)
Pacific Institute for the Mathematical Sciences (PIMS)	Reviewed (Approved)	Razvan Fetecau (Professor)
Pacific Institute on Pathogens, Pandemics and Society	Reviewed (Approved)	Ben Ashby (Scientific Director)
Science and Technology for Aging Research Institute (STAR)	Reviewed (Approved)	Andrew Sixsmith (Director)
SFU-FH Health Research Institute	Established April 7, 2025; Exempt for report this cycle.	Carolyn Sparrey (Director)
The Institute on Violence, Terrorism, and Security	Reviewed (Approved)	Garth Davies (Director)
Visual & Interactive Computing Institute (VINCI)	Reviewed (Approved)	Parmit Chilana (Associate Professor, Co-Director) Manolis Savva (Associate Professor, Co-Director)
Western Canadian Universities Marine Sciences Society (Bamfield)	Reviewed (Approved)	Sean Rogers (Director)



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MEMORANDUM

ATTENTION	Senate	DATE	November 13, 2025
FROM	Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP	PAGES	1/121
RE:	Centres and Institutes Renewal Applications (SCUP 25-55)		

At its meeting on November 5, 2025, SCUP reviewed and approved the following under delegated authority:

1. The renewal of the following Centres and Institutes for a five-year term:
 1. Centre for Public Policy Research
 2. Gerontology Research Centre
 3. Centre for Sustainable Development
 4. HIV/AIDS Research Centre (HRC)
 5. Centre for Cell Biology, Development and Disease (C2D2)
 6. Centre for High-Throughput Chemical Biology (C-HTCB)
 7. Canadian Institute for Studies in Publishing
 8. Digital Democracies Institute
 9. Institute for Environmental Learning
 10. International Centre for Criminal Law Reform & Criminal Justice Policy
 11. Vancouver Institute for Visual Analytics (VIVA)
2. The renewal of the Centre for Research on International Education for a three-year term.
3. An annual report extension for the Centre for Corporate Governance and Sustainability for one year until November 1, 2026.
4. A renewal extension of the following Institutes for one year until November 1, 2026:
 1. Centre for Studies in Print and Media Cultures
 2. Institute for the Reduction of Youth Violence
5. The termination of the Bill Reid Centre within the Faculty of Arts and Social Sciences.

6. The termination of the Evolutionary and Behavioural Ecology Research Group within the Faculty of Science.

The documents are attached for the information of Senate.

Senators wishing to view the complete Centres and Institutes Renewal Applications report may do so at <https://www.sfu.ca/content/dam/sfu/senate/senate-documents/2025/1201/S.25-193.pdf>

C: Dugan O'Neil, Vice-President, Research and Innovation

Memorandum

From: Valorie Crooks, Associate Vice-President, Research

Date: Oct 22, 2025

Re: Centres and Institutes – Renewal Applications 2024/2025

Valorie Crooks

To: Dilson Rassier, Chair, *Ex-Officio*, Senate Committee on University Planning (SCUP)

As per Policy R40.01, Research Centres and Institutes will be renewed upon application via their Faculty Deans and the Vice President, Research and Innovation, to SCUP, based on accomplishments, impact and alignment with priorities.

Enclosed please find documents submitted by the following Centres and Institutes:

Centres:

1. Centre for Public Policy Research
2. Gerontology Research Centre
3. Centre for Research on International Education
4. Centre for Sustainable Development
5. HIV/AIDS Research Centre (HRC)
6. Centre for Cell Biology, Development and Disease (C2D2)
7. Centre for High-Throughput Chemical Biology (C-HTCB)

Institutes

1. Canadian Institute for Studies in Publishing
 2. Digital Democracies Institute
 3. Institute for Environmental Learning
 4. International Centre for Criminal Law Reform & Criminal Justice Policy
 5. Vancouver Institute for Visual Analytics (VIVA)
-

Motion 1: That SCUP approve the renewal of the following Centres and Institutes for a five-year term:

1. Centre for Public Policy Research
 2. Gerontology Research Centre
 3. Centre for Sustainable Development
 4. HIV/AIDS Research Centre (HRC)
 5. Centre for Cell Biology, Development and Disease (C2D2)
 6. Centre for High-Throughput Chemical Biology (C-HTCB)
 7. Canadian Institute for Studies in Publishing
 8. Digital Democracies Institute
 9. Institute for Environmental Learning
 10. International Centre for Criminal Law Reform & Criminal Justice Policy
 11. Vancouver Institute for Visual Analytics (VIVA)
-

Motion 2: That SCUP approve the renewal of *Centre for Research on International Education* for a three-year term.

Centre for Corporate Governance and Sustainability requested an extension for filing their annual report.

Motion 3: That SCUP approve the annual report extension of the Centre for Corporate Governance and Sustainability for one-year until November 01, 2026.

Centre for Studies in Print and Media Cultures and Institute for the Reduction of Youth Violence and requested for a one-year renewal extension.

Motion 4: That SCUP approve the renewal extension of the following institutes for one-year until November 01, 2026:

1. Centre for Studies in Print and Media Cultures
 2. Institute for the Reduction of Youth Violence
-

~~*International Cybercrime Research Centre (ICCRC) and Centre for the Studies of Print and Media Cultures requested renaming to an institute.*~~

~~**Motion 5: That SCUP approve the renaming of the following institutes:**~~

- ~~1. International Cybercrime Research Centre to *International Cybercrime Research Institute*~~
 - ~~2. Centre for the Studies of Print and Media Cultures to *Institute for the Studies of Print and Media Cultures*~~
-

Bill Reid Centre for Northwest Coast Studies and Evolutionary & Behavioural Ecology Research Group requested for termination.

Motion 6: That SCUP approve the terminations of the following centres, effective immediately:

1. Bill Reid Centre for Northwest Coast Studies
 2. Evolutionary & Behavioural Ecology Research Group
-

Attachments: Submissions status summary
Renewal Applications
Dean's Memo requesting for annual report extension of Centre for Corporate Governance and Sustainability
AVPR Memo requesting renewal extensions for Institute for the Reduction of Youth Violence
Director's Memo requesting renewal extensions for the Centre for Studies in Print and Media Cultures
~~Director's Memo requesting renaming of International Cybercrime Research Centre~~
~~Director's Memo requesting renaming of the Centre for Studies in Print and Media Cultures.~~
Dean's Memo requesting for termination of Bill Red Centre for Northwest Coast Studies
Dean's Memo requesting for termination of Evolutionary & Behavioural Ecology Research Group

Faculty of Arts and Social Sciences:

CENTRE	STATUS	RENEWAL YEARS	DIRECTOR(S)
Centre for Public Policy Research	Reviewed (Approved)	5	Genevieve LeBaron (Co-Director) William Scott (Co-Director)
Gerontology Research Centre	Reviewed (Approved)	5	Andrew Wister (Director) Habib Chaudhury (Assistant Director)

Faculty of Education:

CENTRE	STATUS	RENEWAL YEARS	DIRECTOR(S)
Centre for Research on International Education	Reviewed (Approved)	3	Kumari Beck (Director) Roumiana Ilieva (co-Director)

Faculty of Environment:

CENTRE	STATUS	RENEWAL YEARS	DIRECTOR(S)
Centre for Sustainable Development	Reviewed (Approved)	5	Meg Holden (Director)

Faculty of Health Sciences:

CENTRE	STATUS	RENEWAL YEARS	DIRECTOR(S)
HIV/AIDS	Reviewed	5	Mark Brockman

Research Centre (HRC)	(Approved)		(co-Director)
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Faculty of Science:

CENTRE	STATUS	RENEWAL YEARS	DIRECTOR(S)
Centre for Cell Biology, Development and Disease (C2D2)	Reviewed (Approved)	5	Esther Verheyen (co-Director) Damon Poburko (co-Director)
Centre for High-Throughput Chemical Biology (C-HTCB)	Reviewed (Approved)	5	Roger Linington (Director) David Vocadlo (co-Director)
Evolutionary and Behavioural Ecology Research Group	Requested for dissolution	-	Ronald Ydenberg (Director)

Institutes:

INSTITUTE	STATUS	RENEWAL YEARS	DIRECTOR(S)
Canadian Institute for Studies in Publishing	Reviewed (Approved)	5	John Maxwell (Director)
Centre for Studies in Print and Media Cultures	Requested for extension	-	Rebecca Dowson (Director)
Digital Democracies Institute	Reviewed (Approved)	5	Wendy Chun (Director)
Institute for Environmental Learning	Reviewed (Approved)	5	David Zandvliet (Director)
Institute for the Reduction of Youth Violence	Requested for extension	-	

International Centre for Criminal Law Reform & Criminal Justice Policy	Reviewed (Approved)	5	Dr. Peter German (President and Executive Director)
Vancouver Institute for Visual Analytics (VIVA)	Reviewed (Approved)	5	Wolfgang Stuerzlinger (Co- Director) Sheelagh Carpendale (Co- Director)



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MEMORANDUM

ATTENTION Senate
FROM Peter Hall, Chair
RE: Senate Committee on Undergraduate Studies
Program Changes

DATE November 7, 2025
PAGES 1/3

For information:

Acting under delegated authority at its meeting of November 6, 2025 SCUS approved the following curriculum revisions effective Summer 2026.

a. Faculty of Arts and Social Sciences (SCUS 25-147)

1. Cognitive Science Program

(i) Upper and lower division requirement changes to the:

- Cognitive Science Major
- Cognitive Science Honours

2. School of Criminology

(i) Upper and lower division requirement changes to the Criminology and Psychology Joint Major

(ii) Upper and lower division requirement changes to the Criminology Major: FASS-Exeter Dual Degree Program Stream

3. Department of Economics

(i) Requirement changes adding a Concentration in Economic Analysis for Public Policy to the:

- Economics Major
- Economics Honours
- Business and Economics Joint Major
- Business and Economics Joint Honours

(ii) Requirement changes to the:

- Economics Major
- Economics Honours
- Economics Minor
- Business and Economics Joint Major
- Political Science and Economics Joint Major
- Economics Extended Minor

4. Department of Gerontology

(i) Requirement changes to the:

- Gerontology Minor
- Gerontology Post Baccalaureate Diploma

5. Department of Global Humanities

(i) Description and requirement changes to the Religious Literacy Certificate

6. School of International Studies

(i) Lower division requirement changes to the International Studies Minor

7. Department of Linguistics

(i) Requirement changes to the:

- Computing Science and Linguistics Joint Major
- Linguistics of Speech Science Certificate

8. Department of Philosophy

(i) Requirement changes to the:

- Philosophy Major
- Philosophy Honours
- Business, Philosophy and the Law Joint Major
- Philosophy and Health Sciences Joint Major

(ii) Requirement changes to the:

- Ethics Certificate
- Philosophy and Methodology of Science Certificate

(iii) Requirement changes to the Social Data Analytics Minor

b. Beedie School of Business (SCUS 25-148)

(i) Lower division requirement changes to the:

- Interactive Arts and Technology and Business Joint Major BSc
- Interactive Arts and Technology and Business Joint Major BA or BBA

c. Faculty of Communication, Art and Technology (SCUS 25-149) (Fall 2026)

1. Dean of Communication, Art and Technology Office

(i) Requirement changes to the Digital Journalism Certificate

(ii) Requirement changes to the Sound Certificate

2. School of Interactive Arts and Technology

(i) Lower division requirement changes to the:

- Interactive Arts and Technology Major BA
- Interactive Arts and Technology Major BSc
- Interactive Arts and Technology Honours BA
- Interactive Arts and Technology Honours BSc

d. Faculty of Health Sciences (SCUS 25-150)

(i) Upper and lower division requirement changes to the:

- Health Sciences Major BSc
- Health Sciences Honours BSc

e. Faculty of Science (SCUS 25-151)

1. Department of Biomedical Physiology and Kinesiology (Fall 2026)

(i) Upper division requirement changes to the:

- Behavioural Neuroscience Major
- Behavioural Neuroscience Honours

2. Department of Molecular Biology and Biochemistry (Spring 2026)

(i) Requirement changes to the Genomics Certificate

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Document Repository at <https://www.sfu.ca/senate/documents.html>



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MEMORANDUM

ATTENTION Senate
FROM Peter Hall, Chair
RE: Senate Committee on Undergraduate Studies
New Course Proposals

DATE November 7, 2025
PAGES 1/2

For information:

Acting under delegated authority at its meeting of November 6, 2025 SCUS approved the following curriculum revision effective Summer 2026.

a. Faculty of Arts and Social Sciences1. Department of Gerontology (SCUS 25-140)

(i) New Course Proposal: GERO 455- (1-3), Directed Studies

2. Department of Global Humanities (SCUS 25-141)

(i) New Course Proposal: HUM 131-3, Introduction to Religious Studies: Indigenous and Asian Religions

3. Department of Philosophy (SCUS 25-142)

(i) New Course Proposal: PHIL 305-3, Philosophy of Machine Learning

4. Department of Political Science (SCUS 25-143)

(i) New Course Proposal: POL 304-4, The Politics of South Asia

5. Urban Studies Program (SCUS 25-144)

(i) New Course Proposal: URB 460-4, Transportation and Urban Development
(Fall 2027)

b. Faculty of Health Sciences (SCUS 25-145)

- (i) New Course Proposal: HSCI 360- 3, Global Health with Justice: Equity-Centered Research and Practice

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Document Repository at <https://www.sfu.ca/senate/documents.html>



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MEMORANDUM

ATTENTION Senate
FROM Peter Hall, Chair
Senate Committee on Undergraduate Studies
RE: Course Changes (SCUS 25-139)

DATE November 7, 2025
PAGES 1/3

For information:

Acting under delegated authority at its meeting of November 6, 2025 SCUS approved the following curriculum revisions effective Summer 2026.

a. Faculty of Applied Sciences

1. School of Mechatronics Systems Engineering

(i) Prerequisite change for MSE 320 (*Fall 2026*)

2. School of Sustainable Energy Engineering

(i) Prerequisite changes for SEE 466 (*Fall 2026*)

b. Faculty of Arts and Social Sciences

1. School of Criminology

(i) Description changes for CRIM 101, 131, 210, 241, 251, 310, 331, 332, 335, 343, 346, 352, 355, 413, 458, 491, and 499

(ii) Description and prerequisite changes for CRIM 302 and 320

(iii) Prerequisite changes for CRIM 358

(iv) Description and equivalent statement changes for CRIM 402 and 451

2. Department of English

(i) Description changes for ENGL 202, 204, 209, 210, 211, 213, 216, and 272

3. Department of Gerontology

(i) Course number, prerequisite and equivalent statement changes for GERO 404

4. Department of Global Humanities

- (i) Title and description change for HUM 130

5. Department of History

- (i) Description and equivalent statement change for HIST 111
- (ii) Title and description change for HIST 332

6. Department of Indigenous Studies

- (i) Title and description change for INDG 232

7. School for International Studies

- (i) Deletion of IS 209
- (ii) Course number, title, description and equivalent statement changes for IS 230

8. Department of Philosophy

- (i) Description changes for PHIL 342

c. Faculty of Communication, Art and Technology

1. School for the Contemporary Arts *(Fall 2026)*

- (i) Equivalent statement changes for CA 149, 217, and 319W

2. School of Interactive Arts and Technology

- (i) Equivalent statement changes for IAT 106

d. Faculty of Health Sciences

- (i) Prerequisite changes for HSCI 336, 338, 440, 441, and 442

e. Faculty of Science

1. Department of Mathematics

- (i) Description and prerequisite change for MATH 348 and 360
- (ii) Prerequisite changes for MACM 201 *(Fall 2026)*
- (iii) Prerequisite changes for MATH 190, 240, and 242 *(all Fall 2026)*

2. Department of Molecular Biology and Biochemistry

- (i) Description changes for MBB 402 (*Spring 2026*)

3. Department of Physics

- (i) Prerequisite changes for PHYS 100 (*Fall 2026*)
- (ii) Temporary withdrawal of PHYS 431

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Document Repository at <https://www.sfu.ca/senate/documents.html>



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MEMORANDUM

ATTENTION	Senate	DATE	November 7, 2025
FROM	Peter Hall, Chair Senate Committee on Undergraduate Studies	PAGES	1/1
RE:	WQB Approvals (SCUS 25-138)		

For information:

Acting under delegated authority at its meeting of November 6, 2025 SCUS approved the following new and removed WQB designations effective Summer 2026.

1. New WQB Designations

(i) Writing

- HIST 135 (*Fall 2026*)
- PLCY 300 (*Spring 2026*)

2. WQB Removals (*Fall 2026*)

(i) Breadth-Science

- REM 200

(ii) Quantitative

- GEOG 414
- GEOG 451
- GEOG 455W
- BPK 484

(iii) Writing

- GEOG 381W
- GEOG 417W

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Document Repository at <https://www.sfu.ca/senate/documents.html>

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MEMORANDUM

ATTENTION Senate DATE November 13, 2025
FROM Mary O'Brien,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: Program Change



For information:

Acting under delegated authority at its meeting of **November 4, 2025**, SGSC approved the following curriculum item, effective **Summer 2026**:

Faculty of Education

- 1) Program Change: Secondary Mathematics Education MEd
- 2) Program Change: Secondary Mathematics Education MSc

MEMORANDUM

ATTENTION Senate

DATE November 13, 2025

FROM Mary O'Brien,
Chair of Senate Graduate Studies
Committee (SGSC)

RE: Course Change



For information:

Acting under delegated authority at its meeting of **November 4, 2025**, SGSC approved the following course change, effective **Summer 2026**:

Faculty of Education

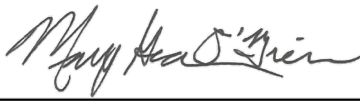
- 1) Course Change (Course Number, Prerequisite, Equivalency): MATH 603
- 2) Course Change (Course Number, Title, Prerequisite, Equivalency): MATH 604

Faculty of Science

Department of Molecular Biology and Biochemistry

- 1) Course Change (Title, Description): MBB 702 (Fall 2026)
- 2) Course Change (Title, Description): MBB 721 (Fall 2026)
- 3) Course Change (Title, Description, Prerequisite): MBB 723 (Fall 2026)

MEMORANDUM

ATTENTION	Senate	DATE	November 13, 2025
FROM	Mary O'Brien, Chair of Senate Graduate Studies Committee (SGSC)		
RE:	Course Deletion		

For information:

Acting under delegated authority at its meeting of **November 4, 2025**, SGSC approved the following curriculum item, effective **Fall 2026**:

Faculty of ScienceDepartment of Molecular Biology and Biochemistry

- 1) Course Deletion: MBB 764



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MEMORANDUM

ATTENTION	Senate	DATE	
FROM	Dilson Rassier, Provost and Vice-President, Academic and Chair, Senate Library Committee	PAGES	1/1
RE:	Senate Library Committee Annual Report		

Please find attached the annual report of the Senate Library Committee and the Library Penalty Appeals Committee. We also include a copy of the Library's annual report in order to share with Senate information about activities of the SFU Library during the past year, beyond what is captured in the SLC report.

https://www.lib.sfu.ca/system/files/26348/SFUAnnuaReport_2024-2025.pdf

cc:



Senate Library Committee &
Library Penalties Appeal Committee
Annual Reports for 2024/25
(September 1, 2024 – August 31, 2025)

Senate Library Committee

MEETINGS

The Senate Library Committee met 3 times during 2024/25:

- October 22, 2024
- February 26, 2025
- June 4, 2025

HIGHLIGHTS

October 22, 2024

- J.Pulkingham, designated by the Provost as the new Chair of the committee
- There was an adjustment of service hours for the Libraries in the Fall Semester
- A new service model for research help was introduced
- Committee members reviewed a list of subscriptions that were to be retained and discontinued at the Library. The cancellations and subscription changes represent 2.4% of the Collections budget
- The Library's high level priorities document was submitted to AVPA in September. With this document, the Library began work on the Library's Academic plan. Changes and suggestions that were provided by Senate Library Committee members will be incorporated into the plan which needs to be submitted by December 15, 2024.
- An overview of the Digital Scholarship Center was presented to the committee

February 26, 2025

- G. Ashoughian was introduced as the new Dean of Libraries
- Due to the Library's anticipated budget deficit, G. Ashoughian suspended expenditures in several areas until the end of the fiscal year to ensure a balanced budget. The focus for the 2025–26 fiscal year is to develop a strategy that maintains budgetary balance while ensuring the sustainability of access to critical resources and services. Fundraising has been identified as a key priority
- The committee motioned to support the decision to phase out Open Access Fund. The fund will be closed on August 31, 2025. More information about the changes to the OA Fund is available at <https://www.lib.sfu.ca/help/publish/scholarly-publishing/open-access-fund-changes>

- [Fabriccommons maker space](#) at Fraser Library opened on February 18, 2025. SIAT (School of Interactive Arts and Technology) and SFU Library collaborated to develop this hands-on learning space with a focus on material creation and textiles.

June 4, 2025

- Bennett Library's 5th floor scheduled to be re-opened in Summer 2025. The cost of both abatement and renovation is around \$10 million which was funded by the province and the university.
- Bennett Library's 6th floor continued to experience leaks in the northeast corner and along most of the south side of the building. The Dean of Libraries and the Library team met regularly with Jennifer Sanguinetti, Associate Vice-President, Facilities and Campus Planning, and her team to monitor and discuss project progress aimed at mitigating the situation.

A plan was established to implement a solution by applying the same thermoplastic membrane used on the 7th floor and sealing the 7th-floor windows. Once the membrane is installed in the mock-up area, it will undergo thorough testing and must be approved by the SFU Facilities team to confirm that no water is penetrating the building envelope before broader implementation proceeds. The tender for the project closed on June 2, 2025, and the selected contractor is expected to begin work within two to three weeks of that date. The project is estimated to take approximately 19 to 32 weeks to complete, depending on site conditions and weather constraints. Adjustments to the schedule may be required due to weather, and the project team intends to continue work for as long as conditions allow. To balance 2025/26 Collections budget, the work is in progress to ensure strategic reduction of collections expenditures. Collections and liaison librarians worked together to determine the least disruptive approach to distribution of cuts.

- Central Open Access Fund stopped accepting applications at the end of August 2025. \$100K was allocated based on the expected number of approved articles not yet published.

Senate Library Committee Membership, 2024/25

Gohar Ashoughian, Dean of Libraries/University Librarian (*Effective November 15, 2024*)

Gwen Bird, Dean of Libraries/University Librarian (*till October 11, 2024*)

Glenn Chapman, Senator (*Effective July 10, 2025*)

Valorie Crooks, Associate Vice-President, Research and International

Cristina Eftenaru, Senator

Kate Elliott, Graduate Representative

Michael Everton, Faculty of Art and Social Sciences

Roger Frie, Education

Aaron Fung, Alternate Undergraduate Representative

Mark Jordan, Associate Dean of Libraries

Lisa Kim, Undergraduate Representative (*Effective July 11, 2025*)

Yolanda Koscielski, Librarian Representative (*till May 31, 2025*)

Daniel Leznoff, Senator (*till May 31, 2025*)

John Maxwell, Communication, Art & Technology (*Effective June 1, 2025*)

Ward McLean, Library Staff Representative

Mary O'Brien, Graduate Studies (*till January 31, 2025*)

Stuart Peacock, Health Sciences (*till May 31, 2025*)
Greta Perris, Lifelong Learning Representative (*Effective February 3, 2025*)
Geoffrey Poitras, Business
Jane Pulkingham, Senior Advisor, Academic Affairs – Chair
Judy Smith, Lifelong Learning Representative (*till December 24, 2024*)
Susie Smith, Recording Secretary
Scott Steedman, Communication, Art & Technology (*till May 31, 2025*)
Pam Stern, Graduate Studies Representative (*Effective February 5, 2025*)
Ljiljana Trajkovic, Applied Science
Harkirat Singh Walia, Undergraduate Representative (*till May 31, 2025*)
Vance Williams, Science
Jennifer Zerkee, Librarian Representative (*Effective June 1, 2025*)

Senate library Committee/Library Penalties Appeal Committee (SLC/LPAC)

Annual Report for September 2024 – August 2025

The Library received one fine appeal during this period, which was resolved without the need to consult the Penalties Appeal Committee. No meetings of the committee were called.

Other Business

From October 1, 2024 to September 30, 2025 the Penalties Appeal Committee was chaired by Leanna Jantzi as Acting Associate Dean of Libraries. From October 1, 2025 to current, Leanna continues to chair the committee as Head, Fraser Library, with oversight responsibilities for Access Services.

LPAC Membership 2024/2025

Chair -- Elected by and from voting members of the Committee

Glenn Chapman, Senator at Large (*effective until May 31, 2027*)

Cristina Eftenaru, Senator at Large (*effective until May 31, 2027*)

Aaron Fung, Undergraduate Rep (Alternate)(*effective until May 31, 2026*)

Open, Graduate Rep (*effective until May 31, 2027*)

Pok Man Tong, Graduate Rep (Alternate)(*effective until May 31, 2026*)

Leanna Jantzi, Ex-Officio, Secretary (non-voting)

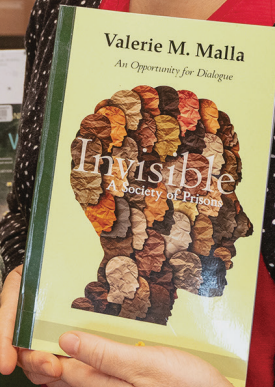
Terms that expired this year

Danny Leznoff, Senator at Large (*effective until May 31, 2025*)

Harkirat Singh Walia, Undergraduate Rep (*effective until May 31, 2025*)

Kate Elliot, Graduate Rep (*effective until May 31, 2025*)

SFU LIBRARY HIGHLIGHTS 2024/2025





Dean's Lecture On Information + Society with Omar El Akkad in conversation with Kamal Al-Solaylee, Jan 2025.

W.A.C. Bennett Library is located on the lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), səliłwətaʔ (Tsleil-Waututh), and kʷikwəłəm (Kwikwetlem) Nations.

Samuel and Frances Belzberg Library is located on the lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətaʔ (Tsleil-Waututh) Nations.

Fraser Valley Real Estate Board Academic Library is located on the lands of the q̓íçəy̓ (Katzie), kʷikwəłəm (Kwikwetlem), qiqéyt (Qayqayt), q̓ʷa:ńł'əh (Kwantlen), Səmyámə (Semiahmoo), and scəwaθən (Tsawwassen) Nations.

Acknowledging the benefits of occupying this land, the Library commits to becoming a more welcoming space for Indigenous Peoples by centring Indigenous voices in our collections, services, and programs.

MESSAGE FROM THE DEAN

I am delighted to present this report celebrating the remarkable accomplishments of the SFU Library during the 2024–2025 year. It is truly rewarding to look back and reflect on how our Library continues to empower student learning, advance groundbreaking research, spark creativity, and foster meaningful connections across our campuses and within our broader community.

I began my tenure as Dean of Libraries on November 15, 2024, and it has been both an honour and a privilege. I am inspired each day by the dedication of our extraordinary team at SFU Libraries. Despite the complex challenges facing post-secondary institutions, our staff remain undaunted, continuing to innovate, adapt, and streamline operations to ensure that the Library's core mission remains strong.

Our public programming continues to flourish. The Dean's Lecture on Information and Society, featuring thought-provoking dialogue between acclaimed writers Omar EL Akkad and Kamal Al-Solaylee, attracted lively engagement and reflection. Our annual Celebration of SFU Authors remains a beloved gathering of the university's creative community, honoring writers across disciplines.

One of the year's most exciting milestones was the launch, in Summer 2024, of the long-awaited Dick Kouwenhoven Book Arts Studio at the W.A.C. Bennett Library. This creative hub houses an impressive collection of letterpress printing tools, offering an immersive, hands-on experience in bookmaking and print culture. The studio not only preserves traditional craft but also fuels interdisciplinary inspiration, connecting arts, publishing, design, and humanities.

We welcome our community to explore SFU Libraries!

Gohar Ashoughian,
Dean of Libraries and University Librarian

WELCOME TO SFU LIBRARY

**OPEN FOR RESEARCH
OPEN FOR LEARNING
OPEN FOR COLLABORATION**

Authors and guests, including authors Evan Freeman and Shuyu Kong, joined us at the 2025 Celebration of SFU Authors, celebrating the creative and academic publications of the SFU community.

Throughout 2024–2025, SFU Library played a vital role in supporting teaching, learning, and research by continuously enriching our collections; delivering expert guidance to students, faculty, and staff; and curating vibrant environments for learning, collaboration, and creativity. Whether in our physical branches or through digital platforms, we offer dynamic, responsive collections, champion open educational resources and open scholarship, and cultivate partnerships across campus and with the wider community. Our extensive instruction and consultation programs equip users with essential skills in research methods, academic writing, pedagogy, and scholarly communication.

Our inclusive spaces include our robust online platforms, and our three branches, the W.A.C. Bennett Library at SFU Burnaby, the Samuel and Frances Belzberg Library at SFU Vancouver, and the Fraser Valley Real Estate Board Academic Library at SFU Surrey. The SFU Library's eBranch continues to enhance accessibility across our website, which received 5.1 million visits during the year.

We completed the expansion of experiential learning spaces at the Fraser Library in Surrey, introducing a fascinating fabriccommons, a vibrant hub blending makerspace and collaborative learning, a tangible manifestation of our commitment to innovation and inclusivity.

Throughout the year, our Library invested in our rich special collections, including rare books, manuscripts, editorial cartoons, and archival materials spanning from Renaissance publications to modern experimental poetry. SFU Library's dynamic initiatives such as the Student Learning Commons, Media and Maker Commons, Knowledge Mobilization Hub, and Digital Humanities Innovation Lab are all designed to support collaborative scholarship and enhance public impact.



Vice-President, Research and Innovation Dugan O'Neil and printer Andrea Taylor.

The Dick Kouwenhoven Book Arts Studio at Bennett Library offers a hands-on learning experience to students, staff, faculty and researchers interested in bookmaking, book history, and print culture. The Studio was made possible thanks to a generous gift from the family of Dick Kouwenhoven, founder of Hemlock Printers.

ENHANCING STUDENT LEARNING AND EXPERIENCE

Fostering undergraduate excellence

The Library enables the academic success of SFU's undergraduate students by providing key writing, learning, and research services, including workshops, consultations, and self-help tutorials and guides. This expertise from the Student Learning Commons and the Research Help team aims to empower students with critical skills to build robust learning strategies, to find and evaluate information, and to communicate their ideas effectively—both during their academic studies and as global citizens.

"Through learning techniques to support my peers through difficult transition periods of life, time management strategies, and having the opportunity to converse with a variety of students from a wide range of disciplines, I've learned many study strategies and mental health support strategies that I've then applied to my own undergraduate journey."

-Emily Ma, Student Learning Commons Writing and Learning Peer Educator

Highlights of Library usage, 2024–2025

Library website use:

5.1M

Total session/visits

2.6M

Users/Unique Visitors

5.0M

Page Views

2,755

Questions answered on AskAway online chats

876

Writing consultations provided by WriteAway

633K

In-person visits to the Bennett Library

"The person who assisted me was very prompt, helpful, and friendly, and I got all of the information I needed which was great!"

"Tell more students about it so they know to use it! Ask a Librarian is such an amazing resource!"

- SFU students on using AskAway online chat for research help

Student Learning Commons Undergraduate Writing Contest

This year 74 students submitted work to the SLC's annual writing contest, which recognizes and celebrates SFU undergraduate writing from across disciplines. Students can submit work in four categories, including First Year, Middle Years, and Fourth Year +, as well as the Plurilingual Prize category for multilingual and plurilingual writing. Prize-winning papers and honourable mentions are published online in the contest's open access journal, creating a repository of strong undergraduate student writing across years and disciplines.

BELZBERG & FRASER LIBRARIES

In the heart of the city: Belzberg Library

Located in busy downtown Vancouver, the Samuel and Frances Belzberg Library welcomes students, faculty, staff, and members of the community to browse the collection and use the popular computer stations and study spaces. The collection's focus on contemporary arts and urban design supports students and researchers in unique Vancouver campus programs. Offering floor-to-ceiling views onto busy sidewalks, Belzberg provides a quiet oasis for study, research, and relaxation.

In the bustling city centre: Fraser Library

Located within the Central City complex in Surrey's downtown core with views northwards to Civic Plaza and local mountains, Fraser Valley Real Estate Board Academic Library is a growing hub for students and researchers. In addition to work and study space and computer stations, the library offers a games room as well as unique collections such as video games, board games, and camera and video equipment to support design and technology programs. Fraser Library is a welcoming spot for studying and research as well as relaxation and finding community.

ADVANCING LEARNING & RESEARCH

Sci-Space collaboration: three years in and thriving

In 2022, when the Faculty of Science was preparing to open Sci-Space, a “one-stop shop for all things Faculty of Science”, Student Success Coordinator Aiden Wickey and Science Advisor Maisie Morsara approached the Student Learning Commons to help them develop and deliver learning strategies workshops that were customized for relevance to science students, but open to all SFU students. The collaboration started with three workshops focused on study skills, exam anxiety, and managing procrastination, and has expanded to seven topics offered once or twice each term.

The SLC/Sci-Space partnership has changed the way that the SLC offers and markets open-attendance workshops, expanding its reach through Faculty of Science communication channels, and increasing accessibility to SLC workshops. Not only are the workshops presented in a student hub right near the McKenzie Café, but they run simultaneously over Zoom—a seamless process thanks to Sci-Space staff who serve as Zoom moderators so that the workshop facilitators can focus on facilitating. In the last year, four sessions have been recorded live and are available on the Library’s YouTube channel and the SLC website, with more to come.

SFU Physics faculty member Dr. Sarah Johnson and SLC Co-ordinator Ruth Silverman facilitate the “Ace the Numbers Game: Quantitative Exams” workshop at Sci-Space.

Photo credit: Aiden Wickey

Smoother thesis submission experience for graduate students

In late fall 2024, Digital Library Services completed a major upgrade to the Thesis Registration System—an essential platform used by graduate students to submit their theses, projects, and other capstones as part of their master’s or doctoral degree requirements. This upgrade supports graduate student success and improves the overall user experience during a critical stage of degree completion. The revamped system features an improved user interface, stronger security measures, and advanced reporting tools.

The Thesis Registration System also prepares metadata for publishing graduate student submissions into Summit, SFU’s institutional repository, and the Library catalogue. Beyond improving the user experience, the system plays a key role in preserving SFU graduate research and making it openly accessible to the world via Summit. This upgrade reflects the Library’s ongoing efforts to modernize digital infrastructure and enhance the visibility and impact of SFU’s academic contributions.

The Games Collection and Room at SFU Surrey’s Fraser Library supports teaching, learning, and research, and provides opportunities for social connection and engagement. The collection now includes adaptive controllers—modular technologies designed to make gaming more accessible for people with disabilities and/or mobility limitations.

SFU Library Digital Humanities Innovation Lab and UBC’s Digital Scholarship in the Arts initiative

A partnership between SFU Library’s Digital Humanities Innovation Lab and UBC’s Digital Scholarship in the Arts initiative (DiSA) provides the UBC community with extended consultation support in Digital Scholarship with a focus on TEI-XML projects. The partnership combines SFU Library’s infrastructure and mission with the academic expertise and vision of researchers across both institutions to advance digital scholarship at SFU, UBC and beyond. With a mandate to assist with the development of doctoral projects associated with the PhD CoLab-funded Adaptive TEI Network (ATN): Antiracist, Decolonial, and Inclusive Markup Interventions, the ATN serves as an experimental pilot project for the partnership.



Empowering and supporting access to information

SFU Library’s innovative Community Scholars Program which enables nonprofit organizations to access and share research to build capacity and strengthen impact, is expanding beyond British Columbia through a partnership with Ontario’s McMaster University.

The Community Scholars Program (CSP) supports researchers and practitioners in nonprofit organizations across BC with their research and information needs. Led by librarian Heather De Forest, the program works with academic publishers to provide access to scholarly publications that would otherwise be paywalled, enabling staff in nonprofits to review case studies, access current research, and make evidence informed decisions about their programs and services. Participating scholars can also consult with librarians on research projects, attend customized workshops, and access other services.

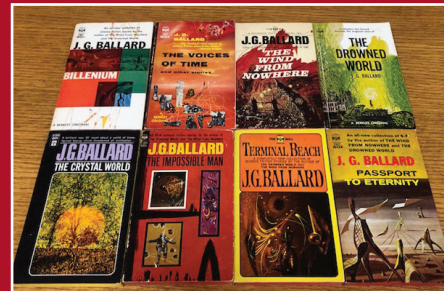
These supports and resources are invaluable for nonprofit organizations that often act as changemakers, both by delivering critical services and programming and by generating actionable knowledge that can shift policy and contribute to community well-being.

The Hamilton Anti-Racism Resource Centre is an Ontario-based organization that has recently signed up. “When you’re developing action plans in response to hate incidents, having literature and research that documents and explains ways you can respond to hate is a valuable resource,” says executive director Lyndon George.

Collection development project supports local, Indigenous-owned bookstore

2024/2025 marked the first full year of an SFU Library pilot project to order books from Iron Dog Books, a local, Indigenous-owned bookstore. Having a more sustainable option for book ordering that also benefits the local community has been a long-time goal of the library. The new relationship with Iron Dog began organically with a well-timed visit to the shop by an SFU collections librarian when the owner, Hilary Atleo, also happened to be there. A chat while checking out was enough to start investigating if a purchasing relationship was possible and the pilot project has been successfully running since.

Much of the current ordering with Iron Dog Books contributes to the growth of specialized collections such as the Library's Indigenous Curriculum Resource Centre and Curriculum Collections, but the processes are now well established and ready for expansion. Since the start of the partnership, SFU Library has ordered more than 450 titles from Iron Dog and is identifying other collections needs that would benefit from this relationship.



SFU alumnus donates largest J.G. Ballard collection outside of the British Library

SFU Library's Special Collections & Rare Books is pleased to have received a donation of a major collection of the English-language publications of the British speculative fiction writer J.G. Ballard (1930–2009), best known for his classic WW II novel *Empire of The Sun* (1984). The collection includes hundreds of editions of Ballard's writings, some of them rarities, including the single rarest book of modern SF, *The Atrocity Exhibition* (1970 US ed.), as well as significant archival and audio-visual material. It is the largest Ballard collection outside of the British Library.

The collection was built over half a century by SFU charter student Rick McGrath, a founding editor in 1965 of *The Peak* student newspaper. Having completed a BA (Hons.) in English, McGrath went on to careers first in journalism, then in advertising, where he flourished as a "creative" and eventually a corporate VP in Toronto. He retired in 2000 to Powell River, B.C. where he is active as a writer, publisher, photographer, designer and passionate "Ballardian". In addition to the collection itself, McGrath has generously donated funding for its processing.

▶ *Titles from the J.G. Ballard collection at SFU Library's Special Collections & Rare Books.*

Digital Collections migration and upgrade unveiling new digital collections website

SFU Library's new Digital Collections website offers a modern, user-friendly interface with improved findability to 68 collections and nearly 500,000 digital objects, including images, photographs, oral histories, documents, and newspapers.

These resources from the Library's Special Collections and Rare Books division, as well as from other partnerships, cover a wide range of topics such as immigrant experiences, activism and social movements, and Indigenous collections, all available for research, discovery, and general interest.

Digital collection highlights include:

- **Historic Postcards:** historically significant collections of B.C. postcards depicting places, people, events, industries, architectural highlights and transportation.
- **Archival Images:** photographs documenting significant moments, people, and places.
- **Oral History Interviews and Videos:** digitized interviews including the archive of CBC Radio's *Writers & Company* program with host Eleanor Wachtel.
- **Digitized Newspapers:** including the archive of *The Peak*, Simon Fraser University's student newspaper.
- **Editorial Cartoons Collection:** containing thousands of original drawings published in Canadian newspapers between 1952–2025.



"We are excited to dig into this exciting collection for what it can tell us about the history of literature and culture, the art of the interview, and the evolution of radio."

- Michelle Levy, English Faculty, SFU

*Eleanor Wachtel and Pierre Jarawan at the Vancouver Writers Fest
Photo credit: Ariel Hudnall*

GROWING COLLECTIONS AND CAPACITY

A new home for beloved CBC show *Writers & Company*

Thanks to an extraordinary partnership with the CBC, researchers and the public alike can listen to the complete digital archive of *Writers & Company*, CBC's flagship literary program, hosted by Eleanor Wachtel. Now housed on the Library's new digital collection website, the interviews include conversations with 14 winners of the Nobel Prize in Literature.

The archival material consists of 1,000+ hours of Wachtel's intimate, in-depth interviews with writers from around the world whose ideas and perspectives have changed the contemporary English language literary ecosystem. Interviewees include Nadine Gordimer, Carol Shields, Michael Ondaatje, John le Carré, Toni Morrison, Kazuo Ishiguro, Zadie Smith, and many more. The material is an invaluable resource for students and researchers of literature, gender studies, politics, and culture as well as for readers and listeners worldwide.

EXPANSION AND GROWTH

The Fraser Library's fabriccommons is a hands-on learning space at SFU Surrey developed in collaboration with the School of Interactive Arts & Technology.

Building the Future

In 2024–25, 384 generous donors contributed

1,629 gifts, valuing \$1,885,214, in support of SFU Library including:



\$777,095

value of gifts in kind to Special Collections and Rare Books, including the BC and Pacific Northwest history book collection donated by SFU alumnus Frank Anfield

\$39,024

to the WAC Bennett Library Fund to improve resources, pilot new services, and enhance physical spaces

\$32,233

to the Alumni Library Endowment to update student learning spaces

\$25,000

from SFU alumnus Rick McGrath to support the preservation and activation of the J. G. Ballard collection

Expansive access and programming

5.4M

digital items used (includes downloads of articles, ebooks, book chapters)

500

BC nonprofits have access to academic research through the Community Scholars Program

349

Attendees to the Celebration of SFU Authors and the Dean's Lecture on Information + Society





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@SFU_Library

— Installation of work by SCA 161 students at Belzberg Library.

SFU LIBRARY



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Hello! My name is Emma Chandler, and this is my sculpture of a p block of wood, I built up solid limbs branching off the block which torso. Then I covered the whole thing in air dry clay. My final step was done using spray paint. Pink is a very bold colour, which may be a quieter academic setting like a library. The Harbour Centre Library consisting of cool beiges, blues, and browns. Pink is very warm and sculpture stand out on the darker coloured shelf. I chose this space for the confrontational nature of the mostly empty shelf. If you are not to the top of the stairs and look at the sculpture again, it is such a bright colour!

Why a horse you may ask? When coming up with ideas for something in the library that is not usually seen. How often was I trying to think of something that is unexpected, sometimes academic reading. At the same time, horses do relate to libraries of books. The Packhorse Library Project was a program where women rode horses to deliver books to remote regions. This fact solidified my idea in sculpting a horse. Thank you for appreciating my work!



To: Senate

From: Kris Nordgren, Secretary
Senate Nominating Committee

Date: November 14, 2025

Subject: Senate Committee Elections

This is a summary of the nominations received and outstanding vacancies for Senate committees.

All nominations must be received by the Senate Office from the Nominating Committee in time to be included in the documentation sent out for the next Senate meeting.

If only one nomination is received for a position, the position will be elected by acclamation. If more than one nomination is received for a position online voting will be held during the week following the Senate meeting on Monday, December 1, 2025. An email will be sent to all Senators with information about the candidates and a link to the online voting system. Voting will be permitted for 48 hours and election results will be released within three days of the end of voting.

COMMITTEE	POSITION	TERM (from June 1, 2025)	NOMINATIONS RECEIVED (after November Senate Elections)	CANDIDATES ELECTED (from November Senate Meeting)
ESC	Senator	1 year		
	Senator	1 year		
	Student Senator	1 year		
SAB	Faculty Member (Alternate)	2 years		
	Graduate Student (Alternate)	1 year		
SCAR	Student Senator (Alternate)	1 year		
SCCS	Senator (at-large)	2 years	Luana Carcano	
	Student (Alternate)	1 year		
SCIA*	Faculty Member (Environment)	2 years		
	Faculty Member (Science)	1 year		
	Faculty Member (Lifelong Learning)	1 year		
SCUH	Faculty Senator (Applied Sciences)	2 years		
	Faculty Senator (Arts and Social Sciences)	3 years		
	Faculty Senator (Education)	2 years		
	Student Senator	3 years		
SCUP	Faculty Senator (Education)	2 years		
	Faculty Senator (Health Sciences)	2 years		
	Undergraduate Student Senator	1 year		
	Undergraduate Student Senator (Alternate)	1 year		

	Graduate Student Senator	1 year		
	Graduate Student Senator (Alternate)	1 year		
SCUTL	Graduate Student (Alternate)	3 years		
SGAAC	Graduate Student	1 year		
	Graduate Student (Alternate)	1 year		
SLC	Faculty Member (Education)	1 year		Yumiko Murai
	Faculty Member (Environment)	2 years		
	Faculty Member (Health Sciences)	2 years		
SLC/LPAC	Graduate Student	2 years		Kate Elliott
	Faculty Senator (Applied Sciences)	2 years		
	Faculty Senator (Arts and Social Sciences)	1 year		
	Faculty Senator (Business)	2 years		
SNC	Faculty Senator (Communication, Art and Technology)	2 years		
	Faculty Senator (Education)	1 year		
	Faculty Senator (Environment)	1 year		
	Faculty Senator (Health Sciences)	1 year		
	Student Senator	1 year		
	Graduate Student	1 year		
SPCSAB/SGAAC	Graduate Student (Alternate)	1 year		

* SCIA Faculty members: *In the event that the Faculty Member is unable to attend, the Faculty Dean is authorized to appoint an alternate replacement.*

CC	Calendar Committee
DQAC	Diverse Qualifications Adjudication Committee
ESC	Electoral Standing Committee
SAB	Senate Appeals Board
SCAR	Senate Committee on Agenda and Rules
SCCS	Senate Committee on Continuing Studies
SCEMP	Senate Committee on Enrolment Management and Planning
SCIA	Senate Committee on International Activities
SCODA	Senate Committee on Disciplinary Appeals
SCUH	Senate Committee on University Honours
SCUP	Senate Committee on University Priorities
SCUS	Senate Committee on Undergraduate Studies
SCUTL	Senate Committee on University Teaching and Learning
SGAAC	Senate Graduate Awards Adjudication Committee
SGSC	Senate Graduate Studies Committee
SLC/LPAC	Senate Library Committee/Library Penalties Appeal Committee
SNC	Senate Nominating Committee
SPCSAB	Senate Policy Committee on Scholarships, Awards & Bursaries
SUAAC	Senate Undergraduate Awards Adjudication Committee



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MEMORANDUM

ATTENTION Senate
FROM Peter Hall, Vice Provost and Associate
Vice-President, Academic
RE: Process Revision for Full Program Proposals Approvals

DATE November 4, 2025**PAGES** 1/1

Currently new academic program proposals are submitted internally for review and approval on a Full Program Proposal (FPP) template. New degree level programs must undergo an additional level of approval by the Ministry of Post-Secondary Education and Future Skills' [Degree Quality Assessment Board](#) (DQAB). An additional form, a [Stage One](#), is required by submission to the DQAB. For these programs, governance is as follows:

	SCUS	SGSC	SCUP	Senate	Board of Governors (BoG)	Ministry of Post-Secondary Submission	Revisions Required	Unit, Faculty, AVPA	Ministry Resubmission
Undergraduate Program	Yes	No	Yes	Yes	Yes	Yes	IF Yes, then IF No, then opens to peer review	Yes	Yes
Graduate Program	No	Yes	Yes	Yes	Yes	Yes	IF Yes, then IF No, then opens to peer review	Yes	Yes

Upon BoG approval, the University Curriculum and Institutional Liaison Office (UCIL) complete a non-material edit of the documents ensuring friendly amendments approved by Senate and BoG are reflected in the FPP and that a complete proofread for grammatical and spelling errors has been completed.

While this process has remained essentially unchanged for more than twenty years (the DQAB was established in 2002), a recent review of our processes has identified a gap in the governance when the Ministry requires revisions to the FPP and Stage One. Since January 01, 2015 SFU has had 23 programs approved by the Ministry, of these 15 have had revisions required (65%), and of these only 2 added a revised date to the FPP document.

In these instances, changes are made by the program proponent (unit and faculty) who is the curricular, subject matter, and proposal expert. If needed, the Director, UCIL and the Associate Vice-President, Academic, may provide guidance on Ministry programs and policy while supporting the submission process. Additionally, the AVPA and UCIL Office are responsible for ensuring that the changes requested by the Ministry do not materially change the academic program (curriculum) nor the academic

governance mandate of SFU Senate as granted through the [B.C. University Act](#), section 37 (1). Over the past five years Ministry required revisions have included:

- Clarifying system context and how the program supports student mobility during study or post-graduation
- Securing additional letters of support from employers
- Securing additional letters of support from private post-secondary institutions
- Clarifying program budget
- Modifying credential nomenclature to align with Ministry recommendations
- Changing National Occupation Codes (NOC) or Classification of Instruction (CIP) Codes
- General editorial/proofing changes (i.e. Ministry program name changes, adding/correcting page numbers, fixing broken links)

The gap arises when revisions occur, in that the internal SFU governance committees are not notified of the revisions. To correct this moving forward, the UCIL Director will communicate required changes (beyond purely editorial, e.g. moving a comma) via memo to the Chair of each approving body i.e. SCUS, SGSC, SCUP, Senate, BoG, as an FYI item. It will be at the Chair's discretion whether to share that memo with the committee members.

Any questions regarding this process change may be sent to Jill Sutherland, Director, UCIL at ucildir@sfu.ca