

A woman with short brown hair and glasses, wearing a red and black plaid shirt, is seated in a lecture hall. She is pointing her right index finger upwards. Other students are visible in the background, some looking towards the front of the room.

FASS ACADEMIC PLAN UPDATE

2024-2025

Student Experience – Curricula and Research
Engagement and Bridging Divides – Faculty and Staff Renewal



● **Ch'ich eliwxih**
(Mt. Seymour)

● **Stitsma**
(Maplewood Flats)

● **Whey-ah-wichen**
(Cates Park)

● **səlilwət**
(Burrard Inlet and Indian Arm)

● **Lhukw'lhukw'áytén**
(Burnaby Mountain)

Place names provided by Skwxwú7mesh Úxwumixw (Squamish) and səlilwətəʔ (Tsleil-Waututh) collaborators. Image courtesy of Bill Reid Centre.

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DEAN OF ARTS AND SOCIAL SCIENCES LEADERSHIP

- Dr. Laurel Weldon**
Dean
- Dr. Dai Heide**
Associate Dean, Learning and Teaching, and Student Experience
- Dr. Steeve Mongrain**
Associate Dean, Research and International
- Dr. Melek Ortabasi**
Associate Dean, Undergraduate Programming
- Dr. Kate Slaney**
Associate Dean, Graduate and Postdoctoral Studies
- Dr. Jennifer Spear**
Associate Dean, Strategic Academic Planning, Enrolment Planning, and Management and Budget

GOALS

RESEARCH

Nurture, support, and highlight the interdisciplinary research achievements of SFU's Faculty of Arts and Social Sciences (FASS). Create more opportunities for our undergraduate students to deepen involvement with faculty members' research.

STUDENT EXPERIENCE

Stimulate and satisfy students' curiosity by providing an exciting and comprehensive curriculum on timely and timeless topics, delivered in a variety of formats and modalities, across the humanities and social sciences. Engage students in a variety of experiential learning opportunities including field schools, co-operative education, undergraduate research, and international exchange. Provide students with high quality advising and mentorship.

ENGAGING COMMUNITIES AND BRIDGING DIVIDES

Further the connections between FASS and various communities both locally and internationally, with dialogue, outreach, knowledge co-creation and learning with and in the community, as priorities. Remove barriers and create an environment that supports curricular and research collaboration across disciplines and administrative boundaries within and beyond FASS.

FACULTY AND STAFF RENEWAL

Recruit, hire, and retain the best faculty and staff to support FASS' academic and research operations while supporting our equity, diversity, and inclusion (EDI) objectives.

The Faculty of Arts and Social Sciences respectfully acknowledges the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), səlilwətəʔ (Tsleil-Waututh), qícəy (Katzie), k^wik^wəłəm (Kwkwetlem), Qayqayt, Kwantlen, Semiahmoo, and Tsawwassen peoples on whose traditional territories Simon Fraser University's three campuses reside.



INTRODUCTION

The Faculty of Arts and Social Sciences (FASS) has been at the core of Simon Fraser University (SFU) since it was founded in 1965. FASS offers a wide range of degrees, certificates and diplomas to graduate and undergraduate students. Most SFU students—even those earning credentials in other Faculties—will encounter FASS over the course of their degree. FASS serves 8,854 undergraduate students and 821 graduate students, making it the largest Faculty at SFU. With over 300 faculty members and 133 staff working across 18 departments and nine interdisciplinary programs, FASS offers the most diverse and wide-ranging curricula at SFU. Times Higher Education (THE) ranks SFU fifth in Canada in the subject areas of "arts and humanities" and "social sciences."

FASS is a leader in research, teaching, reconciliation, and engagement. FASS faculty members are engaged in distinctly visible research across many highly ranked departments and programs, and they procure over \$11,000,000 annually in grants and contracts, including over \$6,000,000 in Tri-Agency Funding. Our faculty members lead national and international scholarly associations and serve as editors of prominent journals. FASS faculty members have won a range of prestigious external awards, including the Guggenheim Award, the YMCA Women of Distinction and Newsmaker Award, and Yale's Windham-Campbell Prize. FASS graduate students include recipients of the prestigious Vanier Canada Graduate Fellowship as well as many recipients of Social Sciences and Humanities Research Council (SSHRC) PhD and MA fellowships. Home to a community of highly visible and highly engaged group of scholars and students, FASS produces internationally visible research that impacts public conversations, from the local to the international.

STUDENT EXPERIENCE

Of all students enrolled at SFU, one third are FASS students, and our wealth of study options include the most diversity of academic areas in the university. Our students participate in co-operative education, field schools, undergraduate research, and exchange programs. New experiential learning opportunities are developed by FASS faculty members every year. FASS undergraduate students received more than \$2.8 million in bursaries and scholarships in 2021-22; more than 2,000 disbursements reached more than 900 students.

FASS has a reputation for outstanding classroom instruction and innovation in teaching methods. FASS continues to recognize its excellent teaching with the annual Cormack Teaching Awards, given to one faculty member at each continuing rank. In 2023, Marianne Ignace (Indigenous Studies and Linguistics) became the most recent FASS instructor to be recognized with an SFU Excellence in Teaching Award. In 2019, Sheri Fabian (Criminology) was awarded a 3M National Teaching Fellowship, Canada's most prestigious teaching-related honour, in recognition of her excellence in teaching and educational leadership. FASS is also home to numerous winners of Teaching and Learning Development Grants. FASS continues to rely on its Faculty Teaching Fellows to spotlight new ideas and methods through its Teaching Café, Teaching Fellows Workshops, and other teaching-focused events aimed at arts and social sciences audiences.

FASS considers student experience central to its academic mission. FASS aims to support students and provide opportunities to forge enduring social connections. FASS continues to focus on improving student experience inside and outside the classroom in numerous ways.

STUDENT EXPERIENCE

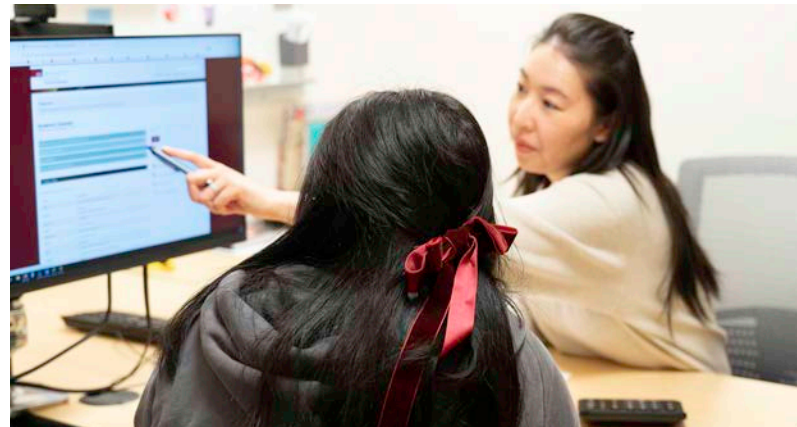
DEGREE AND CAREER PATHWAYS

FASS offers advising to all prospective and undeclared undergraduate students, and we aim to expand upon these achievements and supports.

The Indigenous Languages Program (INLP) offers pathways for communities to choose the learning and teaching of their respective Indigenous languages. The number of participating communities and students has increased exponentially over the last 10 years, providing a concrete example for the Faculty's efforts to contribute to the recommendations of the Truth and Reconciliation Commission.

FASS has begun a program to support student unions with funding for events that focus on departmental alumni and the career paths they have taken. FASS will continue to support student organizations and initiatives and will seek further opportunities to raise awareness of career pathways available to FASS students.

FASS students are increasingly interested in identifying clear career pathways in their academic programs and FASS departments are increasingly responsive to this student need. The Department of Psychology's major concentration in Applied Behaviour Analysis (ABA) and the Department of Philosophy's major concentration in Law and Philosophy



are two examples of innovative career-relevant curriculum development and design. The Department of Political Science has organized its curriculum into five distinct learning tracks, each aimed at a distinct cluster of careers. The Department of Economics communicates its programs to prospective students specifically in terms of career pathways.

FASS will continue to encourage all of its departments and programs to consider innovative ways in which they can develop and bundle their curricula to emphasize to students the career relevance of their credentials.

STUDENT RETENTION AND FIRST-YEAR CURRICULUM

FASS is committed to retaining its students and believes that helping students find supportive academic communities plays a key role in accomplishing this. FASS offers several initiatives—from peer mentoring to FASS Forward academic skills micro-courses—to help students find social and academic communities by offering more dynamic options within the first-year curriculum.

FASS will continue to explore novel ways in which it can package its first-year curriculum with the goal of offering new students more opportunities for social buy-in and a greater awareness of the scope of the FASS curriculum. With clearer options for first-year students—ranging from

elective course pathways to a FASS foundations course, multidisciplinary first-year course options, first-year seminar options and soft cohorts—FASS will develop tools to improve student orientation and adjustment to university, including tools for marginalized and first-generation student populations.

FASS aims to replace the former Liberal Arts Certificate with an updated and contemporary offering in the form of a minor that will showcase the breadth of the Faculty and can serve as a clear and productive pathway for undeclared FASS students early in their academic careers.

Spotlight: FASS One in Surrey

FASS One supports first-year university students at SFU's Surrey campus. In a cohort-like setting, FASS One students have priority registration in core courses and Surrey campus elective courses. They benefit from smaller class sizes and close contact with instructors. They have a dedicated Faculty advisor for course selection and program planning, and they are eligible to participate in FASS FaM (Friends and Mentors), a highly successful peer mentorship program that is also operates from the Burnaby campus as the FASS Peer Mentorship program.



INTERNATIONAL STUDENTS AND UNIVERSITY TRANSITION

Attracting a high percentage of SFU's international students, FASS supports its students in gaining the confidence they need to succeed in a Canadian university environment. FASS is committed to build upon its supports by working with Faculty and institutional units in new and creative ways.

FASS is exploring opportunities to develop peer-to-peer writing mentorship inside of FASS units (building upon innovative programs in the departments of Economics and Linguistics) as a means of assisting students who need immediate help with their written work.

FASS will work with the Multilingual Support Team in SFU's Centre for Educational Excellence (CEE) to explore ways to directly reach admitted international students prior to the start of their first semester in order to offer them the best

possible orientation to university life in a new country. One such opportunity could involve expanding upon courses focused on writing and other core academic skills through the highly successful FASS Forward offering of single-credit, skills-based courses. Developed in response to a national survey by The Conference Board of Canada, FASS Forward courses are offered every summer semester and are open to all SFU students.

FASS Forward has been acknowledged by BC Business and in a BC Council On Admissions and Transfer (BCCAT) report as a cutting-edge example of microcredit or one-credit courses in BC postsecondary education.¹

¹ As seen in BC Business "2021 Education Guide: Micro-credentials are catching on at B.C. universities and colleges"

Spotlight: FASS launched its newest undergraduate program in 2023 Undergraduate Minor in Public Policy

The minor in Public Policy is collaborative and interdisciplinary, allowing students to explore various issues and implications for public policy. Open to SFU students in any area of study, it pairs perfectly with undergraduate majors in Economics, Political Science, Criminology, History, Philosophy, Labour Studies, and Gender, Sexuality, and Women's Studies. Additionally, this minor opens doors to graduate studies in fields including public policy, criminology, public health, and business. Beyond employability and graduate-level training, students learn valuable critical thinking skills to address local, national, and global challenges. "You have to work within real-world constraints," says Director Dr. Ali Bhagat. "It's a very exciting and practical hands-on type of program."

CURRICULA AND RESEARCH

Our Faculty includes 22 research centres and institutes, 12 members of the Royal Society (10 Fellows and two College members), seven Distinguished Professors, four Burnaby Mountain Chairs, eight Canada Research Chairs (CRCs), one Leading Edge Endowment Fund (LEEF) Chair, one Canada Excellence Research Chair (CERC), and 14 endowed chairs and/or named professorships. In 2022, faculty members in FASS generated more than 468 publications, including books and journals at top academic peer-reviewed presses such as Cambridge University Press.

FASS offers a broad array of research-oriented courses, including 88 research methods courses. Opportunities targeted at undergraduate students are part of FASS' priority to integrate research and teaching. Active research is undertaken in 76 FASS courses. Students do original research work in 74 FASS courses and are directly involved in a research project in 180 FASS courses.

From 2022 through 2023, FASS graduate students were recognized with several prestigious awards, including four Vanier Canada Graduate Fellowships, 48 SSHRC Doctoral Fellowships, and 111 SSHRC Canada Graduate Fellowship for MA students.

When it comes to external research funding (2022-2023), FASS submitted 170 grant and contract applications totalling \$11,219,908 (129 were successful for a 76% funding rate). Every unit in the Faculty received grant and contract research funding. FASS' 10-year (2013-2023) total funding is \$76 million.



The FASS peer mentorship program brings students from around the world together; Global Humanities professor, Dimitrios Krallis, working on his Kickstarter Seed grant-winning project, *Molyvos Connections: A Social and Cultural Geography of the North Aegean*; International Studies Master's student, Yussuf Osman, focuses on peacebuilding amidst climate conflict in northern Kenya.

DEVELOPING CURRICULAR OPPORTUNITIES FOR ENGAGING THE WORLD

All students benefit from a deepened understanding of the complex world in which we live through greater exposure to global and regional studies. Building intercultural competencies across the university is a priority that FASS is best suited to address.

We already have programs—French, History, Linguistics, Political Science—which require students be competent in more than one language. The creation of the Department of World Languages and Literatures ensures a centralized approach to language learning at the university, while the Global Asia program capitalizes on our many offerings related to Asian languages and cultures. The School for International Studies also offers globally engaged courses. Courses of study and others like these are central to building FASS' and SFU's capacity in providing a global education.

FASS offers students opportunities for specialized field schools. These are run by the Department of English (Lake District, Italy), the Graduate Liberal Studies program (Prague, Spain), the Hellenic Studies program (Greece), the Department of Political Science (NATO Field School), the Urban Studies program (Finland), as well as the School of Criminology's international perspectives on cybercrime (Scotland).

Further, FASS identifies raising external support funds to expand student exchange opportunities as a key advancement priority.

FASS is working to improve its support services to international students. In the past years, FASS has piloted and refined programming in communication beyond writing for international students in the two departments with very high international enrolments (Economics and Linguistics); this has had promising results.

² *BC Student Outcomes, 2016 to 2020 Baccalaureate Graduates Surveys of 2014 to 2018, prepared by BC Stats.*

CURRICULA AND RESEARCH

RESEARCH IN THE CLASSROOM

As per the FASS Strategic Research Plan, one objective is to enhance the visibility of FASS researchers and to integrate research into the curriculum. One way to do this is by combining undergraduate curricula with our extensive research portfolio. There are a variety of ways for undergraduate students to engage with research, and FASS is already well positioned in this regard. The School of Criminology, the Department of Sociology and Anthropology, and the Department of Psychology include work on research problems identified with community partners, as well as provide opportunities for field and/or practicum placements. FASS is home to the longest-running [annual undergraduate research conference](#) at SFU, hosted by the Department of World Languages and Literatures. Departments such as Economics sponsor many Undergraduate Student Research Awards (USRA). FASS is looking to support more of our

units to develop similar opportunities appropriate to their disciplines.

In Political Science, the Somjee Professorship in Indian Political Development offers great potential implications and funding for developing engagement with the South Asian community and creating a pipeline of research and student opportunities. Other possibilities may be developed through collaboration with field schools, research activity in faculty laboratories (e.g., in Psychology, Criminology, Economics, and others), or work in the Digital Humanities Innovation Lab (DHIL). The Complex Social Problems Research Space in Political Science illustrates such a possibility, and Andy Hira's [Clean Energy Research Group \(CERG\)](#) brings together academics, practitioners, and policymakers with a direct impact on policy decision-making. Psychology's [Research Engagement Course](#) is another example of how undergraduate students are included in research activities.

SUPPORTING DIVERSITY AND INNOVATION IN COURSE DELIVERY METHODS AND MODALITIES

As the teaching and learning landscape continues to shift, FASS will continue to draw on the experiences of instructors across its units to support online and blended learning, including developing an interactive blended learning model

tailored to the needs of FASS faculty members. This will help ensure that FASS' online and blended offerings meet a very high standard. In concert with CEE, FASS is creating resources to guide faculty members and departments in developing quality blended and online courses. Establishing good practices and standards for this process will ensure that we stay abreast of developments in this area and offer courses in a range of modalities, providing more options and accessibility for our diverse student body.

GRADUATE CURRICULUM AND PROFESSIONAL DEVELOPMENT

FASS continually adds to its graduate offerings. The Master of Arts (MA) in Indigenous Languages and Linguistics launched in Fall 2022. An MA in Indigenous Studies as well as a certificate in Equity, Diversity, and Inclusion are under development.

FASS supports a range of initiatives to support graduate programs and graduate students:

- ✓ Supporting faculty members and students interested in Mitacs funding (workshops, one on one consultation, assistance with networking to find potential community partners, possible course on community-based research), Tri-agency scholarship application workshops and mentor programs.
- ✓ Preparing FASS graduate students for careers, academic and non-academic, through professional development initiatives (including workshops by SFU's Sexual Violence Support & Prevention Office (SVSPO), Mitacs, FASScelerate, and others in development).
- ✓ Helping FASS graduate students connect to teaching (e.g., CEE's TA Hub), research (e.g., Knowledge Mobilization Hub; Community-engaged research initiative [CERi]), and professional and career development (e.g., SFU's Career and Volunteer Services) resources on and off campus.
- ✓ Working closely with SFU's Teaching Support Staff Union (TSSU) to develop a Head Teaching Assistant (TA Mentor) category to support teaching professional development for graduate students.

FASS established a Doctoral Student Recruitment Fund to contribute to the newly required minimum funding policy for PhD students starting at SFU. FASS supports student research travel through the FASS Graduate Student Support Fund. FASS is developing a TA mentoring program, including a TA Manual for new incoming Teaching Assistants.

GRADUATE CAREER DEVELOPMENT

FASS has partnered with McMaster University' Sandra LaPointe on an Insight Partnership Grant to provide a training program for graduate students from the social sciences, humanities, and arts to work in applied fields. The first round of partnership grants was approved in Spring 2023.

also complete voluntarily co-op opportunities. In addition to Mitacs and Community Engaged Research Initiative (CERi), there are additional community-engaged research initiatives.

In addition, FASS has developed workshops and proactive guidelines, such as the "Boundaries and Healthy Relationships for Graduate Students" workshop offered in Fall 2023 which will be repeated in Fall 2024.

FASS continues to require Co-op for the Master's in Public Policy program; many Urban Studies students

Spotlight: Public Policy Research – Projects and Grants



NANCY OLEWILER

[Making a difference for BC](#): \$1 million Pacific Institute for Climate Solutions grant on climate resilience for rural and remote communities in BC.



KORA DEBECK

NIH-funded [At-Risk Youth Study \(ARYS\)](#) produces new research on policy to address the drug overdose crisis in BC.



YUSHU ZHU

Grants on housing stratification, especially impacting communities of immigrants, low-income populations, and ethnic minorities.

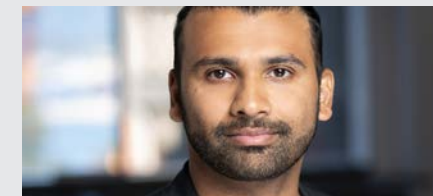
Spotlight: Public Policy Research – Global Challenges



GENEVIEVE LEBARON

FORD FOUNDATION AND HUMANITY UNITED GRANTS TO FUND RE:STRUCTURE LAB

[Re:Structure Lab](#) is in collaboration with Stanford, Michigan, and Yale universities



ALI BHAGAT

SSHRC INSIGHT GRANT ON WORKER-DRIVEN SOLUTIONS TO FORCED LABOUR IN SUPPLY CHAINS

[Learn more](#) about their SSHRC Insight Grant

Genevieve LeBaron, Ali Bhagat, and Kam Phung (Beedie School of Business) were awarded two grants.

Involves working across boundaries as these are collaborative between SFU's School of Public Policy and SFU's Beedie School of Business.

ENGAGING COMMUNITIES AND BRIDGING DIVIDES

FASS is strongly engaged in external opportunities, such as the Developing Minds Conference (co-hosted with SFU's Faculty of Education), the BC Social Studies Teacher Conference (+550 participants), and Ethics Bowl (in partnership with SFU's Department of Philosophy).

In collaboration with the Stavros Niarchos Foundation (SNF) Centre for Hellenic Studies and the University of California, Los Angeles (UCLA), the Gefyra program facilitates academic mobility for faculty, staff, and students traveling between these institutions and to bridge the geographical gap between the Greek academic community and the West Coast. This Centre is a major site for Hellenic studies in North America and is committed to the advocacy and study of Hellenism. The SNF Centre supports undergraduate and graduate studies on Greece's history, language and culture through its home department of Global Humanities.

In addition to hundreds of events organized by the Faculty and its departments, FASS participates in SFU events such as Welcome Day and Welcome Week, Convocation, info sessions and others, including faculty member lectures and departmental fairs. Our [FASS in the Class program](#) that brings graduate students into high school classrooms is a gem for high school teachers. It is complemented by the [Discover FASS program](#) where high school students sit in on FASS first-year lectures to get an immediate university classroom experience.

FASS also organizes events such as Multilingual SFU, a weeklong celebration of languages that brings together students, faculty members and staff, the Cormack Teaching Symposium to recognize excellence in teaching, and research-focused events such as the Dean's lecture series and FASS Forum, our Faculty's annual celebration of new and newly promoted faculty members, showcasing the diversity and complexity of teaching and research taking place across FASS.

Spotlight: Experiential learning – Global Asia Program

When the previous FASS Strategic Academic Plan was being assembled in 2017-2018, the Global Asia Program had not yet launched. Global Asia has now demonstrated its capacity as a hub for meaningful conversations about Asia and its diasporas that connect SFU faculty members, staff, and undergraduate and graduate students with international researchers as well as local organizations and community members. Student experience, research-intensive curricular and pedagogical innovation, interdisciplinarity, community and global engagement, equity, diversity and inclusion, and B.C. interests are core to Global Asia programming at every level, showing how local and global, community and institutional engagement work best when tightly entwined.

EXAMPLES:

- An experiential learning course entitled “*Reworking the Museum: Public History and Asian Representation*” encouraged students to critically evaluate the way that people of Asian descent and Asian histories have been displayed in museums in British Columbia. This course was taught by Dr. Anushay Malik in the Spring 2023 semester.
- Global Asia courses often work to connect students with instructors and community members in research-informed, public-facing projects. 2024 Farley Distinguished Visiting Scholar in History, Dr. Adrian De Leon, is a Filipino Canadian scholar who, as a visiting faculty member hosted by the Global Asia Program, taught a selected topics course (GA 400) that examined revolutionary movements in the Philippines.



Dr. Adrian De Leon in conversation with CBC's The Early Edition (February 2024) [Watch here](#)

INTERDISCIPLINARITY

Promoted across its departments and with other Faculties and institutions, interdisciplinary research remains a high priority in FASS' faculty renewal planning. The interdisciplinary character of our faculty members' research is reflected in FASS' numerous interdisciplinary programs and credentials. Applied Legal Studies, Indigenous Studies, International Studies, and Gender, Sexuality, and Women's Studies have seen significant growth in demand from students over the last several years.

FASS offers strong interdisciplinary credentials such as minors in Social Data Analytics, Public Policy, Global Asia, and Cognitive Science, carrying on in the tradition of our oldest interdisciplinary program, the French Cohort Program in Public and International Affairs. We are also home to small but dynamic programs in areas that were developed in response to social needs and FASS' strengths (Urban Studies, Global Asia, Social Data Analytics, Cognitive

Science, Public Policy). We will review existing credentials, explore opportunities for collaboration, and recognize course equivalencies across participating departments. In 2024, the Ministry of Post-Secondary Education and Future Skills granted approval for a new undergraduate major program, Urban Worlds, a cross-Faculty venture between FASS and SFU's Faculty of Environment. FASS will also explore new interdisciplinary degrees such as a planned Minor in Medical Humanities and Social Sciences, which addresses the development of the SFU Medical School and draws on existing offerings in FASS.

Most FASS graduate degrees are disciplinary in nature. However, we see an opportunity to leverage disciplinary expertise to provide time-limited topic-specific interdisciplinary premium fee programs and microcredentials that provide opportunities for professionals to refresh their background and expertise, and thereby be better positioned to address an array of emergent challenges.

ENGAGING COMMUNITIES AND BRIDGING DIVIDES

Spotlight: FASS Health Research Funding 2012-2022

FASS submitted 176 health research grant and contract applications totalling \$19,527,059 (107 were successful for a 60% grant and contract health research funding rate) over these 10 years.

Tri-agency health research funding totalled \$11,755,556 over these 10 years, with ~\$7.7 million coming from other sources (Michael Smith Health Research BC, Genome BC, CRCs, etc.).

Most health research funding in this 10-year period is from the Departments of Gerontology and Psychology.

RECONCILIATION

FASS is a leader in reconciliation at SFU. In addition to our Department of Indigenous Studies, which recently celebrated its 20th anniversary, our Indigenous Languages Program is more than 30 years old and responds directly to the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action #16 "to create university and college degree and diploma programs in Aboriginal languages." FASS attracts a significant proportion of SFU's Indigenous student community. Last year, FASS enrolled 440 Indigenous undergraduates (61% of all Indigenous undergraduate students at SFU) and 48 Indigenous graduate students (20% of all Indigenous graduate students at SFU). Under the leadership of FASS' second Director of Indigenous Relations (a position created in early 2020), FASS is acting upon the calls to action in the SFU Aboriginal Reconciliation Council's (SFU-ARC) 2017 report, [Walk This Path With Us](#).

Among the most progressive programs in shared First Nations/university governance is the Indigenous Languages Program (INLP). INLP offers students training in Indigenous languages, initiated by and offered in communities. In the past five years, INLP enrolments have grown from 400 to almost 1,200. Community partnership for language delivery flows from overall memoranda of understanding (MOUs) like that between the Squamish Nation and SFU, guided by negotiated stewardship agreements (in development), and relies on bilateral memoranda of agreement (MOAs) or project service contracts while retaining academic

control over credential design, assessment and delivery. Working with Indigenous communities and SFU Faculties, FASS continues to cultivate meaningful relationships as well as new curricula on campus and in communities for Indigenous students. Discussions are currently underway with the Faculty of Education, INLP, and various Indigenous communities to explore ways of boosting language revitalization by growing the population of language educators proficient in Indigenous languages. FASS also plans to work with other units to improve Indigenous students' transition from high school to the university and create clearly marked pathways and ladders for them to ease completion of the credentials they wish to acquire. An MA in Indigenous Studies is currently in development.

The Reconciliation Working Group administers the [Reconciling Curriculum Grant Program](#) as part of FASS' ongoing commitment to reconciliation. These grants are intended to support both small- and large-scale initiatives to indigenize FASS curricula, as well as support cultural awareness training, professional development, and assist in strengthening partnerships with Indigenous knowledge-holders in the community. The program looks to support individual faculty members and academic units to take "constructive action on addressing the ongoing legacies of colonialism and the work of reconciliation" in their teaching. Applications to the program have increased year upon year, resulting in several promising projects.

FACULTY AND STAFF RENEWAL

FASS seeks new faculty members who reinforce longstanding research strengths inside and across departments. FASS also seeks opportunities to open new paths of scholarly inquiry, especially including opportunities for new interdisciplinary research collaborations. FASS prioritizes student experience and needs in its strategic renewal planning, seeking new faculty members who will help FASS meet changing student interests and enrich the classroom experience of both undergraduate and graduate students.

FASS is governed by an annual process of strategic faculty member hiring. Reconciliation and Black thriving are central priorities in FASS' faculty renewal strategy. FASS is also broadly committed to equity, diversity, and inclusion, and prioritizes the representation of equity-seeking groups in its faculty member complement.

FASS relies heavily on its team of creative and resilient staff to operate our academic programs. FASS has recently undergone a review of its operational staff structure in order to enhance lines of communication and more clearly delimit the responsibilities of its staff leaders.



FASS AT A GLANCE

FASS DEPARTMENTS AND SCHOOLS (17)

- School of Criminology
- Department of Economics
- Department of English
- Department of French
- Department of Gender, Sexuality, and Women's Studies
- Department of Gerontology
- Department of Global Humanities
- Department of History
- Department of Indigenous Studies
- School for International Studies
- Department of Linguistics
- Department of Philosophy
- Department of Political Science
- Department of Psychology
- School of Public Policy
- Department of Sociology and Anthropology
- Department of World Languages and Literatures

ACADEMIC PROGRAMS (9)

- Applied Legal Studies Program
- Cognitive Science Program
- French Cohort Program
- Global Asia Program
- Graduate Liberal Studies Program
- Indigenous Languages Program
- Labour Studies Program
- Social Data Analytics
- Urban Studies Program

CENTRES AND INSTITUTES (22)

- Africa Research Centre
- Bill Reid Centre for Northwest Coast Art Studies
- Centre for Comparative Muslim Studies
- Centre for Forensic Research
- Centre for Public Policy Research
- Centre for Restorative Justice
- Centre for Scottish Studies
- Centre for Urban Governance
- David Lam Centre for International Communication
- Digital Democracies Institute
- Gerontology Research Centre
- Indigenous Languages Centre
- Indigenous Research Institute
- Institute for the Humanities
- Institute For Transpacific Cultural Research
- International Centre for Criminal Law Reform & Criminal Justice Policy
- International Cybercrime Research Centre
- Mental Health, Law and Policy Institute
- Research Centre for Multidisciplinary Studies on the French-Speaking World
- Science and Technology for Aging Research Institute
- SFU Morgan Centre for Labour Research
- Stavros Niarchos Foundation Centre for Hellenic Studies

FASS AT A GLANCE

FIELD SCHOOLS



2024 NATO Field School: 44 students, including 11 SFU students, 23 different universities (including Georgetown, Lancaster, Universidad Alfonso X el Sabio, the Norwegian Defense University, University of North Carolina at Chapel Hill, Washington, Rochester, Michigan, Glasgow), 55% women, and 13 graduate students.

Spotlight: NATO Field School

The NATO Field School and Simulation Program is an intensive political science experience that combines coursework with experiential learning. The program is open to university students across all NATO member-states and provides the opportunity for students to observe professionals and experts in their working environment and by student immersion in the decision tasks that political, diplomatic and military personnel face. This includes visiting embedded experts from the Department of National Defence, Global Affairs Canada, the Canadian Armed Forces, NATO and academia, as well as high-level briefings at NATO headquarters, Supreme Headquarters Allied Powers Europe (SHAPE), European Union (EU) Military Staff headquarters, European External Action Services and NATO Strategic Communications Centre of Excellence and the Joint Canadian Delegation to NATO.

Like a dynamic practicum or apprenticeship, the NATO Field School prepares students for entry-level employment in foreign affairs, defence policy and various national and international security sectors, as well as international non-governmental organization (NGO) sectors.



PALADIN RESPONSE

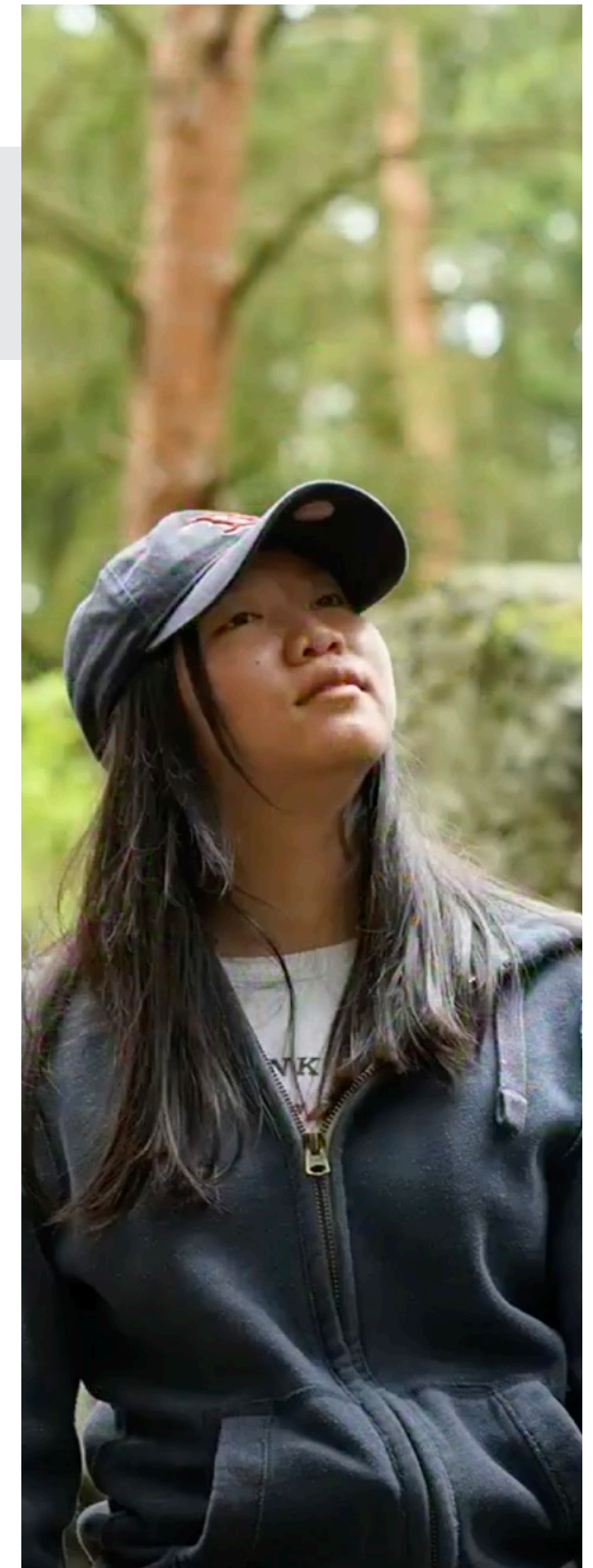
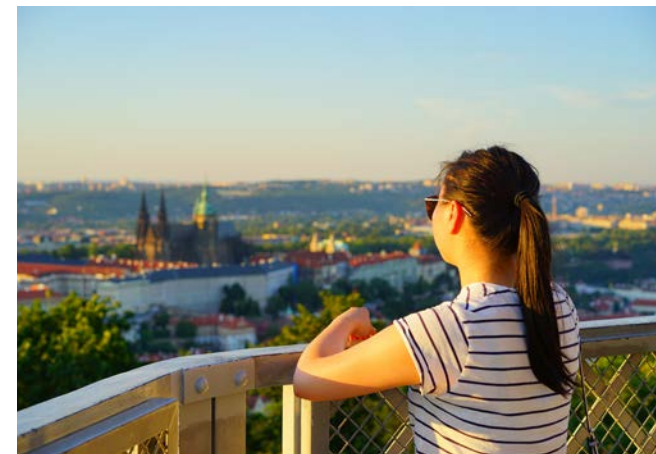
NATO Field School alumni were invited to observe Exercise Paladin Response, the largest reserve exercise in Canada.

Spotlight: Global Humanities Field School

Prague: Central European History, Politics, and Culture

"PRAGUE STANDS AT THE CROSSROADS OF THE MOST IMPORTANT HISTORICAL, CULTURAL, ARTISTIC, RELIGIOUS, AND POLITICAL DEVELOPMENTS IN ALL OF EUROPE."

The Prague field school provides a seven-week, in-depth study of European society and culture, history, literature, art, film and contemporary politics seen through the window of the Czech Republic. The program includes courses in language, film and art history, and political science, which are intended to enrich the core field school courses. Students are taught by faculty members at Charles University in Prague. This popular field school has been operating for 20 years.





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