SENATE OF SIMON FRASER UNIVERSITY
AGENDA – OPEN SESSION

Monday, March 2, 2020 – 5:30 pm
Room 3210 West Mall Complex

1. Approval of the Agenda

2. Approval of the Minutes of the Open Session of February 3, 2020

3. Business Arising from the Minutes

4. Report of the Chair

5. Question Period *

6. Reports of Committees

   A) Senate Committee on Enrollment Management and Planning (SCEMP)
      i)  Enrollment Plan 2020/2021; Undergraduate Admissions Targets for 2020/2021  S.20-28

   B) Senate Committee on University Priorities (SCUP)
      i)  External Review Mid-Cycle Review for the School for International Studies
          (For Information)  S.20-29
      ii) External Review Mid-Cycle Report for the Department of Linguistics
           (For Information)  S.20-30
      iii) Full Program Proposal for the Professional Kinesiology Certificate  S.20-31

   C) Senate Committee on Undergraduate Studies (SCUS)
      i)  Program Changes (For Information)  S.20-32
      ii) New Course Proposals (For Information)  S.20-33
      iii) Course Changes (For Information)  S.20-34
      iv)  Blended Courses (For Information)  S.20-35
      v)   Program GPA  S.20-36

   D) Senate Graduate Studies Committee (SGSC)
      i)  Program Changes (For Information)  S.20-37
      ii) New Course Proposals (For Information)  S.20-38
      iii) Course Changes (For Information)  S.20-39

   E) Senate Nominating Committee (SNC)
      i)  Senate Committee Elections (For Information)  S.20-40
7. Other Business

8. Information
   i) Date of the next regular meeting – Monday, April 6, 2020

Agenda items and papers for the March meeting will be required by the Secretary at noon on Thursday, March 19, 2020. Submissions may be emailed to senate@sfu.ca, but must be followed up by a signed paper submission. These items will be considered by the Senate Committee on Agenda and Rules on Tuesday, March 24, 2020 with Senate distribution on Friday, March 27, 2020.

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 Docushare at https://docushare.sfu.ca/dsweb/View/Collection-12682

Kris Nordgren
Assistant Registrar, Senate & Academic Services
Secretary of Senate pro tem

*Questions should be submitted in writing to Kris Nordgren (email kdn1@sfu.ca) with “Senate Question” in the subject line by Wednesday, February 26th at 9:00 am.
2019/2020 Undergraduate Enrolment Summary and
2020/2021 SFU Enrolment Plan

for

Senate March 2, 2020

Senate Committee on Enrolment Management and Planning (SCEMP)

Prepared by
Zareen Naqvi, Director
Institutional Research and Planning
February 11, 2020
This report summarizes the undergraduate enrolment outcomes of fiscal year 2019/20 and the proposed enrolment plan for 2020/21. A brief description of the terms used in the enrolment plan is given below:

- **PFTE**: An undergraduate program FTE (PFTE) is calculated by accumulating all undergraduate units taken by all students in each undergraduate program and dividing by the applicable full-time load for each program.
- **AFTE**: An activity FTE (AFTE) for a Faculty is calculated by multiplying the number of units for every course offered by the Faculty by the number of students in every course and dividing by 30.
- **COOP**: A Co-op term is defined as a full load for the purpose of counting undergraduate FTEs starting in 2011/12. This definition is consistent with other research universities. The definition of Co-op as full-time was already in effect for graduate students starting 2010/11.

### 2019/2020 Enrolment Outcomes

**Funded Domestic** Program FTEs (PFTEs): Program FTEs are dependent on retention of existing students, student credit load, recruitment of new students and the number of students graduating. SFU was funded for 17,074 undergraduate full-time equivalents (PFTE) in 2019/20 including Co-op FTEs and 80 new FTEs for the Sustainable Energy Engineering program based in Surrey. Our PFTEs were 17,894, a surplus of 4.8% (820) above the Ministry’s funded PFTEs. Our enrollment planning is done in terms of program FTEs excluding Co-op. We had 16,498 domestic undergraduate PFTEs this year (excluding Co-op), slightly below our enrolment plan. Graph 1 compares the 2019/20 program FTE plan versus actuals for SFU faculties.

### New Domestic Student Intake

We admitted 4,710 new students which represented 87% of our new domestic intake target. (See Table 1 for 2019/20 Senate Approved Plan for undergraduate domestic full

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1 For the purposes of this report (undergraduate headcount, PFTEs, AFTEs), a domestic student is defined as someone paying the domestic tuition rate and an international student is defined as someone paying the international tuition rate. These numbers may differ from other reports (for example, the Enrolment Portal) where domestic/international differentiation is based on visa status.
time equivalent enrolments versus actuals and new intake targets versus actuals by Faculty). Despite some Faculties missing their domestic intake targets most came close to their PFTE targets. However, a trend we are seeing continues to be a softening of domestic numbers. In 2019/20 there was an additional impact on enrolment of new students due to the new faculty-specific admission requirements for B.C. high schools beginning in fall 2019; this impact is likely to continue for a couple of transition years but some adjustments are being made to minimize the impact.

### Table 1: Domestic 2019/20 Enrolments and New Student Intakes by Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Program Full Time Equivalent Enrolments (PFTEs)</th>
<th>New Student Intake (Headcount)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plan Actual</td>
<td>Plan Actual</td>
</tr>
<tr>
<td>APSC</td>
<td>1,928 1,882</td>
<td>641 536</td>
</tr>
<tr>
<td>ARTS</td>
<td>6,200 5,983</td>
<td>2,413 1,928</td>
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<tr>
<td>BUS</td>
<td>1,944 1,950</td>
<td>480 428</td>
</tr>
<tr>
<td>FCAT</td>
<td>1,538 1,477</td>
<td>420 337</td>
</tr>
<tr>
<td>EDUC</td>
<td>1,180 1,150</td>
<td>231 299</td>
</tr>
<tr>
<td>ENV</td>
<td>650 641</td>
<td>199 166</td>
</tr>
<tr>
<td>HSCI</td>
<td>895 945</td>
<td>280 297</td>
</tr>
<tr>
<td>SCI</td>
<td>2,438 2,462</td>
<td>750 717</td>
</tr>
<tr>
<td>USPEC*</td>
<td>0 8</td>
<td>0 3</td>
</tr>
<tr>
<td>SFU Total</td>
<td>16,773 16,498</td>
<td>5,414 4,710</td>
</tr>
</tbody>
</table>

* USPEC= unspecified

### International Program FTEs and New International Student Intake: International student enrolment was 4,765 PFTEs which equals 22.4% of total undergraduate student PFTEs. See Graph 2 for international program FTE plan versus actuals for SFU faculties.

**Graph 2: International 2019/20 Program FTEs Planned versus Actual by Faculty**

We admitted 1,613 new international students, 22% more than the minimum we established in last year’s plan. (See Table 2 for 2019/20 Senate Approved Plan for undergraduate international full time equivalent enrolments versus actuals and new intake targets versus actuals by Faculty). A portion of this overage was due to a highly qualified pool of international applicants from B.C. high schools, and post-secondary
transfers. The plan approved by Senate last year allowed for some leeway if we were faced with strong non-FIC applicants.

Table 2: International 2019/20 Enrolments and New Student Intakes by Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Program Full Time Equivalent Enrolments (PFTEs)</th>
<th>New Student Intake (Headcount)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plan</td>
<td>Actual</td>
</tr>
<tr>
<td>APSC</td>
<td>675</td>
<td>782</td>
</tr>
<tr>
<td>ARTS</td>
<td>1,750</td>
<td>1,803</td>
</tr>
<tr>
<td>BUS</td>
<td>800</td>
<td>827</td>
</tr>
<tr>
<td>FCAT</td>
<td>610</td>
<td>650</td>
</tr>
<tr>
<td>EDUC</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>ENV</td>
<td>200</td>
<td>199</td>
</tr>
<tr>
<td>HSCI</td>
<td>135</td>
<td>146</td>
</tr>
<tr>
<td>SCI</td>
<td>335</td>
<td>323</td>
</tr>
<tr>
<td>USPEC*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SFU Total</td>
<td>4,535</td>
<td>4,765</td>
</tr>
</tbody>
</table>

* USPEC= unspecified

Program FTEs and New Student Intake Trends: (See Graph 3 and Table 3 for details). Over the past three years, including 2019/20, we have had a very well-qualified pool of international applicants from B.C. high schools and post-secondary institutions, including FIC, resulting in strong international enrolment outcomes. In contrast, over the last few years, we are seeing a softening in the domestic applicant pool. This trend is partly due to the demographics of declining university-aged population in our catchment areas and partially due to increasing competition from teaching- and research-intensive universities. Many other post-secondary institutions across Canada, including those in B.C., are feeling similar challenges in the recruitment of domestic students. We have chosen to maintain our admission standards in the face of this trend. This emphasizes the need to focus on student success and retention.
while addressing course access issues, a factor that may be limiting student credit load. Coupled with the recent trend, our long-term enrolment plan has intentionally decreased the excess unfunded by grant domestic PFTEs from 8% down to around 5%. At the same time, we have intentionally increased our international FTES to offset these declines. Lately, we have been stressing growth in non-traditional demand areas such as FCAT and FENV with some success. Further, due to changes approved by Senate last year, the University was able to increase the number of highly qualified international students admitted from Canadian high schools.

Table 3: Undergraduate New Intakes and PFTEs Trends (2010/11 – 2019/20)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>New Intakes</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target/Senate Approved</td>
<td>5,465</td>
<td>5,303</td>
<td>5,545</td>
<td>5,472</td>
<td>5,256</td>
<td>5,773</td>
<td>5,813</td>
<td>5,479</td>
<td>5,579</td>
<td>5,414</td>
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<tr>
<td>Actual</td>
<td>5,812</td>
<td>5,186</td>
<td>5,648</td>
<td>5,934</td>
<td>5,437</td>
<td>5,524</td>
<td>5,563</td>
<td>5,213</td>
<td>5,165</td>
<td>4,710</td>
</tr>
<tr>
<td>Difference</td>
<td>347</td>
<td>-117</td>
<td>103</td>
<td>462</td>
<td>181</td>
<td>-249</td>
<td>-250</td>
<td>-206</td>
<td>-141</td>
<td>-704</td>
</tr>
<tr>
<td>% difference</td>
<td>6.3%</td>
<td>-2.2%</td>
<td>1.9%</td>
<td>8.4%</td>
<td>3.4%</td>
<td>-4.3%</td>
<td>-4.3%</td>
<td>-4.9%</td>
<td>-7.4%</td>
<td>-13.0%</td>
</tr>
<tr>
<td>Program FTES</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dom PFTE Plan</td>
<td>18,185</td>
<td>18,158</td>
<td>17,836</td>
<td>17,587</td>
<td>17,523</td>
<td>17,553</td>
<td>17,438</td>
<td>17,113</td>
<td>16,773</td>
<td>16,773</td>
</tr>
<tr>
<td>Dom PFTE Actual</td>
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<td>17,911</td>
<td>17,884</td>
<td>17,955</td>
<td>17,594</td>
<td>17,299</td>
<td>16,995</td>
<td>16,823</td>
<td>16,676</td>
<td>16,498</td>
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<tr>
<td>Difference</td>
<td>408</td>
<td>-247</td>
<td>48</td>
<td>368</td>
<td>71</td>
<td>-254</td>
<td>-443</td>
<td>-290</td>
<td>-277</td>
<td>-275</td>
</tr>
<tr>
<td>% difference</td>
<td>2.2%</td>
<td>-1.4%</td>
<td>0.3%</td>
<td>2.1%</td>
<td>0.4%</td>
<td>-1.4%</td>
<td>-2.5%</td>
<td>-1.7%</td>
<td>-1.6%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>New Intakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target/Senate Approved</td>
<td>507</td>
<td>927</td>
<td>962</td>
<td>1,098</td>
<td>1,587</td>
<td>1,641</td>
<td>1,503</td>
<td>1,303</td>
<td>1,319</td>
<td>1,319</td>
</tr>
<tr>
<td>Actual</td>
<td>1,635</td>
<td>1,621</td>
<td>1,124</td>
<td>1,192</td>
<td>1,473</td>
<td>1,499</td>
<td>1,784</td>
<td>1,393</td>
<td>1,699</td>
<td>1,613</td>
</tr>
<tr>
<td>Difference</td>
<td>1,128</td>
<td>694</td>
<td>162</td>
<td>94</td>
<td>-114</td>
<td>-142</td>
<td>281</td>
<td>90</td>
<td>388</td>
<td>294</td>
</tr>
<tr>
<td>% difference</td>
<td>222.5%</td>
<td>74.9%</td>
<td>16.8%</td>
<td>8.6%</td>
<td>-4.7%</td>
<td>-8.7%</td>
<td>18.7%</td>
<td>6.9%</td>
<td>28.8%</td>
<td>22.3%</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program FTES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int'l PFTE Plan</td>
<td>2,364</td>
<td>3,177</td>
<td>3,560</td>
<td>3,748</td>
<td>3,813</td>
<td>3,885</td>
<td>3,916</td>
<td>4,086</td>
<td>4,310</td>
<td>4,535</td>
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<tr>
<td>Difference</td>
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<td>441</td>
<td>259</td>
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<td>-81</td>
<td>-31</td>
<td>193</td>
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<td>269</td>
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<tr>
<td>% difference</td>
<td>31.3%</td>
<td>13.9%</td>
<td>7.3%</td>
<td>-1.7%</td>
<td>-2.1%</td>
<td>-0.8%</td>
<td>4.9%</td>
<td>6.0%</td>
<td>6.2%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

2020/2021 SFU Enrolment Plan


SFU’s Enrolment Planning Strategy:

Undergraduate: With respect to undergraduate enrolment, the 2020/21 planned Co-op and non-Co-op undergraduate PFTEs enrolment is proposed to be 17,734 (Section 4p) which would be 3.3% above the ministry funded program FTE of 17,174. This goal is intentionally somewhat lower to account for the challenges of implementing the new admission requirements for B.C. secondary school applicants and declining demographics. However, even if we miss this goal we would easily meet our lower level target of 2-3% above the ministry-funded PFTEs.

As shown in the SFU Enrolment Plan, the 2020/21 undergraduate funded program FTE target for domestic students (excluding Co-op FTES) is 16,338 PFTEs (see section 6p of the SFU Enrolment Plan). The proposed international FTE target (excluding Co-op) for 2020/21 is 4,714 which equates to 22.4% of all undergraduate FTES (see section 7p of the SFU Enrolment Plan). Based on the university and faculty
enrolment plan, it is estimated that we need to admit 4,958 domestic and 1,491 international new students to meet this enrolment plan. See Table 4 below for a breakdown of the enrolment plan and new intake targets by faculty.

**Table 4: Proposed 2020/21 New Intakes and Program FTEs by Faculty**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Program FTE Targets (Plan)</th>
<th>New Intake Targets (Headcount)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Domestic</td>
<td>International</td>
</tr>
<tr>
<td>APSC</td>
<td>1,920</td>
<td>785</td>
</tr>
<tr>
<td>ARTS</td>
<td>5,803</td>
<td>1,750</td>
</tr>
<tr>
<td>BUS</td>
<td>1,941</td>
<td>800</td>
</tr>
<tr>
<td>FCAT</td>
<td>1,410</td>
<td>650</td>
</tr>
<tr>
<td>EDUC</td>
<td>1,160</td>
<td>33</td>
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<tr>
<td>ENV</td>
<td>655</td>
<td>200</td>
</tr>
<tr>
<td>HSCI</td>
<td>990</td>
<td>150</td>
</tr>
<tr>
<td>SCI</td>
<td>2,460</td>
<td>345</td>
</tr>
<tr>
<td><strong>SFU Total</strong></td>
<td><strong>16,338</strong></td>
<td><strong>4,714</strong></td>
</tr>
</tbody>
</table>

Appendix C provides further details of proposed new domestic and international student intake targets for 2020/21 using the basis of admission categories of Secondary, Post-Secondary and Other.

**Graduate:** The Graduate enrolment plan is established for Regular and Specialty graduate programs. Regular graduate programs generally charge a semester tuition fee, while the Specialty programs generally charge a per credit tuition fee. In 2019/20 SFU received Ministry funding for 2,867 graduate PFTEs (including Co-op and 30 new FTEs for the SEE program) and generated a surplus of 1,012 PFTEs (35% above funded target). In contrast to undergraduate enrolments, the ministry does not distinguish between domestic and international students. Due to high demand for graduate programs and being a research intensive university, we are planning for 3,870 PFTEs (excluding Co-op) or 3,783 non Co-op activity FTEs (AFTEs). This breaks down to 2,013 AFTEs (excluding Co-op) for Regular and 1,770 AFTEs (excluding Co-op) for Specialty for 2020/21 (Tables 13a & 14a in Appendix A).
APPENDIX A

KEY TABLES FROM

2020/21 SFU PROPOSED ENROLMENT PLAN*

For SENATE March 2, 2020
Recommended for Approval by SCEMP, February 13, 2020

* The full SFU Enrolment Plan is available on this webpage:

# SIMON FRASER UNIVERSITY
## 2020/21 PROPOSED ENROLMENT PLAN

**LAST UPDATED:** Feb/11/2020  
**Prepared by:** Zareen Naqvi

### UNDERGRADUATE PROGRAM FTE ENROLMENT PLAN

<table>
<thead>
<tr>
<th>STUDENT LEVEL/FACULTY</th>
<th>CURRENT YEAR ACTUAL</th>
<th>TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014/15</td>
<td>2019/20</td>
</tr>
<tr>
<td><strong>6p. UG DOMESTIC NO COOP (FUNDED)</strong></td>
<td>17,594</td>
<td>16,498</td>
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<tr>
<td>Applied Sciences</td>
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<td>Arts &amp; Social Sciences</td>
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<td>Business Administration</td>
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</tr>
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<td>Communication, Art &amp; Technology</td>
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</tr>
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<td>Education</td>
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<td>1,150</td>
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<td>Environment</td>
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<tr>
<td>Health Sciences</td>
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<td>Science</td>
<td>2,568</td>
<td>2,462</td>
</tr>
<tr>
<td>Underdecl/Open Learning</td>
<td>80</td>
<td>8</td>
</tr>
</tbody>
</table>

* Extremely preliminary estimates.

**UNDECL/OPEN LEARNING = Underdeclared/unspecified or Open Learning**

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S:\Zareen\SCEMP & Senate\SCEMP Feb 13 2020\Senate\SFU Enrolment Key Tables for SEMC 20200214
### SIMON FRASER UNIVERSITY
#### 2020/21 PROPOSED ENROLMENT PLAN

**GRADUATE ACTIVITY FTE ENROLMENT PLAN**

<table>
<thead>
<tr>
<th>STUDENT LEVEL/FACULTY</th>
<th>ACTIVITY FTE'S</th>
<th>2014/15</th>
<th>2019/20</th>
<th>2019/20</th>
<th>2020/21</th>
<th>2025/26*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13a. GRAD SPECIALTY NO COOP</strong></td>
<td>1,423</td>
<td>1,713</td>
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<td>1,770</td>
<td>1,800</td>
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<td>ARTS &amp; SOCIAL SCIENCES</td>
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<td>BUSINESS ADMINISTRATION</td>
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<tr>
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<tr>
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<td>463</td>
<td>474</td>
<td>500</td>
<td>500</td>
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</tr>
<tr>
<td>BUSINESS ADMINISTRATION</td>
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<td>13</td>
<td>13</td>
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<tr>
<td>COMMUNICATION, ART &amp; TECHNOLOGY</td>
<td>166</td>
<td>161</td>
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<td>ENVIRONMENT</td>
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<td>149</td>
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<tr>
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</table>

* Extremely preliminary estimates.

UNDECL/OPEN LEARNING = Underclared/unspecified or Open Learning
Table B1. 2019/20 New Domestic Student Intake Targets by Faculty and Basis of Admission - All Campuses (Headcount)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>SEC</th>
<th>PSEC</th>
<th>OTHER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSC</td>
<td>462</td>
<td>133</td>
<td>46</td>
<td>641</td>
</tr>
<tr>
<td>FASS</td>
<td>1,517</td>
<td>711</td>
<td>185</td>
<td>2,413</td>
</tr>
<tr>
<td>BUS</td>
<td>401</td>
<td>77</td>
<td>2</td>
<td>480</td>
</tr>
<tr>
<td>FCAT</td>
<td>314</td>
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<tr>
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<td>60</td>
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</tr>
<tr>
<td>ENV</td>
<td>119</td>
<td>74</td>
<td>6</td>
<td>199</td>
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<tr>
<td>HEALTH</td>
<td>209</td>
<td>65</td>
<td>6</td>
<td>280</td>
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<td>SCIENCE</td>
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<td>750</td>
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<td>1,350</td>
<td>477</td>
<td>5,414</td>
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</table>

Basis of Admission: SEC= Secondary School, PSEC=Post-Secondary transfers, OTHER= All other admission categories

Table B2. 2019/20 New Domestic Student Intake Estimated Actuals by Faculty and Basis of Admission - All Campuses (Headcount)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>SEC</th>
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<th>TOTAL</th>
</tr>
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<tbody>
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<td>127</td>
<td>54</td>
<td>536</td>
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<tr>
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<td>677</td>
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<td>84</td>
<td>4</td>
<td>428</td>
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<td>FCAT</td>
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<td>EDUC</td>
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<td>166</td>
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<tr>
<td>HEALTH</td>
<td>216</td>
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<td>5</td>
<td>297</td>
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<td>4,710</td>
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Basis of Admission: SEC= Secondary School, PSEC=Post-Secondary transfers, OTHER= All other admission categories

Faculty FY1920 Program FTEs FY1920 Target
APSC 1,928
FASS 6,200
BUS 1,944
FCAT 1,538
EDUC 1,180
ENV 650
HEALTH 895
SCIENCE 2,438

* USPEC = unspecified
Table B3. 2019/20 New International Student Intake Targets by Faculty and Basis of Admission - All Campuses (Headcount)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FY1920 SEC</th>
<th>PSEC</th>
<th>FIC</th>
<th>OTHER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSC</td>
<td>8</td>
<td>3</td>
<td>144</td>
<td>26</td>
<td>181</td>
</tr>
<tr>
<td>FASS</td>
<td>86</td>
<td>79</td>
<td>386</td>
<td>19</td>
<td>570</td>
</tr>
<tr>
<td>BUS</td>
<td>68</td>
<td>28</td>
<td>141</td>
<td>1</td>
<td>238</td>
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<tr>
<td>FCAT</td>
<td>10</td>
<td>7</td>
<td>136</td>
<td>0</td>
<td>153</td>
</tr>
<tr>
<td>EDUC</td>
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<td>5</td>
</tr>
<tr>
<td>ENV</td>
<td>10</td>
<td>8</td>
<td>28</td>
<td>5</td>
<td>51</td>
</tr>
<tr>
<td>HEALTH</td>
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<td>6</td>
<td>34</td>
<td>0</td>
<td>54</td>
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<tr>
<td>SCIENCE</td>
<td>32</td>
<td>25</td>
<td>3</td>
<td>7</td>
<td>67</td>
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</table>

Basis of Admission: SEC= Secondary School, PSEC=Post-Secondary transfers, FIC= Fraser International College transfers & OTHER= All other admission categories

Table B4. 2019/20 New International Student Intake Estimated Actuals by Faculty and Basis of Admission - All Campuses (Headcount)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FY1920 SEC</th>
<th>PSEC</th>
<th>FIC</th>
<th>OTHER</th>
<th>TOTAL</th>
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<td>260</td>
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<td>68</td>
<td>80</td>
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<td>4</td>
<td>696</td>
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<tr>
<td>BUS</td>
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<td>134</td>
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<td>235</td>
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<td>FCAT</td>
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<td>149</td>
<td>0</td>
<td>178</td>
</tr>
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<td>4</td>
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<tr>
<td>ENV</td>
<td>11</td>
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<td>72</td>
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<td>0</td>
<td>0</td>
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<td>1,173</td>
<td>32</td>
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* USPEC = unspecified
### Table C1. 2020/21 PROPOSED DOMESTIC Undergraduate Admission Targets by Faculty and Basis of Admission - All Campuses (Headcount)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FY2021</th>
<th>Program FTEs</th>
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<tr>
<td></td>
<td>SEC</td>
<td>PSEC</td>
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<tr>
<td>APSC</td>
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<td>138</td>
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<tr>
<td>FASS</td>
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<td>85</td>
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<tr>
<td>FCAT</td>
<td>263</td>
<td>79</td>
</tr>
<tr>
<td>EDUC</td>
<td>73</td>
<td>30</td>
</tr>
<tr>
<td>ENV</td>
<td>134</td>
<td>78</td>
</tr>
<tr>
<td>HEALTH</td>
<td>224</td>
<td>78</td>
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<tr>
<td>SCIENCE</td>
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<td>UNIV</td>
<td>3,094</td>
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</tr>
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</table>

Basis of Admission: SEC= Secondary School, PSEC=Post-Secondary transfers, OTHER= All other admission categories

Note: These new intake targets are contingent on the program FTE (PFTEs) targets. If during the year the PFTE targets are under- or over-achieved, the new intake targets will be re-evaluated with the aim of fulfilling the overall PFTE targets.

For EDUC, the new intake targets include students who are only new to SFU and new to the Faculty of Education.

This Plan includes PDP intake targets of around 350-360 students. Based on recent data we expect 41-42% students to be new to SFU and 58-59% would be SFU students joining the PDP program.

---

### FY2021 Faculty Target Completion by Basis of Admission

<table>
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<tr>
<th>Faculty</th>
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<th>%Fac</th>
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<td>FASS</td>
<td>55%</td>
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<tr>
<td>BUS</td>
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<tr>
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<tr>
<td>EDUC</td>
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<tr>
<td>ENV</td>
<td>62%</td>
<td>36%</td>
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<tr>
<td>HEALTH</td>
<td>73%</td>
<td>26%</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>72%</td>
<td>22%</td>
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<tr>
<td>UNIV</td>
<td>62%</td>
<td>27%</td>
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### Table C2. 2020/21 PROPOSED INTERNATIONAL Undergraduate Admission Targets by Faculty and Basis of Admission - All Campuses (Headcount)

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<th>FIC</th>
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<td>FASS</td>
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<td>75</td>
<td>470</td>
<td>4</td>
<td>613</td>
</tr>
<tr>
<td>BUS</td>
<td>50</td>
<td>40</td>
<td>126</td>
<td>0</td>
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<td>0</td>
<td>1</td>
<td>4</td>
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<tr>
<td>HEALTH</td>
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<td>65</td>
<td>0</td>
<td>65</td>
</tr>
<tr>
<td>SCIENCE</td>
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<td>32</td>
<td>12</td>
<td>9</td>
<td>96</td>
</tr>
<tr>
<td>UNIV</td>
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<td>178</td>
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**Program FTEs**

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<th>Target</th>
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</tr>
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</tr>
<tr>
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<td>ENV</td>
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<td></td>
</tr>
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<td>HEALTH</td>
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</tr>
<tr>
<td>SCIENCE</td>
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</tr>
<tr>
<td>UNIV</td>
<td>4,714</td>
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</tr>
</tbody>
</table>

Basis of Admission: SEC= Secondary School, PSEC= Post-Secondary transfers, FIC= Fraser International College transfers & OTHER= All other admission categories

Note: Faculties will have the option to exceed their new international student intake target with students who have attended a secondary school in Canada for a minimum of three years including Grade 12 and have achieved an admission average that exceeds the cut-off admission average for domestic students. Decisions will be made by the Registrar and Executive Director Student Enrolment.
### GPA Cutoffs for New Student Intakes - 2019-2020

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<th></th>
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<td></td>
<td></td>
<td></td>
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<tr>
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<td>86%</td>
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<td>84</td>
<td>86%</td>
<td>3.40</td>
</tr>
<tr>
<td>ENSC/MSE</td>
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<td>84</td>
<td>86%</td>
<td>2.80</td>
<td>84</td>
<td>86%</td>
<td>2.80</td>
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<tr>
<td>FASS</td>
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<td>78</td>
<td>80%</td>
<td>2.25/2.40**</td>
<td>78</td>
<td>80%</td>
<td>2.25/2.40**</td>
</tr>
<tr>
<td>BUS</td>
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<td>78 + BBA</td>
<td>83% + BBA</td>
<td>2.00*</td>
<td>78 + BBA</td>
<td>83% + BBA</td>
<td>2.00*</td>
</tr>
<tr>
<td>FCAT</td>
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<tr>
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</tr>
<tr>
<td>BA/BENV</td>
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<td>78</td>
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<td>80%</td>
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</tr>
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<td>BSCEN</td>
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<td>80%</td>
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<tr>
<td>HSCI</td>
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</tr>
<tr>
<td>BA</td>
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<td>83</td>
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<td>85%</td>
<td>2.60</td>
<td>84</td>
<td>85%</td>
<td>2.60</td>
</tr>
<tr>
<td>SCI</td>
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<td>84</td>
<td>85%</td>
<td>2.60</td>
<td>84</td>
<td>85%</td>
<td>2.60</td>
</tr>
</tbody>
</table>

Source: Undergraduate Admissions office

*min 2.00 + GPA on 8 req'd courses

** Univ/College

*** BC Secondary School applicants evaluated using a weighted average of List A & List B courses

---

continued....
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSC</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CMPT/SOSY</td>
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<td>4.00</td>
<td>95</td>
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<tr>
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<td>95</td>
</tr>
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<td>78 + BBA</td>
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<td>FCAT</td>
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<td>CMNS</td>
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<td>95</td>
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<td>95</td>
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<td>ENV</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>2.50</td>
<td>86</td>
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<td>BSCEN</td>
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<td>2.50</td>
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</tr>
<tr>
<td>HSCI</td>
<td></td>
<td></td>
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</tr>
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<td>95%</td>
<td>4.00</td>
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<tr>
<td>BSc</td>
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</tr>
<tr>
<td>SCI</td>
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<td>2.90</td>
<td>90</td>
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Source: Undergraduate Admissions office
*min 2.00 + GPA on 8 req’d courses
** Univ/College
*** BC Secondary School applicants evaluated using a weighted average of List A & List B courses
At its February 5, 2020 meeting, SCUP reviewed the Mid-Cycle Report for the School for International Studies which resulted from its 2016 external review. The report is attached for the information of Senate.
MEMORANDUM

ATTENTION: Jon Driver, Chair, SCUP
FROM: Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic
RE: External Review Mid-Cycle Report for the School for International Studies

DATE January 20, 2020

The External Review of the School for International Studies was undertaken in March 2016. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. The mid-cycle report and the Unit’s assessment of its Educational Goals are attached for the information of SCUP.

c: Tamir Moustafa, Director, School for International Studies
Lisa Shapiro, Acting Dean, Faculty of Arts and Social Sciences
TO  Glynn Nicholls, Director, Academic Planning and Quality Assurance
FROM  Tamir Moustafa, Director, School for International Studies
SUBJECT  International Studies Mid-Cycle Report for External Review
DATE  December 19th, 2019

Dear Glynn,

Attached please find the Mid-Cycle Report for the School for International Studies which details our progress with the Action Plan stemming from the 2016 External Review. The assessment of our Educational Goals is also attached.

Sincerely,

[Signature]

Tamir Moustafa
### External Review Update for the School for International Studies (December 2019)

<table>
<thead>
<tr>
<th>Action</th>
<th>Progress Made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Programming</strong>&lt;br&gt;<strong>1.1.1 Undergraduate</strong>&lt;br&gt;- The reviewers regret but understand the reasons for the School having decided to drop the requirement that IS majors spend a semester abroad and they are supportive of the suggestion to allow internships in Canadian organisations engaged in international affairs to count as international experience (in what the School terms a practicum). The School has decided in future to recommend but not to require IS students to undertake either a semester abroad or a practicum (which may be either home-based or international), or both. Plans for the practicum have been prepared and will be submitted to the FASS UGPC, together with proposals for the necessary regulation changes, in Fall 2016. We plan to make the practicum a credit course. We hope to win support from FASS for the appointment of a lecturer/senior lecturer, part of whose responsibilities will be to develop experiential education within the School, and who would have the task of searching out suitable opportunities for IS students, and perhaps for others in FASS as well. An alternative might be for FASS to appoint a liaison officer with responsibilities for searching out opportunities and suitable partner organisations, so that the School, and other units in the Faculty, can improve student access to such experiences. On the whole, however, we think that the development of experiential education, such as we envisage, needs to be made the responsibility of a university teaching officer.</td>
<td>Since its external review, the school gained approval for and began fielding a new course, “International Studies 497: Field Practice.” In this course, students pursue a local or international volunteer work placement or volunteering involving a minimum of four hours per week, for a minimum total of 52 hours or work/volunteership for the term. Students then reflect upon their work/volunteer experience, and write about it, in relation to problems they have studied in their academic program. In September of 2019, faculty unanimously approved another new course proposal for “International Studies 301: Returning from Abroad”. Should the proposal be approved by the FASS Curriculum Committee in Fall 2019, the course will likely begin in Fall 2020. Its main goal is for students to: “examine social, cultural, and political challenges involved in working or living abroad”. By integrating students’ own reflections with critical analysis and readings about living and working abroad, students in the course will “reflect on the knowledge, skills, and values gained while abroad, with attention to career-related pathways and possibilities”. In August of 2019, the school hired its first professional development coordinator. One responsibility of the position is to liaise with the Co-op Office and identify new work and volunteer opportunities for students to pursue during and after their degree program. The School also secured donor funding to the tune of $300,000 over five years to provide financial support that will enable study, internship, and volunteership abroad experiences.</td>
</tr>
</tbody>
</table>
- We have noted, and will act upon, the reviewers' recommendation that we strengthen cooperation and lines of communication with the SFU Coop Office.

Following multiple meetings between the school's directors and the Coop Office director and her supervisor, the school and its new professional development coordinator are now in more frequent contact and routinely coordinate professional development activities.

- The reviewers wish to encourage a proactive attitude to increasing undergraduate student numbers. The measures they suggest are already in place: class sizes for 300-level courses have been increased from 30 to 40; numbers of 400-level courses are being reduced; the two capstone courses (IS450W/IS451) are already run as parallel sessions in both Fall and Spring semesters; some of the pre-requisites for upper division courses have been relaxed.

Since our review, we have witnessed an increase in undergraduate student numbers and we believe that the proactive efforts noted at left have contributed to that rise. Specifically, annualized full-time enrolments (AFTEs) for undergraduates (excluding Coop) rose from 142.9 during the year of our external review (the 2015-16 fiscal year) to 187.7 in 2018/19 (the latest year of data provided by IRP).

- We have noted that the Report recognizes in International Studies an efficient and well-structured program; and that the reviewers observe that improving access for IS students to other units course offerings is not a matter that the School alone can address - though we must, clearly, take as proactive a role as we can. We note as well the reviewers' reference to the need to maintain and ideally increase the ability of the SIS to offer their own courses, and [that] this was the strong preference expressed by the students. This too is not an action that the School can address without support from the Administration.

Wherever possible, SIS has sought to proactively improve our own students' access to other units' course offering by creating relationships with other units, especially smaller units like ours. For example, we have a new cross-listed course with Labor Studies, “Workers in the Global Economy”. We hope the stronger relationships that such overtures can build will yield more cross-listed courses that are both strategically sensible for our unit and useful for IS students.

Unfortunately, our CFL complement contracted with 6 departures and retirements between 2014 and the end of 2019 (see Appendix A). These were partially offset by 4.5 CFL hires or transfers in the same period. Three additional lines have been allocated and searches are in process in late 2019. In the meantime, the unit is heavily reliant on limited term and sessional instructors, who are fielding over 50% of our total course offerings in the 2019/20 academic year.

- We note the reviewers' recommendations about strengthening interdisciplinary content within as opposed to between courses. We are confident, however, that our own courses are of an interdisciplinary character, and we are not in a position to enhance the

One major effort to deepen the interdisciplinarity of content within our courses came in the form of a revamped version of “IS 101: Introduction to International Studies”. This occurred largely as the result of our school director and undergraduate director re-designing and teaching multiple version of this course themselves since our review. IS 101 – by far our largest and most frequently taught course and the principal gateway
Interdisciplinary content of courses that may be included in an IS Major taught in other departments. We will take up the reviewers' recommendation that the professional element that is well developed in the capstone course IS 450W be included in other courses as well (see page 17). These are matters for continuing review by the School's Undergraduate Committee, and will be taken up again in Fall 2016.

### 1.1.2 Graduate

**• Since the time of the reviewers' visit to the School we have secured the approval of the FASS GPC for the restructuring of the MAIS. This has involved the elimination of the distinction between the International Development and Governance and Conflict streams.** This restructuring, however, involves more than a useful adjustment to make day-to-day running more manageable (in the words of the Report, page 8). The MAIS is being reprogrammed around the theme of Conflict and Development in line with contemporary thinking in international policy which emphasises the intersection of security concerns and development needs. We think, therefore, that the MAIS will be more distinctive than at present when the new program/structure comes into effect in 2017-18. The reviewers themselves recognize this possibility when they say that the School's focus on conflict and development issues lends itself well to engagement with recent developments in both theory and practice (page 16).

**• We recognize that significant attention must indeed be paid** to interdisciplinary nature of IS through a lecture on the topic early in the course, lectures on the distinct ways in which different disciplines contribute to fuller understanding of practical problems/issues in IS, and new readings meant to illustrate the complementarity of these perspectives. IS 300, our required methods course, also underwent similar redesigns in 2016 and again in 2018 with an eye toward addressing interdisciplinarity in the methods of IS research.

Since the last review, the graduate section of our website was redesigned with prospective students in mind. The school's director and graduate...
given to recruitment. The report says that this should entail coordinated initiatives by both the FASS and the School. We will seek some support from FASS to enhance our visibility both through the means suggested in the report (use of social media; dynamic web content; on-line advertising) and others. Ideally, we will strategise with appropriate consultants.

director also followed up on the suggestions of the reviewers to advertise our program using social media. In particular, the school in 2016 began purchasing advertisements on Facebook that targeted a demographic of potential applicants. It also began more actively using its twitter account to advertise our program. Since beginning these efforts shortly after our review, we correspondingly experienced an increase in submitted applications from 46 in Fall 2016 to 49 in Fall 2017, and 78 in Fall 2018. Preliminary indications suggest that these efforts will again generate a robust application pool in Fall 2019. The school’s website is undergoing another revision to the new SFU platform this year. After this is launched, our new communications staff person devoting time to further efforts to target and recruit students. Finally, we are working on development of a major donor pitch that includes a proposal for graduate student fellowships to more competitively recruit the best applicants.

- With regard to the recommendation in the Report that the Master's program requires a radical ground-up rethinking, going beyond the restructuring referred to under point 1 above, we have already, in the Spring Term 2016, begun discussion of an entirely new MA program with what we believe to be a clear and distinctive thematic focus that would place the School, once again, at the cutting edge of graduate programs in Canada, in International Studies. We plan to continue this discussion in Fall 2016. We do not think it wise, however, to proceed too far with these discussions, and subsequent planning, until such time as we know the response of the Faculty and of the University to our requests for replacements of the three faculty members who will have left us, by resignation or retirement, by December 31, 2016, with a fourth to follow into full retirement in 2019, after two years at 50 per cent of full duty. Without replacement positions the School will be

The school is currently planning a day-long retreat for Spring of 2020 in which faculty members will likely spend considerable time discussing the future of the MAIS degree program. With our modest faculty complement and need to prioritize our undergraduate program in light of AFTE considerations, the School lacks the faculty resources it would likely need for an expansion or a substantial redesign of the program. Nevertheless, we are hopeful that alongside the addition of a new graduate director in Fall 2019, discussions at our retreat will allow for sustained reflection on future pathways for the program. Such efforts will aim to build upon the now-completed restructuring of the program, which has successfully expanded our applicant pools and stabilized the program.
very constrained in what it will be able to offer in the graduate program, and a note below outlines priorities for such positions. In the meantime, we will be able to observe the impact of the reprogramming of the MAIS, and of enhanced visibility, on numbers of applicants and of admissions.

- We have noted the suggestion in the Report that we should consider establishing a small doctoral program, perhaps in collaboration with another unit, either within FASS, or even in another university. We are certainly interested in this prospect, but we rather think that it should be considered in the context of a FASS-wide discussion about the establishment of a Graduate School that would bring together the fairly small doctoral programs that exist in a number of departments. The establishment of such a Graduate School would facilitate inter-unit collaboration, and make it possible to mount courses on research design and methodology that would serve students from several different social science disciplines (with History numbered amongst them).

Faculty members remain concerned that the school’s small size and limited resources are barely sufficient for maintaining our modest MA program. Moreover, we hold firm that even if the current CFL complement were doubled, PhD graduates would have trouble securing tenure-track positions given the realities of the job market in higher education.

- We have noted and are interested in the suggestions made in the Report about strengthening what we would prefer to think of as a praxis orientation in the MA (identification of a particular skill or set of skills in which MAIS students could be trained that other programs in Canada do not provide; making a coop placement a requirement; partnering with local organisations). We consider that this should be a part of the way we reinvigorate the MA. The appointment of a lecturer/senior lecturer, or as a positive second-best, a

One of our responses has been to hire a new professional development staff person in the school, as noted above. Her roles include liaising with the Coop office and maintaining and circulating a database of professional opportunities within and outside the Coop program framework, among many other responsibilities. Further, a faculty member in 2018 successfully wrote a MITACS grant to fund a Masters student to work for the Canadian Journal of Development Studies. Our new PD coordinator has begun exploring the possibility of applying for similar such grants through the MITACS Accelerate program. Alongside successful career networking events that the school hosted in 2018 and 2018, the PD coordinator has also begun fortifying alumni networks that could generate new praxis opportunities.
liaison officer, such as we have referred to in connection also with the undergraduate program, will greatly facilitate this task.

2. Research

- The Report does not suggest any actions for enhancing the research of the School, other than that we should include Sessional Instructors in our regular research colloquia.

  Sessional instructors continue to be welcomed into the colloquium series, although the total number of sessions will decline slightly in 2019-2020.

3. Administration

- Liaison with Sessional Instructors to be improved upon, on the parts of the Chair of the Undergraduate Program Committee, and of the Director.

  The school director now routinely meets with all sessional instructors prior to their fielding new IS courses. The undergraduate chair serves as an ongoing point of contact for quality control and assistance in relation to course development by sessional instructors.

- Though it is not a matter brought up in the Report, the School will, in 2016-17, revisit its Constitution, drawn up in 2006-7, so as to ensure the continuation of the effective and collegial governance that it has enjoyed hitherto.

  Our faculty made several amendments to the Constitution that formalize processes governing faculty search procedures.

4. Working Environment

- The Report says that the School is fortunate to have an excellent workplace, and notes only the lack of student social space.

  Alongside renovations made to our space in 2018, plans by the Harbour Centre administration to renovate the 7th floor in 2020 will add a new, graduate research commons that will create significant, new space for students.
## Appendix A:

### CFL Complement from 2014 to Present

<table>
<thead>
<tr>
<th>Name</th>
<th>Start</th>
<th>End</th>
<th>FTE</th>
<th>Notes</th>
</tr>
</thead>
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<tr>
<td>Professor</td>
<td>2008</td>
<td>2019</td>
<td>1.00</td>
<td>Resignation effective Dec 31, 2019</td>
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<tr>
<td>Assistant Professor</td>
<td>2012</td>
<td>N/A</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>2016</td>
<td>2017</td>
<td>0.50</td>
<td>Internal transfer 2016, resignation 2017</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2012</td>
<td>N/A</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>2006</td>
<td>2018</td>
<td>1.00</td>
<td>Retired Dec 31, 2018</td>
</tr>
<tr>
<td>Professor</td>
<td>2006</td>
<td>2019</td>
<td>1.00</td>
<td>Retired May 1, 2019</td>
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<tr>
<td>Associate Professor</td>
<td>2007</td>
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<td>2009</td>
<td>2016</td>
<td>1.00</td>
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<tr>
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</tr>
<tr>
<td>Professor</td>
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<td>N/A</td>
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<td>Transferred from SA to IS in 2015</td>
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<td>2018</td>
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<td>1.00</td>
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<td>1.00</td>
<td>Resignation in March of 2014</td>
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<td>1.00</td>
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</tr>
<tr>
<td>Professor</td>
<td>2006</td>
<td>2016</td>
<td>0.50</td>
<td>Retired as of Dec 31, 2016</td>
</tr>
</tbody>
</table>

- **CFL Losses**: 6
- **CFL Gains**: 4.5
- **Net Change**: -1.5

- **CFL Searches in Process**: 3

- **Anticipated Net by Fall 2020**: +1.5
Assessing Educational Goals (EGs) in SFU’s School for International Studies: 
Process, Findings, and Actions  
October 2019

1. The Process for Assessing Educational Goals (EGs) 
To assess its educational goals, the Educational Goals (EG) coordinator encouraged faculty in 
continuing positions to complete “Course-Level Assessment Reports” for the core courses that 
they taught during the Fall 2018 and Spring 2019 semesters. Each of these reports followed the 
same procedure in capturing the instructor’s own assessment of: 1) how their courses intended to 
advance specific EGs relevant to their class, 2) whether and how they felt their course actually 
advanced those EGs; and 3) what (if any) actions resulted from their findings. Thus, a central 
feature of this procedure was the decentralized way in which CFL instructors of core courses 
themselves became self-assessors of whether and how their courses advanced the school’s EGs.

Instructors’ reports contained five main pieces of information, three of which they recorded at 
the beginning of the semester and two of which they recorded at the end of the semester. At the 
beginning of the semester, instructors first recorded (in the report’s first column from the left) 
one or more EGs of a program (MAIS, BA major, and/or BA minor) for which they considered 
their course to be relevant. Then, in the second column from the left, instructors formulated and 
recorded one or more “Course Learning Outcomes (LOs),” each of which translated and 
specified an EG into a more discreet, projected outcome for that particular course during the 
semester in which it was taught. In the third column from the left, instructors noted course 
assignments or requirements that they considered in their assessment of a specific LO. After the 
semester ended, instructors then recorded core findings from their self-assessment in a fourth 
column, as well as any actions that resulted from their findings in a fifth column. After receiving 
all completed reports, the EG coordinator collected the reports, wrote this report, circulated it to 
all CFLs, and solicited feedback from them during a Fall 2019 faculty meeting.

2. Main Findings and Actions 
As the school’s assessment relied predominantly on instructors’ reports of whether and how their 
courses advanced the EGs of our three programs, instructors themselves generated their own 
findings and actions to undertake in future versions of the course they self-assessed. Overall, 
however, instructors’ reports exhibit a level of incisiveness, coherence, reflexivity, 
responsiveness, and practicality that demonstrates meaningful pursuit of EGs in all three 
programs. First, instructors of the courses that we assessed are incisive in how they formulate 
specific LOs and corresponding assignments or course requirements that are germane to – and 
follow logically from – particular EGs of our programs. Second, instructors’ own reported 
findings indicate a clear and serious process of reflection regarding what worked well, what 
could work even more effectively, and how to more deeply advance LOs. Third, instructors 
demonstrate responsiveness in how they identify specific and relevant course design changes – 
often ones related to modification of writing assignments exams, and content – with clear 
promise to advance EGs in future versions of their course. Fourth, instructors generally propose 
responses to their findings that are practical, actionable, and eminently “doable”. Finally, when 
considered as a collective, lower and upper division courses required for the undergraduate major 
and minor iteratively and coherently build upon one another by introducing ideas and concepts in 
100-level courses that higher-level courses deepen and add to.
1a) Findings and Actions: Educational Goals of the BA Major and Minor Programs
This section discusses the 5 EGs of the IS major, the 3 EGs of the IS minor, and how the core
courses we assessed have pursued them. Because the minor’s 3 EGs only differ from 4 EGs of
the major (#1, #2, #3, and #5) in the degree but not the kind of knowledge that students build,
this section discusses findings about the EGs of both programs together. Overall, submitted
reports suggest that instructors advance these EGs by incisively translating them into LOs and
then course requirements, whose pursuit by students they reflexively, responsively, and
practically assess and generally find to be adequate.

EG#1 of the IS major is for students to finish the program with: 1) a well-rounded understanding
of and ability to reflect upon competing social scientific approaches to researching global
challenges, and 2) critical thinking, problem-solving, and analytical skills. While EG#1 of the IS
major specifies higher degrees of understanding and skill than EG#1 of the IS major does, both
identify the same kinds of abilities. Although instructors of the courses we considered at the
lower-level did not translate this EG into an explicit LO and the colleague who taught our
required methods course (IS 300) did not participate in our assessment, the IS 451 instructor did
assess this EG and noted progress toward it. IS 451 addresses core texts in international studies.
The instructor logically translated this EG into an LO to develop students’ understanding of
major concepts and theoretical strands in international studies and other disciplines with an
international orientation”. Ultimately, he reported that student’s average grade of B+ across four,
relevant course requirements – periodic discussion papers and responses, a mid-term and a final
essay – indicated to him that “performance was more than satisfactory”.

EG#2 of the IS major is for students to finish the program with firm empirical knowledge of a
complex global environment,” including background in world history and familiarity with core
global challenges regarding development, governance, and conflict. Although EG#2 specifies a
deeper degree of knowledge regarding the global environment and such challenges than EG#2 of
the minor does, both address the same kind of substantive knowledge, so we consider them
together below. Five reports systematically assessed this goal: IS 101 (3), IS 200, and IS 451.

All three versions of IS 101 incisively translated EG#2 of the major and minor into very similar
LOs, used similar data, and reported similar findings but reported considering somewhat
different actions. They coherently specified nearly identical LOs regarding students’ ability to
describe and critically analyze key aspects of contemporary global affairs like the nation-state
system, globalization, and the human rights regime. Here, all three versions primarily used a
final exam and either a midterm essay or exam for their assessments of EG#2, while a Spring
2019 version also used a briefing paper. Major findings regarding the shared concern of this LO
were broadly similar across the 101 versions with the Spring instructor identifying “a range of
knowledge and abilities,” and the Fall instructor reporting that “most students demonstrated a
basic knowledge of some of these key dimensions and processes of global affairs; but there is
room for improvement in demonstrating more detailed or nuanced understandings of these
dimensions and processes”. Responses to these findings varied by instructor, however. While the
Spring instructor may consider a new textbook and may modify this LOs to better “align with
reality,” the Fall instructor reports four resulting actions: 1) providing students with a list of key
concepts and/or study questions for each week’s assigned materials, to help guide their reading;
2) devoting additional time in the lectures to emphasize and present a broader account of these key dimensions and processes of global affairs; 3) using key questions about the topics/concepts mentioned in this LO to frame the lectures, inform questions on slides, and a Canvas posting; and 4) revising the selection of essay topics to draw more attention to the nation-state system, globalization, and capitalism. The Fall instructor also translated this EG into a second LO – to “describe and critically assess the roles played by states, intergovernmental organizations, and nongovernmental organizations in addressing global challenges” – and her data, findings, and resulting actions were identical to those that emerged from assessing the first LO (see above).

Our assessment also considers a version of IS 200 that crystallized EG #2 of the major and minor into an LO – developing students’ “ability to critically evaluate the role that international organizations play in global security governance – that instructively demonstrates both similarities and differences from the second LO formulated for the fall versions of IS 101 described above. This LO shows how 200-level classes in the lower-division can more deeply pursue an EG that is also taken up at the 100-level by identifying a more specific dimension of international organizations (IOs) – here, their role in global security and governance – that builds upon the foundational knowledge about IOs that its IS 101 prerequisite built previously. Drawing upon an essay and final exam, the instructor found that students generally “demonstrated “a solid understanding of key aspects of the UN, its role in peacekeeping, and key political factors that constrain its efforts to address security challenges; as well as “a basic understanding of NATO’s purpose and how it has changed since the end of the Cold War”. Perhaps emboldened by reflexively considering what students learned about the UN and NATO, the instructor proposed possibly incorporating a wider range of international organizations more fully into essay topics and/or exam questions. This course exemplifies how the sequence of lower division courses can coherently build upon one another to iteratively advance an EG.

EG#3 of the IS major is for students to finish the program with “practical research skills for collecting, synthesizing, and analyzing scholarship and primary data”. (The IS minor does not specify any similar goal.) Reports suggest that students made progress toward this goal by analyzing scholarship in briefing and policy papers for IS 451 and by writing final essays in IS 450. The IS 451 instructor reported that “a majority of students demonstrated the ability to write clearly and effectively” for four types of assignments, including literature reviews and briefing papers, and policy papers that presumably required research skills to complete. Though findings were largely positive, the instructor reports considering a reduction in the number of research/writing assignments to permit greater depth in the policy paper.

EG#4 of the IS major is for students to “finish with competence in oral presentation and different styles of writing in order to communicate ideas clearly and effectively”. The IS minor does not specify any similar goal so we do not discuss it in that context here. And since the below assessment of EG#5 addresses how students develop skills in different styles of writing, we focus here instead on the oral presentation component of EG#4. Lower-level classes such as IS 101 (Spring 2019) required students to present in tutorial and found that this skill could be improved by having the TA or instructor offer an in-class example of an effective presentation. IS 450 and 451 more systematically pursue EG#4 by consistently orchestrating seminar-style, classroom discussions in which for students to continually speak and listen to one another’s
understandings and analysis of course readings. Most findings and resulting actions from assessing EG#4 focused on written work, which we turn to next in our discussion of EG#5.

EG#5 of the IS major is for students to improve their “ability to communicate ideas about global problems clearly and effectively to diverse audiences, including the policy community, the academic community, and the broader public”. EG#3 of the minor is more modest: for students to acquire some experience with different styles of writing. The LOs that instructors specify in response to EG#5 are many and diverse with all the reports we considered offering some form of systematic self-assessment. In lower-level course such as IS 101 and 200, the LOs mirror one another closely with all versions of 101 similarly prioritizing the ability “to communicate ideas clearly and persuasively, orally and in writing” through an oral presentation in tutorial and briefing paper assignment in the Spring 2019 version, and through an essay and briefing note in the Fall 2018 version. Here, too, IS 101 instructors report a range of ability levels (Spring 2019) but that “most students demonstrated solid writing skills” (Fall 2018). Among suggested responses to findings, instructors similarly report considering the future creation of more directed writing assignments, the circulation of concrete examples of strong student writing and presenting, the distribution of more detailed guidelines and tips on crafting different types of writing (e.g. briefing, policy, and essay assignments), and early notification of Canvas writing resources and on-campus writing resources such as the Student Learning Commons. Such courses, in addition to IS 200, quite clearly advance EG#5 of the minor and go some way toward advancing EG#5 of the major, as well. Higher level courses such as IS 450 and 451, where writing and presentation requirements are more robust, most clearly advance EG#5. IS 451 defined five LOs regarding students’ abilities to research and structure literature reviews, briefing papers, op-eds, and policy paper. The instructor found that a majority of students effectively build these skills and names the same actions as above in response to the finding that a small numbers students struggle with some or all four of the assignments. Overall, instructors of all the courses we assessed systematically pursue EGs of the IS major and minor by incisively, reflexively, responsively, coherently, and practically devising, assessing, and responding to LOs.

1b) Findings and Actions: Educational Goals of the MAIS Program

This section discusses the five EGs of the program and how two core courses – IS 830 “Analytic Approaches to International Studies” and IS 806 “State Failure and Reconstruction” – sought to advance them. Our main conclusion is that these reports demonstrate an incisive, reflexive, responsive, and practical process of advancing the MAIS program’s EGs. The section addresses this pursuit of each EG for the MAIS in turn.

The IS 806 instructor explicitly addressed how the course – a core MAIS course on state failure and reconstruction – advances the EG#1 of the MAIS program, which is to build “knowledge of the global environment, including major historical trends that have shaped it and key governance institutions”. To assess her course’s pursuit of that goal, she incisively specified two LOs: that students would be able to 1) “describe and analyze the processes and conditions of state formation” as well as 2) “analyze the causes of state break down and collapse”. Using two essays as the main data source for assessment, she found that students “demonstrated a very good understanding, overall, of the key dynamics and factors contributing to state weakness and breakdown,” although essay topics “were not ideally suited to assessing whether students could specifically describe and analyze the processes of state formation”. In addition to reflexively
considering areas for improvement, the instructor was quite responsive and practical in proposing related responses. For example, future versions of the course may "consolidate the two current learning outcomes in this section into a single learning outcome focused more inclusively on analyzing the processes or dynamics of state formation, state fragility, and post-conflict reconstruction". After finding that "it is difficult to effectively assess a learning outcome focused exclusively on describing the conditions and processes of state formation," she also specified a second response: to "consider adding a new learning outcome focused on demonstrating knowledge of the key characteristics and functions of the state".

In assessing the MAIS's second EG - to build students' knowledge of contemporary governance challenges in security and development and their ability to critically assess competing theoretical and policy-oriented approaches to addressing them" - the IS 806 instructor incisively translated the EG into five more discreet LOs. These were to: 1) "understand key security challenges associated with the breakdown of states and assess contending perspectives on how to address these challenges"; 2) "analyze the role of international organizations in post-conflict reconstruction"; 3) "understand and analyze the challenges of building democratic institutions in post-conflict settings"; 4) evaluate contending perspectives on how to manage the challenges involved in building institutions in post-conflict settings"; and 5) "evaluate policies aimed at social reconciliation and reintegration". The instructor assessed these LOs via a second essay and an in-class presentation and related briefing paper that specified the presentation argument in greater detail. In reflecting upon whether these assignments advanced the LO, she observed that students "demonstrated a good understanding, overall of the role of international organizations in state-building and of the key challenges involved in these efforts" and "key tensions and challenges in building democratic institutions in post-conflict setting, and of various approaches to managing these challenges". The reports also demonstrate reflexivity in noting that "the essay topics did not focus specifically on social reconciliation and reintegration (though some of readings addressed this topic); so, this learning outcome is too specific to assess easily based on written work; but students' contributions to in-class discussion of relevant readings was very good overall". The instructor was also responsive and quite practical in observing that LOs "could potentially be further strengthened if I were to add some detail, after class, to the skeletal class outlines I distributed at the start of each class, in order to re-cap key points or issues from the readings that we addressed in our seminar discussion (and if I then circulated the expanded outlines on Canvas)" since "it might benefit the few students who occasionally struggled with the work load and material". She also may consolidate the five LOs she specified into fewer LOs that "could be assessed more effectively based on a subset of assignments".

The IS 830 instructor incisively translated the MAIS's third EG — to cultivate "understanding of competing social scientific approaches to knowledge" — into three more discreet LOs. These included building students' ability to: 1) distinguish between different approaches to knowledge in the social sciences, and critically evaluate the assumptions and arguments on which these approaches are based; 2) gain familiarity with quantitative and qualitative research methodologies that are commonly used in the social sciences; and 3) critically assess the strengths and limitations of different methodologies in relation to addressing specific research agendas". The main data used to assess these LOs were quizzes, weekly assignments, and a final paper that took the form of a research proposal/paper prospectus. The instructor found that: "students struggle with skills in critical reasoning, and in utilizing abstract knowledge they gain
from reading in their own research”. In response, she logically and practically proposed “more in-class exercises, and more recursions in assignments (revisions and resubmissions).”

In assessing the MAIS’s fourth EG – for students to develop “strong practical research skills, including ability to collect, synthesize, and analyze scholarship and primary data in international studies, in accordance with established standards of validity and ethics – the IS 830 instructor incisively translated it into three LOs. These LOs concerned students’ ability to: 1) “effectively conduct critical literature reviews; 2) competently design an original research project; and 3) gain familiarity with standards and practices of ethical human subjects research”. Using weekly assignment and the final paper to assess progress toward this LO, the instructor found that “students generally do not have great difficulty understanding academic literature” although “they struggle with sorting through and synthesizing literature”. In response, the instructor logically suggests that “students will need much more practice in conducting effective literature reviews, but this cannot be addressed in one single course”.

Both the IS 806 and 830 instructors translated the MAIS’s fifth EG – which prioritizes building students’ ability to communicate ideas about global problems clearly and effectively to diverse audiences, including the policy community, the academic community, and the broader public – into quite similar LOs. For IS 830, they were to: “1) make a clear and concise oral presentation of an argument, and 2) write a full research proposal or a paper prospectus that could be submitted for a funding application. For IS 806, they were similarly to “communicate ideas clearly and persuasively, both orally and in writing”. Both instructors used a required, in-class presentation to assess progress toward this LO, while the IS 830 instructor also considered students’ final paper. While the 806 instructor’s main finding was that “student assignments generally demonstrated solid to excellent writing skills” and that oral presentation skills were also generally strong,” the IS 830 instructor reported that “students can generally communicate their ideas effectively, however, they do struggle with distilling their ideas”. Overall, the IS 806 and 830 instructors offered incisive, reflexive, coherent, responsive, and practical responses regarding how their course pursued the MAIS’s EGs.

Conclusion
In sum, reports of the self-assessments conducted by CFL instructors of core courses in each of our three programs show that instructors crystallized LOs, reflected upon whether and how specific course assignments furthered those LOs, and applied findings from these reflections in their plans for teaching the same courses in future iterations. Upon reading this document’s description of the self-assessment process and the findings and actions it precipitated for participating instructors, faculty discussed it in a meeting on September 9, 2019 and expressed agreement and support for its findings.

1 This document draws upon reports submitted for two graduate courses (IS 806, 830) and six undergraduate courses (IS 101 (3), IS 200, IS 450, and IS 451) taught in the Fall of 2018 and Spring of 2019.
2 We did not assess the third required course for the program – IS 801 Institutions, Policies, and Development – because a non-continuing faculty member taught it.
3 As a methods course that need not necessarily include content relevant to EG#1 or EG#2 of the MAIS, IS 830 did not explicitly address whether or how it advanced EG#1 or EG#2.
4 As a content course not centrally concerned with methods or practical research skills, IS 806 did not explicitly address whether or how it advanced EG#3 or EG#4.
MEMORANDUM

ATTENTION: Senate
FROM: Jon Driver, Vice-President, Academic and Provost pro tem, and Chair, SCUP
RE: External Review Mid-Cycle Report for the Department of Linguistics (SCUP 20-08)

DATE: February 11, 2020
PAGES: 1 of 1

At its February 5, 2020 meeting, SCUP reviewed the Mid-Cycle Report for the Department of Linguistics which resulted from its 2016 external review. The report is attached for the information of Senate.
MEMORANDUM

ATTENTION: Jon Driver, Chair, SCUP

FROM: Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic

RE: External Review Mid-Cycle Report for the Department of Linguistics

DATE January 20, 2020

The External Review of the Department of Linguistics was undertaken in March 2016. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. The mid-cycle report and the Unit’s assessment of its Educational Goals are attached for the information of SCUP.

c: Nancy Hedberg, Chair, Department of Linguistics
Lisa Shapiro, Acting Dean, Faculty of Arts and Social Sciences
Attached, please find the Mid-Cycle Report for the Department of Linguistics. This report details our progress with the Action Plan stemming from the 2016 External Review. The assessment of our Educational Goals is also attached.

Sincerely,

Nancy Hedberg

[Signature]
## External Review Update for the Department of Linguistics

<table>
<thead>
<tr>
<th>Action</th>
<th>Progress Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Programming</td>
<td>LING 221 and LING 222 were deleted from the calendar after 1184. LING 282WQ became a required course in all Linguistics programs and became a prerequisite for all upper-division Linguistics courses. The transition appears to have caused a decline in AFTEs (i.e. beyond the expected effect of replacing 2 courses with 1), but enrolment has become quite strong in LING 282WQ:</td>
</tr>
<tr>
<td>1.1.1 Undergraduate</td>
<td></td>
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<tr>
<td>• The department recognizes that the current syntax and phonetics/phonology sequence has certain redundancies and that consolidating the two levels of syntax and phonetics/phonology would be a good way to facilitate the streamlining of our major and minor programs. However, before proposing to simply delete LING 221 and LING 222, we need to make sure that a revised lower-level curriculum can provide the prerequisite knowledge needed for our upper-division curriculum (e.g., knowledge of basic phonetics). It is crucial to learn how our two future lower-division courses (LING 280 and LING 282WQ) can contribute such prerequisite knowledge, as well as how any important remaining non-redundant content can be incorporated into higher-level courses. The department will study this issue over the next two semesters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LING 221 + LING 222 were deleted from the calendar after 1184. LING 282WQ became a required course in all Linguistics programs and became a prerequisite for all upper-division Linguistics courses. The transition appears to have caused a decline in AFTEs (i.e. beyond the expected effect of replacing 2 courses with 1), but enrolment has become quite strong in LING 282WQ:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>The number of Program Students does not appear to have been affected:</td>
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<td></td>
<td>Faculty firmly believe that the writing skills of students in upper-division courses have significantly improved.</td>
</tr>
<tr>
<td>• The next offering of LING 363 will be in 2018-1. Enrolment in the Certificate has resumed at a modest rate.</td>
<td>Enrolment in the Certificate in Teaching ESL has recovered. We only had to skip one offering (1171) of LING 363 Practicum in Teaching ESL to Adults. Enrolment was strong in 1181 (at 21) and in 1191 (at 17). Enrolment continues quite strong (14 so far for 1201). We have an excellent Limited Term Lecturer in place to teach LING 363 in 1201 and 1211 (as well as LING 362), but we need to get a Senior Lecturer replacement position approved for the senior lecture who taught LING 363 and LING 362) and who retired in August 2019.</td>
</tr>
<tr>
<td>• LING 282WQ has been approved and is currently scheduled to be taught once a year for the next 2019.</td>
<td>See above, for signs of the apparent success of centralizing the role of 282WQ in the curriculum.</td>
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</tbody>
</table>
three years. The first offering will be in 2017-1 on the topic of structural ambiguity, garden paths, and "funny headlines" with an enrolment cap of 40. Additional offerings of the course with higher enrolment are anticipated if the first offerings are successful enough for us to decide to make it a requirement. In addition, many professors continue to incorporate writing-to-learn practices into even their non-W courses.

• A course proposal for LING 280, a no-prerequisite topics course, was approved at a department meeting in July and is going forward this fall so as to be entered into the calendar as soon as possible. An experiment of one-course-per-year scheduling has been incorporated into our 9-semester course planning, with more frequent offerings foreseen if the courses are successful. The first offering will be in 2017-3 on the topic of "language and social media" with an enrolment cap set at 125.

LING 280 courses have been very successful but thus far have been small in enrolment. To address the latter, we would like to find a way to streamline the course name to make it easier for students to see the topic of the course at registration time, e.g. by listing the course exclusively under the Subtitle instead of under the unwieldy: “Interdisciplinary Topics in Linguistics: Subtitle.”

<table>
<thead>
<tr>
<th>Subtitle</th>
<th>Semester</th>
<th>Enrolment</th>
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<tbody>
<tr>
<td>The Language of Social Media</td>
<td>1177</td>
<td>27</td>
</tr>
<tr>
<td>Indigenous Languages of Canada</td>
<td>1191</td>
<td>21</td>
</tr>
<tr>
<td>The Representation of Dialects in Television and Film</td>
<td>1201</td>
<td>34</td>
</tr>
<tr>
<td>Working in Language Sciences</td>
<td>1204</td>
<td></td>
</tr>
<tr>
<td>Indigenous Languages of Canada</td>
<td>1207</td>
<td></td>
</tr>
<tr>
<td>Computational Text Analysis</td>
<td>1211</td>
<td></td>
</tr>
<tr>
<td>Metaphor</td>
<td>1217</td>
<td></td>
</tr>
<tr>
<td>Working in Language Sciences (new course: 230)</td>
<td>1221</td>
<td></td>
</tr>
<tr>
<td>Indigenous Languages of Canada (new course: 250)</td>
<td>1221</td>
<td></td>
</tr>
<tr>
<td>Computational Text Analysis (new course: 250)</td>
<td>1221</td>
<td></td>
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</tbody>
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The course number has been very useful in allowing us to pilot courses in advance of creating them as regular courses. Such will soon already be the case with two of the courses that have been scheduled as LING 280:

First, with the support of FASS, the Department has proposed a new course, LING 250 Computational Text Analysis, which will be cross-listed with SDA 250, as a core course in the newly proposed Minor in Social Data Analytics (a collaboration...
between Political Science, Linguistics, Economics, and Philosophy). A second proposed computational linguistics course will be taught in the Social Data Analytics minor: LING/SDA 450 Computational Linguistics. These two courses, as well as the Minor, will greatly contribute to the Department’s goal of training our students for satisfying and successful careers.

Second, again with the support of FASS, the Department will propose LING 230: Indigenous Language of Canada. This will be a very important course across the university to support indigenization of the curriculum, which will be of great interest to all Linguistics and First Nations Studies students, among many others.

**NEW: EAL students**

An important area of progress since the external review in 2016 has been the recent outcome of the recognition by FASS that Linguistics has the second-highest (in the faculty) proportion of international students enrolled after Economics. The Associate Dean commissioned a report on EAL students from CELLTR, modeled on the one commissioned by her for Economics. In response to that report, the Department fast-tracked the plan to centralize the role of our lower-division writing course (LING 282WQ), as well as to establish a Department-staffed Writing Centre providing writing tutors to students, funded by our FIC revenues. As mentioned above, faculty teaching upper-division courses believe that these efforts have already been highly successful and promise to be even more successful. But much work remains to be done.

We welcome the invitation of an Associate Dean in FASS to request funding from them for a postdoctoral fellow to assist our Department and e.g. Economics to better support our EAL students.

### Undergraduate Majors & Minors - % International (IRP)

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<td>8</td>
<td>8</td>
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<td>11</td>
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<td>English</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<td>27</td>
<td>28</td>
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<td>28</td>
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</table>
## NEW: First Nations Language students

Perhaps the most dramatic progress since the March 2016 external review has been in the area of First Nations Languages. Support was then being recognized for the Squamish Language Academy (which has provided an immersion CFNLP now for 3 2-semester cohorts, taught for 2 years at SFU Harbour Centre and this year on-site in the Squamish Nation). Over 40 students have graduated, and 14 are currently enrolled. Later, provincial funding for an immersion cohort of Hul‘q’umi’um’ students was obtained and carried out in 2017-18 in Duncan, with 15-17 students graduating.

To follow up on that, FNLP faculty recognized that proficiency would require a second certificate, to be called a “diploma” to respond to the norm of Indigenous policy to fund only one certificate. A Diploma in First Nations Language Proficiency (DFNLP) was approved in spring 2018. Federal funding was obtained to support three cohorts (Hul‘q’umi’um’ [9], Skxwú7mesh [22], and Secwepemctsin [c. 12]) who will graduate in 2019 or 2020.

A Minor in First Nations Languages (FNL Minor) is undergoing the approval process, which enable the CFNLP/DFNLP students to continue on at SFU for a BA with two minors (e.g. the Linguistics Extended Minor). Already, one group of DFNLP graduates have obtained spring 2020 admission into the Linguistics Extended Minor.

### 1.1.2 Graduate

- We have struck a committee to investigate computational linguistics master’s programs and other course-only linguistics programs. Our first step is to hire a graduate student RA this fall to investigate such programs at other universities as well as the actual job market potential for students trained in aspects of computational linguistics.

A crucial complicating factor is that UBC is already in

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<th>32</th>
<th>31</th>
<th>30</th>
<th>32</th>
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<tr>
<td>SFU</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td>21</td>
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</tbody>
</table>

After additional discussions with UBC, we decided not to go forward with proposing our own computational linguistics master’s program. The premium-fee ($31,835 domestic, $43,133 international) UBC Master of Data Science in Computational Linguistics is currently accepting applications for Fall 2020: “Over 10 months, the program combines foundational data science courses with advanced computational linguistics courses—equipping graduates with the skills to turn language-related data into knowledge and to build AI that can interpret human language.”

Instead, we are strengthening our support for training our students for careers...
the process of proposing a computational linguistics professional master's program. SFU Linguistics is in communication with UBC Linguistics about their initiative. If we decide to NOT go ahead with proposing our own program, we will consider seeking ways to collaborate in their effort, e.g., by arranging for our highly qualified faculty to possibly teach joint courses and by exploring ways to involve our graduate students in initiatives that will improve their employability.

We are waiting to adopt this as a goal until we can come to agreement on the role of computational linguistics in our graduate program and until we see what happens at UBC. If we do decide to pursue a computational linguistics master's program, we will need to hire a faculty member to develop it and teach in it. UBC is planning to hire 3 faculty members. Since we already have multiple faculty with expertise in aspects of computational linguistics (as well as two computational linguists in Computing Science), we would probably only need to hire one faculty member.

We highly value our current two-year, thesis-based MA program. Hence, we may seek, in the end, to continue to develop the existing MA instead of developing a separate master’s program in computational linguistics.

- Enrolment in our graduate program is back up after last year’s decline. This fall, we have 7 incoming graduate students. Enrolment in stand-alone graduate courses is strong this fall: 9 in one (MA-required) course and 7 in the other (elective) course. Plus, there is a graduate piggyback course that has

<table>
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<tr>
<th>Year</th>
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<th>PhD</th>
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<tr>
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<td>2</td>
</tr>
<tr>
<td>2014-15</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2015-16</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Involving computational linguistics:

1. Offering our graduate course in Computational Linguistics (LING 807) more often (at least every two years).
2. Continuing our involvement in the Computing Science and Linguistics Joint Major (BA or BSc).
3. Continuing our involvement in the Cognitive Science Major (BA/Honours/Minor). This collaboration between Linguistics, Psychology, Philosophy and Computing Science has been strengthened by the September 2019 appointment of a Lecturer - 50% Linguistics/50% Cognitive Science.
4. Participating in the new Social Data Analytics undergraduate minor (a collaboration between Political Science, Linguistics, Economics and Philosophy), through the proposal and annual offering of two new computational linguistics courses: LING/SDA 250 and LING/SDA 450.

Our graduate program has indeed resulted in a very small set of incoming members. S
attained an enrolment of 5. This fall, such enrolment includes a master’s student from computing in two courses.

- A major reason for the increase is that the three assistant professors have accepted graduate students for the first time.

After 6 years in the Department and approved for tenure/promotion, an Assistant Professor resigned from SFU in order to accept a position at the University of Toronto. It is crucial to the graduate program that a replacement be hired.

Stand-alone graduate courses in syntax, phonology, and experimental research methods are taught once a year and have long been required courses for all MA students (and more recently for most PhD students). Hence, it is essential that have two research professors who can teach graduate syntax, just as we have two research professors who can teach graduate phonology, and two research professors who can teach graduate experimental research methods. (See also "research" section below.)

- Our current 10-semester course-planning model successfully schedules 5 or even 6 stand-alone graduate per academic year (the 6th one supporting tentative First Nations linguistics programming).

In addition to the 3 required courses, our goal is to offer at least two additional stand-along graduate courses per year. We recruit talented undergraduates to satisfy the minimum of 5 students in stand-alone graduate courses. It is unusual to obtain a large-enough incoming cohort to justify the scheduling of stand-alone graduate courses, but those that do get offered are highly successful. Approximate headcounts are shown below (which doesn’t count regular program graduate students who enrol in LING graduate courses taught in MA-LFNL cohorts).

<table>
<thead>
<tr>
<th>Ac. Yr</th>
<th>800</th>
<th>801</th>
<th>851</th>
<th>Stand-alone</th>
<th>Stand-alone</th>
<th>Piggyback</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>802 - 7</td>
<td>850 - 6</td>
<td>13 (4)</td>
<td>40</td>
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<tr>
<td>2014-15</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>803 - 7</td>
<td>15 (5)</td>
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<td>27</td>
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<tr>
<td>2015-16</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>16 (7)</td>
<td></td>
<td>16</td>
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<tr>
<td>2016-17</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>802 - 6</td>
<td>807 - 8</td>
<td>7 (2)</td>
<td>37</td>
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<tr>
<td>2017-18</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>810 - 16</td>
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<td>2018-19</td>
<td>-</td>
<td>7</td>
<td>-</td>
<td>806 - 5</td>
<td>4 (2)</td>
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<td>11</td>
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</table>

- In addition, this fall, we are actively seeking to recruit some of our most talented third-year undergraduate majors into applying for our new

Our first accelerated MA student began in Fall 2019.
concurrent BA/MA program.  

<table>
<thead>
<tr>
<th>Concurrent BA/MA Program</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>• Such cross-cutting content-based courses can be offered as elective stand-alone graduate courses, perhaps team taught if we can find a mechanism to award appropriate teaching credit for that.</strong></td>
<td>The Department obtained permission from the Dean for two Linguistics faculty members to team-teach a graduate course in Fall 2017, with a full on-load teaching credit awarded to each instructor. LING 810 Psycholinguistics of Chinese. enrolled 7 graduate students + 1 graduate auditor + 8 undergraduate students. The course was considered highly successful by everyone involved.</td>
</tr>
<tr>
<td><strong>• In addition, we are developing required second-year writing workshops where students can discuss and get feedback on their ongoing theses or other writing projects. Such workshops will have the added benefit of exposing students to multiple methodologies. However, it will be necessary to find ways to award faculty members facilitating such workshops some sort of teaching credit.</strong></td>
<td>This was an initiative led by the former Assistant Professor who resigned and not yet been replaced. The Department continues to work on supporting graduate student (as well as undergraduate student) writing.</td>
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<td><strong>• We are also seeking a path towards integrating into our existing MA program future graduates of our new Graduate Certificate in the Linguistics of a First Nations Language.</strong></td>
<td>Two cohorts (Duncan/Hul'q'umi'num' + Burnaby/Mixed language) of GC-LFNL students started in 1174, who transferred to the MA-LFNL after it was approved as a cohort special arrangements program in summer 2017. 25 students have now graduated: 2 in 1187, 22 in 1191, and 1 in 1194. A second Duncan cohort of 6 MA-LFNL students were admitted in 1191, with 1 added in 1194. This cohort took classes cross-listed with the Duncan DFNLP cohort, and will be writing their MA projects in spring and summer 2020. Also, there are 4 current LFNL PhD students in Individualized Interdisciplinary Studies, in addition to 4 planned applications for 2020. Happily, FASS has approved funding for a .625 graduate secretary position in the FNLP, who can assist the 7 MA-LFNL students. It would good if that staff person could also assist the 8 current/pending INS PhD students as well. Future cohorts of the MA-LFNL are under consideration, first via extension of the current special-arrangements cohort program, but later a permanent MA-LFNL will need to be established. It also might be worth establishing a PhD-LFNL program in the future.</td>
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The Graduate Certificate was approved by Senate on Sept. 12, 2016. Planning is now underway to admit two cohorts to begin study in the summer of 2017. One cohort of approximately 15 Hul'q'umi'num' students has the goal of ultimately obtaining master's degrees. Hence, we are currently seeking ways to accommodate such students into our existing MA. The Certificate as well as the future MA students will need funding to cover tuition as well as travel and accommodation expenses for coursework and thesis consultation/defenses that take place in locations other than their own communities.

November 2019
Going forward, it would be extremely beneficial if LFNL students could qualify for graduate funding (i.e. BASS funding to the FNLP). It is usually the case that students receive band funding covering tuition+fees+living-allowance, but some students are not eligible for such funding.

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<th>2. Research</th>
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<td>• We...have put forward a proposal for precisely such a targeted hire in our current Faculty Renewal Plan. In addition to crucial local First Nations language revitalization and documentation activities, this new hire is essential for renewal of our fourth-year/graduate field methods, universals and typology, and structures of Aboriginal languages courses, as well as to develop a popular LING 280 course on languages of BC. Also, this faculty member would be tremendously helpful for teaching and supervising students in the new graduate certificate and subsequent master's work of its graduates.</td>
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<td>In August 2017, we succeeded with that targeted hire. The Assistant Professor serves as Associate Director of the First Nations Languages Program, and to date has devoted his teaching to support CFNLP (Squamish Language Academy)/DFNLP programs in the Squamish Nation, with an initial future MA-LFNL cohort in mind.</td>
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(See “graduate” section above). The assistant professor who resigned in in Summer 2018 to take up a position at the University of Toronto provided key expertise in our core area of theoretical syntax, with expertise in both formal and experimental methods. It is essential especially to the graduate program, but also to the undergraduate program, that we receive approval for a tenure-track replacement position. The experimental expertise of such a theoretical syntactician could be in the area of neurolinguistics or acquisition, instead of psycholinguistics as had been the case with the professor who resigned.

3. Administration

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<td>• The IELTS Test Centre was closed down completely on August 3, 2016.</td>
<td>No change.</td>
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<td>• We have a permanent, part-time technical support assistant. We hope to be able to make more use of that technician's time for additional</td>
<td>In July 2019, we were able to hire a Communication and Events Coordinator (shared with the First Nations Languages Program) to provide website and other communications support, as well as a half-time Research Technician to provide</td>
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| New: First Nations Languages Program | Successes: (1) Establishment of the First Nations Languages Program as an autonomous unit within the Linguistics Department FNLP, with course release for executive committee, staff (manager, program coordinator, budget coordinator), and operating budget; (2) award of an honorary doctorate in June 2019 to our primary Elder Linguist collaborator from the Hul’q’umi’num’ community surrounding Duncan.

Promises: (1) FASS approval of .625 graduate secretary (could also handle 8 ISS PhD students), (2) ARC funding of postdoctoral fellow line.

Needs: (1) Burnaby campus staff space, (2) regular SFU graduate student funding, (3) remote site space/admin support funding, (4) space for FNL Centre/Language Documentation Lab. |
4. **Working Environment**

- We agree with the recommendation to have more than one meeting per semester. We have already implemented the policy of having two faculty meetings per semester (six per year), with a third one to be called for when needed.

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The Department of Linguistics began the process of assessing Educational Goals shortly after preparing the list of the goals themselves in 2015.

Lower Division

In September of 2015, the UCC took on a project of conducting a pilot assessment of the Educational Goals.

For this purpose, three courses were selected: LING 220 (Introduction to Linguistics), LING 221 (Introduction to Phonetics and Phonology), and LING 321 (Phonology).

The instructors in each course worked closely with the UCC in order to constructed specific problem sets that would test a small subset of the educational goals that are associated with the teaching of phonology, and whether these improve or not with further instruction at higher level courses.

We present the results of how students performed in the three courses by categorizing according to educational goal.

Goal 1. Pattern Extraction

LING 220 (110 students)
There were two questions in the LING 220 exam that test this Educational Goal (1 and 2). There were 54 correct answers for the first question (.49), and 98 correct answers for the second one (.89)

LING 221 (39 students)
There are four questions that test this goal in this problem set (1, 2, 3b and 3c). For Q1 the average percentage of correct answers is (.46), for Q2 it is also (.46), for Q3b it is (.48), but for Q3c it is (.26)

LING 321 (39 students)
Questions 1 and 4 test this goal. For Q1, the average percentage of correct answers is (.67), while for Q4 it is (.69)

Goal 2. Data Description

LING 220
There were four questions that test this goal (1, 2, 3 and 4). There were 54 correct answers for the first question (.49), and 98 correct answers for the second one (.89). For Q3 there were 71 correct answers (.64), while for Q4 there were 78 (.70).
LING 221
The questions that test this goal were (1, 2, 3b). For Q1 the average percentage of correct answers is (.46), for Q2 it is also (.46), for Q3b it is (.48).

LING 321
Questions 1 and 4 test this goal. For Q1, the average percentage of correct answers is (.67), while for Q4 it is (.69)

Goal 3. Rule Formulation

LING 220
Questions 3 and 4 also test this goal. For Q3 there were 71 correct answers (.64), while for Q4 there were 78 (.70).

LING 221
Question 3a, 3c and 4 test this goal. For Q3a, the average percentage of correct answers is (.63), for Q3c it is (.26), and for Q4 it is (.39).

LING 321
Questions 5 and 6 test this goal. For Q5, the average percentage of correct answers is (.74), while for Q4 it is (.81)

Goal 4. Hypothesis Testing

LING 220
Questions 5 and 6 test this goal. For Q5 there were 68 correct answers (.61), while for Q6 there were 46 (.41).

LING 221
This goal is tested by questions 1, 2, and 3c. For Q1 the average percentage of correct answers is (.46), for Q2 it is also (.46), but for Q3c it is (.26).

LING 321
Questions 2 and 7 test this goal. For Q2, the average percentage of correct answers is (.75), while for Q7 it is (.60)

Goal 5. Organization of Language

LING 220
All questions test this goal. As an average there were 69.1 correct answers (.68).

LING 221
All questions test this goal. The average percentage of correct answers is (.47)
LING 321
Q3 tests this goal. The average percentage of correct answers is (.97)

Discussion

It will take time and more tests to fully understand how to assess these results. But the evidence does suggest that we can get some measure of assessment of how well our Educational Goals are being achieved by including questions that target these goals in Final Exams.

On the one hand, there are strong indications that we are able to test whether students have acquired a particular skill: In 321, when there are two or more questions testing the same skill, the percentages are similar.

On the other hand there are cases where the results are very different. For example, in Pattern Extraction in LING 220, Q1 is at .49, while Q2 is at .89. Interestingly, Q1 asks students about distinct phonemes, whereas Q2 asks about allophones of the same phoneme. Perhaps if we had asked several questions for each type of distribution, we would get similar results, indicating that we are more successful in the teaching of one type of analysis, but not of another.

We see clear progress from LING 220 to 321 in all aspects. This is expected as LING 220 devotes about two weeks to phonology only. The results for LING 221 are harder to read. The instructor informs us that the students’ performance was uncharacteristically low and so may not be representative.

Spring and Summer 2016

As suggested by the external reviewers, we conducted a more focused assessment with only one educational goal. Together with Marion Caldecott we developed a set of 2 questions, one of which was appropriate for the material taught in LING 220 and one which was appropriate for the material taught in LING 221. The hypothesis was that LING 220 students would do well in question 1 but not so well in question 2, whereas LING 221 students would do really well in question 1 and well in question 2.

The questions were embedded in the last midterm of each course, and they were not presented consecutively.

In LING 220, the results were:
Q1: 71/79 students got it correct (89%)
Q2: 29/79 students got it correct (36%).

In LING 221, the results were:
Q1: 37/37 students got it correct (100%)
Q2: 17/37 students got it correct (46%).

Although there is slight improvement, the results are not significantly different ($p @ .5$ in both cases). However, the reasons are different: In question 1, it is the performance of LING 220 students that is unexpectedly high (the question was constructed to be challenging to students), whereas in question 2, it is the performance of LING 221 that is lower than expected.

The results of these assessments provided some evidence corroborating our instructors’ general impression, that courses such as LING 221 were not effective in helping students deepen their understanding of the subject matter.

At the same time, during Spring and Summer 2016 Dr Pappas with support from a TLDG grant was investigating whether a writing intensive approach with regard to the material of LING 220 could improve student understanding and retention of fundamental concepts in linguistics. The results which have been published (Pappas, Taboada, and Alexander 2019) were encouraging. Since the external reviewers had recommended removing LING 221 and LING 222 from the curriculum, and since our goal assessment indicated that LING 221 was not very effective, while a writing intensive approach seemed more promising, we removed these two courses. In their stead we offer LING 282QW, a writing intensive course which helps students achieve a deeper understanding of fundamental concepts by training them in reading and writing about the argumentation process that employs these concepts.

After having waited for this new course to be offered a few times, we will proceed with another comparison between LING 220 and LING 321 in terms of phonology, and LING 220 and LING 322 in terms of syntax in order to gauge student improvement.

**Upper Division**

Our program lacks a true capstone course in which we could use student essays in order to assess student improvement in academic writing, which is an important goal for our program.

However, we believe that we can achieve an effective evaluation for this goal by examining student electronic submissions to Canvas. There now exist online tools (Tool for Automatic Analysis of Coherence, Crossley, Kyle, & Dascalu, 2018; Crossley, Kyle, & McNamara, 2016) which can help us measure the complexity of the submitted texts. A pilot study we conducted in 2019 indicated that students’ writing did indeed become more complex by the end of the upper division writing course LING 309W. More complex writing is seen as an improvement in the coherence and cohesion literature, because it signifies that the students are using more technical vocabulary and sentence structures that try to synthesize contrasting views. Our plan is to continue with this approach, and conduct a similar assessment for courses in the 400 level which have a significant writing component, in order to evaluate student improvement.
MEMORANDUM

ATTENTION: Senate
FROM: Jon Driver, Vice-President, Academic and Provost pro tem, and Chair, SCUP
RE: Full Program Proposal for the Professional Kinesiology Certificate (SCUP 20-06)

At its February 5, 2020 meeting, SCUP reviewed and approved the full program proposal for the Professional Kinesiology Certificate in the Department of Biomedical Physiology and Kinesiology within the Faculty of Science, effective Fall 2020.

Motion:

That Senate approve and recommend to the Board of Governors the full program proposal for the Professional Kinesiology Certificate in the Department of Biomedical Physiology and Kinesiology within the Faculty of Science, effective Fall 2020.

C: R. Dill
D. Clarke
February 10, 2020

To: John Driver, Chair, Senate Committee on University Priorities

RE: Professional Kinesiology Certificate Full Program Proposal, Department of Biomedical Physiology and Kinesiology, Faculty of Science.

Dear Dr. Driver,

This memo summarizes the additional information provided to SCUS and SCUP that satisfied the questions of two committee members regarding our Professional Kinesiology Certificate Full Program Proposal. Two primary questions were raised: 1) The precedents at SFU for non-credit requirements within programs and 2) How the inclusion of non-credit requirements within the certificate design meet the needs for BPK students.

Question 1: Precedents for external non-credit requirements within programs
There are numerous precedents for external non-credit requirements in existing SFU programs. Within the suite of BPK programs (majors, minors, concentrations and certificates), the Professional Kinesiology Certificate (PKC) follows the precedent of our Occupational Ergonomics Certificate (OEC) in terms of scope and intent. The OEC prepares students to be certified nationally by the Association of Canadian Ergonomists by selecting a prescribed set of BPK courses that provide them with the specialized theory and skills for certification in the area of occupational ergonomics. The proposed PKC similarly requires a selected set of courses that allow students to define the specialization of their program, and learn the theory and skills required for national certification through the Canadian Society for Exercise Physiology or Canadian Fitness Education Services. In addition, the BPK Health and Fitness Studies certificate requires non-credit CPR certification to be submitted prior to graduation, and a non-credit criminal record check by the Ministry of Public Safety and Solicitor General is required for students to complete SFU courses with practicum components at the undergraduate and graduate level in various departments.

Outside of BPK, the SFU School of Business has two certificates, the Corporate Environmental and Social Sustainability certificate and the Business Technology Management certificates, that both require non-credit experiential or service-learning documentation to be submitted and approved prior to graduation. Similarly, Business Administration Majors are required to do six non-credit workshops to complete a business career passport as part of their major program.
Question 2: Meeting the needs of students
The Professional Kinesiology Certificate was designed expressly with student needs in mind, insofar as we are enabling them to satisfy the demands of external stakeholders to SFU’s programs such as employers of kinesiologists and taxpayers who benefit from kinesiology services. The profession of kinesiology is in a transition period: As of late 2019, ICBC pre-authorizes 12 treatments by kinesiologists for those injured in automobile collisions, and kinesiology is being considered for regulation by the B.C. as a healthcare profession. These external events provide opportunities and challenges for SFU in educating kinesiology students because more will be asked of our graduates in terms of their mastery of clinical skills. Our programming should therefore evolve to meet current and future needs of our graduates.

Accordingly, we designed the PKC to provide students with a credential that demonstrates that they meet or exceed industry standards for an exciting and dynamic career and will provide enhanced benefit to the Canadian healthcare, sport, and recreation sectors. The PKC provides a clear educational pathway, within the options available to them at SFU, to develop the necessary knowledge, skills and experience to enter the workforce as professional kinesiologists for the foreseeable future. We predict that SFU will be recognized as a leader in kinesiology in BC and across Canada for this innovative certificate program. Our proposed PKC provides a structure that leverages our rigorous B.Sc. program to strike the appropriate balance for training students who seek to work as professional kinesiologists.

Thank you for your time in considering our Professional Kinesiology Certificate Full Program Proposal.

Ryan Dill
Senior Lecturer, Undergraduate Program Committee Chair
Department of Biomedical Physiology and Kinesiology
Faculty of Science, SFU
ryand@sfu.ca

David C. Clarke, Ph.D.
Associate Professor
Department of Biomedical Physiology and Kinesiology
Faculty of Science, SFU
dcclarke@sfu.ca
Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of January 9, 2020, gives rise to the following recommendation:

Motion

That SCUP approve and recommend to Senate the Full Program Proposal for the Professional Kinesiology Certificate in the Department of Biomedical Physiology and Kinesiology within the Faculty of Science.

The relevant documentation for review by SCUP is attached.
Professional Kinesiology Certificate

Full Program Proposal

November 5, 2019
Biomedical Physiology and Kinesiology
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.

The Professional Kinesiology Certificate incorporates advanced training through applied upper-division courses, substantial community-based experiential education through practicums, co-operative education and career preparation through formal certification with a national certifying body as a Personal Trainer and student membership in the BC Association of Kinesiologists.

The community-based experiential education enhances student engagement in the classroom, includes community experts and alumni in the professional development of students, and satisfies the external certification requirements for practical hours in the field.

This proposal consolidates current course offerings into a career-focused Certificate, addressing student need and employer demand for highly trained kinesiology professionals.

b) Credential to be awarded:
Professional Kinesiology Certificate

c) Location of program:
Burnaby

d) Faculty offering the proposed new program:
Biomedical Physiology and Kinesiology (BPK), Faculty of Science

e) Anticipated program start date:
Fall 2020

f) Anticipated completion time:
The certificate is intended to be completed within the Kinesiology Major and could also be completed within two years by professionals who possess a bachelor's degree in Kinesiology, returning to the program to update their training.
g) Summary of the proposed program

- Aims, goals, and objectives:

  Kinesiology is both a field of study and a profession that provides services to a broad spectrum of sectors including healthcare, workplace health and wellness, and sport. Kinesiologists specialize in programming exercise to enhance health, prevent chronic disease, rehabilitate from injury and disease, and enhance physical performance. Their training and skill in exercise programming distinguishes them from similar allied health professions such as physiotherapy, chiropractic, and massage therapy, who specialize in passive and manual therapies such as ultrasound or massage. Active rehabilitation, in which exercise is used to restore function, is increasingly recognized as essential to recovering from injury and disease, as compared to passive and manual techniques.

  Approximately twenty percent of SFU kinesiology majors become members of the BC Association of Kinesiologists and pursue kinesiology as a profession after graduation. This is comparable to membership rates in other provincial associations and the Canadian Kinesiology Alliance (CKA). The main credential to become a kinesiologist is a bachelor's degree in kinesiology, such that the Kinesiology Major at SFU serves as a professional degree. The Department of Biomedical Physiology and Kinesiology (BPK) therefore encourages our students to obtain the professional skills, knowledge, and external certifications that will enable them to compete for jobs and to serve in a competent and confident manner once employed.

  The overarching goal of this proposal is to consolidate the current course offerings into a career-focused Certificate that meets the demands of all stakeholders including students, community-based stakeholders, and SFU. The program will meet the following specific objectives:

- For students:
  - Meet the educational requirements necessary to become practicing members of the BC Association of Kinesiologists.
  - Meet the requirements to register as a kinesiologist in Ontario (COKO), where kinesiology is a regulated health profession, and provide enhanced preparation so students can serve as competent and confident professional kinesiologists within interdisciplinary health care teams in BC.
  - Enhance mastery of clinical skills through significant experiential learning through hands-on labs, practicums, co-operative education work terms, internships and volunteer work.
Professional Kinesiology Certificate

- Provide pedagogy on professionalism and career planning, which have been identified by BPK students and an external review as an area requiring development.

- For Community-based stakeholders (employers, sector leaders, general public):
  - Satisfy employer demand for highly trained kinesiology professionals
  - Meet the needs of current and future labour markets
  - Leverage and enhance the emerging recognition of kinesiology as a profession, in particular the abilities and scope of practice of kinesiologists and the benefits they are able to provide.

- For SFU:
  - Engage alumni and community stakeholders to foster the professional development of students and the growth of the kinesiology profession.

In the past, BPK offered an opportunity for students to study and apply their knowledge in the specialized area of Health and Fitness. However, the Health and Fitness Studies Certificate lacked training in the transferable skills necessary for effective kinesiology practice. The proposed Professional Kinesiology Certificate is a targeted offering of courses directed at the preparation of students for careers in Personal Training, Strength and Conditioning, Disability Case Management, Active Rehabilitation and Kinesiology, and will replace the Health and Fitness Studies Certificate.

The main changes featured in the Professional Kinesiology Certificate are additional required upper-division courses, substantial experiential education by working in the community, and professional certification as a Personal Trainer by a nationally recognized organization. Within these courses, students will fulfill all the academic requirements necessary to become certified as Personal Trainers through the Canadian Society for Exercise Physiology or Canadian Fitness Education Services. Personal training certification enables the students to work in a variety of workplaces with healthy adult populations so they can practice many of the skills they will be expected to employ as kinesiologists.

The need for aspiring kinesiologists to be well trained in clinical skills motivates the experiential education component of the Certificate, which is its most prominent feature. The experiential learning component is achieved in several ways. First, several BPK courses feature hands-on laboratories, e.g. BPK 143 Exercise: Health and Performance, BPK 241 - Sports Injuries- Prevention and Rehabilitation, and practicum placements, e.g. BPK 343 - Active Health: Assessment and Programming. In addition, the Certificate will require either two
Professional Kinesiology Certificate

Semesters (eight months) worth of full-time co-operative education work terms, totaling a minimum of 840 hours or equivalent experiential education. This component provides community-based experiential learning that will enhance student engagement when they return to the classroom and will also satisfy external certification requirements for practical hours in the field.

Because kinesiology is a professional degree, we continually revise our curriculum to ensure that students are prepared both for today's labour market and those of the future. We engage with alumni, employers, organizations offering professional certifications, and academic colleagues. As a relatively new profession, kinesiology has historically struggled with recognition and understanding amongst stakeholders about the abilities of kinesiologists and the benefits they bring to the sectors they serve.

The historical lack of recognition is now reversing as kinesiology is becoming increasingly recognized as a bona fide and distinct healthcare profession. For example, the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) in their 2014 position paper entitled 'The role of Kinesiologists and the promotion of Physical Activity and Exercise in the Canadian Health Care System' emphasized the importance of exercise in preventing and managing disease and injury and the integral role Kinesiologists play, as exercise experts, within the interprofessional health care/promotion team. The Ontario Government approved the registration of Kinesiologists as health professionals in 2007. The requirements for registration as a kinesiologist in Ontario are set by the College of Kinesiologists of Ontario (COKO). As of April 1, 2019, ICBC has recognized the important role kinesiologists play in actively rehabilitating patients back to their activity of daily living post injury. ICBC has increased the hourly rate from $50 per hour to $78, added a $138 payment per assessment visit and pre-approved 12 sessions with a kinesiologist post-accident, with the option to request more, if needed. The chairs of Kinesiology programs at universities across British Columbia are currently (Summer 2019) writing a consensus statement describing the important roles for kinesiologists as health care professionals in BC, including the competencies, areas of practice, and the unique contributions of kinesiologist. This document will serve to support the movement of kinesiologist towards recognition as a health care profession in British Columbia.

This reversal in recognition is taking time to spread to students and employers.
For example, some students fail to adequately plan their university education to capitalize on the opportunities to develop as professionals. The Canadian Kinesiology Alliance (CKA) recently stated that kinesiology students across Canada are unaware of the structure of professional kinesiology in Canada. In addition, some employers fail to recognize, distinguish, and hire the students who are best prepared for the workplace. The Professional Kinesiology Certificate seeks to leverage and enhance the emerging recognition of kinesiology by all stakeholders by providing a well-defined pathway for those students who desire to utilize their degree to become kinesiologists, and provide employers with a clear indication that graduates of this program are prepared to enter the workforce as professionals.

- Contribution to the mandate and strategic plan of the institution:
  The proposal addresses the SFU vision of being research-driven, student-centered and community-engaged by applying the latest research in the classroom, the latest technology in the field/industry and meeting the career development needs of students by engaging them in experiential education opportunities on campus and in the community.

  The certificate proposes to leverage existing resources such as courses, co-operative education, practicums, and volunteer opportunities that engage students with the professional community. The certificate will address students’ desire to complete programs with purposeful, career-ready content and will provide employers with students who have the ability to translate knowledge into practice.

  The proposed certificate is one aspect of BPK’s plans to meet the recommendations of the last BPK external review, which stated;

  “It is further suggested that existing courses incorporate more information on research, knowledge translation, and career opportunities to give the students the perspective to develop skills with an appreciation for the spectrum of career and professional goals available to them.”

  Over the past few years, BPK has worked to embed external certifications into the applied courses within our Kinesiology major program, assisting our students with career development while they are still at SFU. Our upper-division course in fitness assessment and exercise prescription (BPK 343) includes significant laboratory instruction as well as a practicum within a professional organization. Recent additions to the course include the opportunity for certification in personal training and weight training. The course also features increased coverage of functional movement analyses, now a standard expectation in the industry/field.
The Professional Kinesiology Certificate provides students with a credential that demonstrates that they have met industry standards for an exciting and dynamic career. It will also assure employers that the students are comfortable working with clients and will have a shortened learning curve once they start work.

• Linkages between program outcomes and curriculum design:
The learning outcomes for the Professional Kinesiology Certificate focus on three themes of professionalism, communication, and technical knowledge and skills. The specific outcomes include:

Professionalism:
• Adopt an attitude of professionalism: behave ethically, treat each client respectfully and with the mindset of serving their needs, and a commitment to life-long learning in the discipline.
• Practice within the scope of practice of a kinesiologist and refer to another professional when justified.
• Communicate with employer to understand and meet their expectations.

Communication:
• Effectively communicate with clients, team members, supervisor and other third-party stakeholders, e.g., ICBC, WorkSafeBC, insurance providers.
• Apply counseling techniques to educate clients about their health and to help motivate them to change their behaviours to optimize health.
• Communicate and work effectively with other health professionals within integrated care teams such as physiotherapists and physicians.
• Document client progress and concerns via charting, report writing and/or other written communication as required.

Technical skills and knowledge:
• Individualize exercise prescription and programming by considering user needs, limitations and capabilities.
• Optimally employ equipment and facilities to maximize client comfort, safety, and exercise effectiveness.
• Assess human movement and correct dysfunctional movement.
• Employ best-practices in instructing, observing, and giving feedback on exercise technique.
• Apply evidence-based practice in servicing clients.

These outcomes will be met through a student-centered learning environment, engaging a variety of teaching tools from within courses and professional organizations:
Professional Kinesiology Certificate

- Experiential learning through practicum placements, co-operative education work terms, internships and volunteer work in professional organizations.
- Active Learning
- Group activities
- Laboratory activities
- Case Studies
- Lecture

- Potential areas/sectors of employment for graduates or opportunities for further study:

  Personal Training, Strength and Conditioning, Active Rehabilitation, Disability Management, Kinesiology and other careers in health and wellness. Graduates would also be well positioned to pursue graduate degrees in related areas, particularly in the field of exercise physiology, for which graduate training and more advanced certification is typically required or recommended.

- Delivery methods:

  All of the BPK courses are taught regularly and consist of lecture/lab/tutorial content.

  CPR and First Aid Certification are offered regularly and available through many outside agencies, some on campus.

  The Department of BPK has arranged for SFU courses to satisfy CSEP and CFES requirements for course challenge of the related certifications. Students can apply for certification upon completion of the listed courses. It is anticipated that the listed courses would be completed by the third year of a four-year major program.

  BPK co-operative education has consistently placed about eighty students per year in professional-kinesiology-type positions for the last ten years. These opportunities will cover the needs of our anticipated twenty-five certificate students per year.

  Program strengths:

  The Professional Kinesiology Certificate combines existing elements available to BPK students into an identifiable package that provides exceptional training and preparation for a career in kinesiology. Employers will be involved in the career preparation of certificate students and the certificate will clearly identify the students who are ready for professional engagement.
• **Level of support and recognition:**

BC Association of Kinesiology (BCAK) Executive Director, Daryl Reynolds, reviewed this proposal and ‘applaud(s) the approach being taken with the certificate’ and felt it was ‘a well thought out plan’ that ‘correlates with the requirements established by COKO’ (College of Kinesiologists of Ontario) for registration of kinesiologists as health professionals.

The Canadian Council for Physical Education and Kinesiology Administrators (department chairs from universities across Canada) provided unanimous support for the proposal at the annual general meeting in Banff, June 2017. The proposed program directly addresses several of the concerns raised over the course of the meeting regarding the shift to Kinesiology as a registered profession in Ontario and a statement from the Canadian Kinesiology Alliance regarding low awareness of professional standards and professional preparation of Kinesiology students within undergraduate programs across the country.

Letters of support for the program are also included from the following:

1. Minda Chittenden BSc (Kin), MA (Gero), BCAK Practicing Kinesiologist, Canadian Kinesiology Alliance Executive
2. Judy Village, PhD, CCCPE,BCPE, President, Association of Canadian Ergonomists
• **Related programs:**

There are several lower-division certificates and diplomas in the area of Health and Fitness at various institutions in BC. These programs are similar to our currently suspended Health and Fitness Studies Certificate. Our proposal to require upper-division practical courses and extensive experiential education through practicums, co-operative education, internships and/or volunteer work makes the proposed program unique at the undergraduate level.

The **University of Toronto**, **Brock University** and **Lakehead University** have recently launched Professional Kinesiology programs at the graduate level. The graduate level programs are structured in a similar manner to ours, requiring extensive practical experience outside of the classroom. These programs are targeting professionals with gaps in their education or experience. The College of Kinesiologists of Ontario, who approves the registration of Kinesiologists as health professionals in Ontario, recommended that these institutions keep their programs at the undergraduate level, as we are proposing.

There are currently no Professional Kinesiology programs at the undergraduate or graduate level in British Columbia. This certificate will position SFU as a clear leader in this developing field.

**h) Contact information:**

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Dave Clarke  
Associate Professor  
Biomedical Physiology and Kinesiology  
Faculty of Science, SFU  
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2 Credential Recognition and Nomenclature

2.1 Post-secondary recognition

The name of the certificate distinguishes our requirements and level of expectations from current health and fitness certificates focused on lower division courses.

The program requirements align with the experiential education and course requirements for similarly named graduate level programs in Ontario. Program requirements also align with the requirements to practice as a registered kinesiologist in Ontario, which is a bachelor's degree in Kinesiology.

Discussions with the Chair of the Kinesiology program at Brock University (June 2017 CCUPEKA meeting in Banff) illustrated strong support for the design of our program at the undergraduate (rather than graduate) level, as well as our use of the term Professional Kinesiology.

2.2 Industry/employer recognition

Extensive and ongoing consultation and discussions with the BC Association of Kinesiologists regarding the requirements for practicing kinesiologists moving forward. BPK Kinesiology Majors are recognized by BCAK for membership.

Ongoing agreement with Canadian Society for Exercise Physiologists to recognize BPK courses to for certification as a Personal Trainer.

The following letters of support for the proposal from employers of Kinesiologists in the lower mainland have been attached;

1. Fabio Feldman, PhD, Director, Clinical Quality and Patient Safety, Fraser Health Authority, Adjunct Professor, Department of BPK, SFU
2. Lisa Northrup BSc (Kin), CSCS, Manager Strength and Conditioning Department Fortius Sport and Health
3. Ermin Pagrakhan, C. Ped (C) Director of Store Operations, Kintec Footwear and Orthotics
4. Kris Schjelderup, Owner Innovative Fitness Port Moody and Coquitlam
5. Charlene Wharton, Director of Operations, Occupational Therapy Consulting – Lifemark
3 Curriculum/Program Content

3.1 Program structure

Lower Division Units – 18

Upper Division Units – 13

Evaluations include written exams, practical laboratory exams, laboratory reports, case study group projects, three-day dietary analysis and quizzes.

The following documentation must be provided to and approved by the BPK Department Advisor prior to applying for graduation.

- Bachelor’s degree in Kinesiology (or completion of requirements for graduation)
- A current cardiopulmonary resuscitation (CPR) certificate
- A current First Aid Certificate.
- Student membership in the BC Association of Kinesiologists
- Successful granting of at least one of the following external personal training certifications.
  - Canadian Fitness Education Services – Personal Training
  - Canadian Society for Exercise Physiology – Certified Personal Trainer
- Completion of eight months of cooperative education in a related area approved by the BPK cooperative education coordinator, or equivalent. Students are required to apply to the BPK advisor to have outside employment evaluated as the equivalent for this requirement.

3.2 Core courses

BPK 110 - Human Nutrition: Current Issues (3)

An introduction of the principles of human nutrition with an emphasis on topics of current interest. The material is presented in a Canadian context to focus on nutrition practices and problems in this country. Students will gain an understanding of factors affecting food selection and the role of nutrition in maintaining good health. Students will develop the ability to discriminate between reliable and unreliable information on the subject of food and nutrition. Students with credit for KIN 110 may not take BPK 110 for further credit. 

Breadth-Science.
BPK 142 – Introduction to Biomedical Physiology and Kinesiology (3)
Survey of theories and laboratory procedures for assessing human health status and physical performance, including biomechanics, body composition, development, environmental physiology, ergonomics, exercise physiology and motor learning. Functional anatomy and physiology of the cardiovascular, nervous, respiratory, skeletal and skeletal muscle systems in relation to physical activity are explored. Prerequisite: One of Grade 12 Anatomy and Physiology, Biology, Chemistry or Physics with a grade of C or better; or one of BPK 105, BPK 110, BPK 143, BISC 100 or HSCI 100 with a grade of C or better. Breadth-Science.

BPK 143 - Exercise: Health and Performance (3)
Introduces the student to exercise physiology. Focuses on personal exercise prescription to improve aerobic capacity, muscular strength and endurance, and flexibility. Also discusses athletic conditioning, e.g. speed and power training. The effects of nutritional and environmental factors on exercise and the role of exercise in weight control and stress management are considered. Prerequisite: Recommended: medical clearance from a personal physician. Students with credit for KIN 143 may not take this course for further credit. Breadth-Science.

BPK 180W – Introduction to Ergonomics (3)
Intended for students with a potential interest in ergonomics or human factors. The course surveys the design of work, the workplace environment, information systems, and consumer products. Topics include musculoskeletal disorders, manual materials handling, workplace design, organization of work, design of human/machine interfaces, environmental ergonomics, industrial design, and legal and social issues. Prerequisite: Grade 12 Biology or Physics, Grade 12 Math. Students with credit for BPK 180 may not take this course for further credit. Writing.

BPK 205 - Introduction to Human Physiology (3)
An introductory survey of human physiology with an emphasis on mechanisms of regulation and integration. Anatomy of structures will be detailed only when it is critical to a functional understanding. Although this is intended as a survey course, some topics will be covered in reasonable detail in order to give insight into mechanisms of function. BPK (or KIN) 208 may not be used as a substitute for BPK (or KIN) 205 by students in the Kinesiology Major and Honors programs. Kinesiology majors and honors students who have taken BPK (or KIN) 105 must also take BPK (or KIN) 205. For students taking both of these courses, credit will only be given for BPK (or KIN) 205. Prerequisite: BISC 101, CHEM 281, PHYS 101 and 102. Students with credit for KIN 205 may not take this course for further credit.
BPK 241 - Sports Injuries - Prevention and Rehabilitation (3)
Includes delineation of the role of the sports therapist and will study the structural and functional characteristics of the body with regard to the prevention of injury in sport. A first aid approach to athletic injuries will be developed with practical experience in routine treatments. Prerequisite: BPK (or KIN) 142. Students with credit for KIN 241 may not take this course for further credit.

BPK 310 - Exercise/Work Physiology (3)
The study of human physiological responses and adaptations to acute and chronic exercise/work. Cardiorespiratory, cellular and metabolic adaptations will be studied and discussed in detail. Prerequisite: BPK (or KIN) 205, MBB 201 (or 231). Recommended: BPK (or KIN) 201. Students with credit for KIN 310 may not take this course for further credit.

BPK 326 - Functional Human Anatomy (4)
Pursues a systematic study of human anatomy with emphasis on functional applications. A comparative study of organs and body systems using laboratory dissections to provide an understanding of the three-dimensional organization of the human body. Participation in all labs is required. Prerequisite: BPK (or KIN) 142, 201, 205 and at least 60 units. Behavioral Neuroscience Major and Honours students req BPK (or KIN) 142, 205, PSYC 280 and at least 60 units. Students with credit for BPK (or KIN) 324 or BPK (or KIN) 325 or KIN 326 may not repeat this course for further credit.

BPK 340 - Active Health: Behavior and Promotion (3)
Relationships among health, physical activity, and other health-associated behaviors are examined. In addition, the theories and models of health behavior, in the context of intervention and promotion strategies, are discussed. Pertinent background information is provided, concerning the influence of fitness on various disease states, as well as the epidemiology of health and exercise behaviors. Prerequisite: BPK (or KIN) 142, STAT 201 (or PSYC 201). Recommended: BPK (or KIN) 140. Students with credit for KIN 340 may not take this course for further credit.

BPK 343 - Active Health: Assessment and Programming (3)
An extension of BPK (or KIN) 143, Exercise Management, designed to provide students with an opportunity to appreciate principles of exercise leadership, assess individual fitness needs, design programs and monitor effects of prescribed exercise. The course includes a 34-hour practicum. Prerequisite: BPK
(or KIN) 142, 143 and 205; STAT 201 or an equivalent statistics course, BPK (or KIN) 340 (may be taken concurrently). Students must successfully complete a Criminal Record Check prior to enrolling. Students with credit for BPK (or KIN) 342 or KIN 343 may not take this course for further credit. Quantitative.

Strongly Recommended
BPK 443 - Advanced Exercise Prescription (3)

This course covers evidence-based practice and quantitative modeling skills for prescribing effective exercise programs to any individual who has a specific health, rehabilitation or performance goal. Programming considerations for various special populations (e.g., those with chronic disease, elite athletes) will be emphasized through laboratory-based case studies representing diverse professional settings such as active rehabilitation, strength & conditioning and clinical exercise physiology. Prerequisite: BPK (or KIN) 304W, 310 and 343. Students with credit for BPK 344 or BPK 423-Advanced Exercise Prescription may not take this course for further credit.

3.3 Existing and new courses
No new courses are required for the program.

Program Requirements
all of
BPK 110 - Human Nutrition: Current Issues (3)
BPK 142 – Introduction to Kinesiology (3)
BPK 143 - Exercise: Health and Performance (3)
BPK 180W- Introduction to Ergonomics (3)
BPK 205 - Introduction to Human Physiology (3) +
BPK 241 - Sports Injuries - Prevention and Rehabilitation (3) +
BPK 310 - Exercise/Work Physiology (3) +
BPK 326 - Functional Human Anatomy (4) +
BPK 340 - Active Health: Behavior and Promotion (3) +
BPK 343 - Active Health: Assessment and Programming (3) +
+ courses have additional prerequisites

Strongly Recommended
BPK 443 - Advanced Exercise Prescription (3)
3.4 Curriculum and program goals

Professional Kinesiology Certificate – Educational Goals

"A graduate from this program is able to"

A] Foundational Knowledge
1. Explain the individual and interactive structure, metabolism, function and regulation of major organs and organ systems as they pertain to an individual’s health, ability to perform physical tasks, and ability to adapt to diverse environments.

2. Explain the fundamental concepts underlying disciplines related to kinesiology and health such as anatomy, physiology, exercise physiology, biomechanics, neuromechanics, rehabilitation, motor learning, motor control, psychology, nutrition and ergonomics.

B] Application of Knowledge
3. Apply appropriate techniques to assess personal histories, fitness and risks and assess and coach movement technique, related to health and injury.

4. Apply foundational knowledge to design and deliver exercise programs for healthy and unhealthy individuals or groups to prevent or manage injury, promote physical literacy, and enhance physical performance.

5. Apply foundational knowledge to deliver counseling, active rehabilitation or nutrition programs for healthy, unhealthy and at-risk individuals or groups, to prevent dysfunction and/or enhance physical performance.

6. Apply foundational knowledge to critically analyze organizational health promotion, ergonomic, or rehabilitation strategies and policies.

7. Identify major methods of inquiry in kinesiology, and utilize these approaches and techniques to identify, isolate, and address problems.

8. Demonstrate command of material that probes current research within one or more of the kinesiology subdisciplines e.g. anatomy, physiology, exercise physiology, environmental physiology, biomechanics, neuromechanics, rehabilitation, motor control, ergonomics.

C] Integration of Knowledge
10. Critically evaluate the scientific integrity of information by detecting logical flaws and misdirection in an argument and selecting information for decision-making based on its validity.

**D] Communication Skills**

11. Demonstrate the ability to read, critically appraise and present information in discipline-specific forms.

12. Communicate evidence-based engaging scientific arguments in oral presentations, class discussions and written papers.

13. Use relevant scientific, technological, and statistical concepts, data and skills to explain and clarify ideas to diverse target audiences.

14. Demonstrate empathy and effective interviewing skills in counseling behaviour change as it pertains to a healthy lifestyle.

15. Demonstrate empathy, understanding and ethical conduct when considering or performing evaluations/research involving healthy humans or patient populations.

**E] Autonomy and Professional Capacity**

16. Demonstrate critical, creative, and practical thinking to function autonomously as a self-directed learner throughout life.

17. Work effectively as part of a team and provide leadership when appropriate.

18. Demonstrate personal responsibility, ethical decision making, academic integrity, and social responsibility.

19. Complete the academic and practical requirements of discipline-specific provincial, national and international certifications.

20. Differentiate the primary professional settings in which kinesiologists operate, e.g. personal training, group fitness, ergonomics, exercise physiology, active rehabilitation, and strength and conditioning.
3.5 Work experience/field/practicum placement

The experiential education component is the most prominent feature of the proposed Certificate and can be obtained in several ways. First, through BPK courses featuring hands-on laboratories (e.g., BPK 142 Introduction to Biomedical Physiology and Kinesiology, BPK 143 Exercise: Health and Performance, BPK 241 – Sports Injuries) and practicum placements (e.g., BPK 343 Active Health: Assessment and Programming). In addition, the Certificate will require either 2 semesters (eight months) of full-time co-operative education placements, totaling a minimum of 840 hours, or equivalent experiential education. This component provides community-based experiential education that will enhance student engagement when they return to the classroom and will also satisfy professional certification requirements for practical hours in the field.

Practicum placements are evaluated by supervisors within the community using a BPK designed rubric.

Co-operative education work terms are evaluated by BPK Co-operative education. Co-operative education includes training in professionalism through skill transfer and self-directed learning during orientation courses that focus on effective communications, active listening and feedback, employment related communication tools (cover letter, resume and effective interviewing), online presence (Linkedin), workplace culture, teams in the workplace and the maintenance of workplace relationships. (SFU Co-operative Education Curriculum)

Equivalency of work experience will go through an application procedure with the BPK advisor that will be reviewed by the Kinesiology sub-committee of the BPK Undergraduate Program Committee.

4 Program Resources

4.1 Target audience and enrolment plan

The target audience for the proposed Professional Kinesiology Certificate is about twenty percent of current BPK students in the Kinesiology Major who are interested in pursuing careers in personal training, active rehabilitation, strength and conditioning or kinesiology upon graduation. The skills and knowledge obtained through the Certificate are transferable to other areas that our students pursue careers such as corporate wellness, sport coaching, disability management, health promotion, and work within health authorities and government.
A secondary target audience is professionals practicing in the area who want to update or augment their knowledge and skills to meet industry goals and/or achieve the requirements for certification or continuing-education credits required by professional associations. One of the recommended courses for the Certificate, BPK 443 Advanced Exercise Prescription, has already attracted working professionals to return to SFU to take the course.

Enrolment will be by direct admission from high school (or from professions) and internal transfer. The admission requirements will be the same as for the Major in Kinesiology. There will be an option for students already registered at SFU to transfer into the program, as long as they fulfill the qualification criteria.

In 2017, there were about 150 students in the Health and Fitness Studies Certificate (suspended). Approximately 80 of those students would qualify for the more advanced course work requirements of the proposed certificate.

The required courses in the proposed certificate currently attract from 100-200 students each per year.

Within the most applied course in the proposed program, BPK 343 - Active Health: Assessment and Programming, we have provided the opportunity for students to become certified in screening functional movement, personal training and weight training through professional organizations. Approximately fifteen to twenty-five students per year take these opportunities to build their career while undergraduates.

BPK co-operative education fills about eighty positions per year within professional kinesiology employment opportunities.

Initially, it is anticipated that approximately twenty-five students per academic year would be attracted to the program. This estimate is based on:

- Student interest in external certification within our courses (15 – 25 per academic year)
- Student interest in BBK 443 Advanced Exercise Prescription course (20 per academic year).
- Student interest in our current Health and Fitness Certificate, which requires no external certification or co-operative education/internships? and few upper division courses. (80 per academic year)
- Co-operative education positions filled in the area of Professional Kinesiology. (about 80 per year)
4.2 Resources

The current Health and Fitness Studies Certificate (suspended admission) will be removed, following current student graduation.

All courses required in the proposed program are currently being taught.

No new resources will be required.

5 Program Review and Academic/Administrative Oversight

Program authors are members of the Kinesiology subcommittee of the BPK Undergraduate Program Committee, which reviews all programs in the department. We are also in contact with the national certifying bodies for ongoing approval of our course content in order for students to challenge the external certifications.

Canadian Society for Exercise Physiology does a yearly review of the course content to challenge their Certified Personal Trainer exam.

BCAK currently grants automatic approval for all our Kinesiology majors and is informed of and approves the proposed program.

Faculty members of BPK are consulting with the BCAK on the registration of Kinesiologists as health professionals in BC.

All academic units at SFU are subject to external review every seven years.

6 Program Consultation

Program Manager, Co-operative Education / Work Integrated Learning for BPK and HS, Darleen Bemister, was instrumental in providing feedback and input into the design and expectations for the program. She also consulted on number of co-operative education positions filled yearly in the area of Professional Kinesiology. Discussion also included the prerequisite online requirements for co-operative education and the number of hours expected for a typical full-time position. Darleen is also an active member of the BPK Undergraduate Program Committee. (Spring 2017 to Fall 2019).

BC Association of Kinesiologist Executive Director Daryl Reynolds has been involved on an ongoing basis in providing feedback on the design and expectations of the Certificate. (Spring 2017 to Fall 2019)
Canadian College and University Physical Education and Kinesiology Administrators (CCUPEKA) membership consulted in person on program design and expectations at annual meeting Summer 2017.

7 Evidence of Student Interest and Labour Market Demand

This certificate represents a coordinated program of study on a full- or part-time basis in the settings in which practicing kinesiologists typically find employment, namely Personal Training, Strength and Conditioning, Active Rehabilitation, and other careers in health and wellness. Graduates would also be well positioned to pursue graduate degrees in related areas, particularly in the field of exercise physiology, for which graduate training and more advanced certification is typically required or recommended.

Work BC estimates the demands for the following categories:
- Occupations in therapy and assessment (NOC 3237) – growth demand excellent.
- Other professional occupations in therapy and assessment (NOC 3144) – growth demand excellent.
- Assisting occupation in support of health services (NOC 3414) growth demand excellent.

The professional designations, course requirements and hands on experience within the proposed certificate will enhance the competitiveness of our students for employment and foster learning throughout their degree.
8 Appendices

8.1 Calendar entry
Department of Biomedical Physiology & Kinesiology | Faculty of Science
Professional Kinesiology
CERTIFICATE

This certificate represents a coordinated program of study on a full- or part-time basis in the settings in which kinesiologists typically find employment. The program provides in-depth knowledge in the functions and adaptations of the healthy human body at rest and during physical exertion, and practical skills for assessing and prescribing exercise to enhance health, fitness, performance, or rehabilitation.

Admission Requirements

Admission is governed by the University’s admissions regulations. After University admission, submission of a completed program approval form to the Biomedical Physiology & Kinesiology academic advisor is required for formal acceptance in the program.

The certificate is normally completed within five years of admission to the certificate program.

Completion of the courses will provide students with the academic and practical experience required to challenge the following external certifications:

- Canadian Fitness Education Services – Fitness Knowledge
- Canadian Fitness Education Services – Weight Training Instructor
- Canadian Fitness Education Services – Personal Training
- Canadian Society for Exercise Physiology – Certified Personal Trainer
- Functional Movement Screen – Level 1

Units applied to one SFU certificate may not be applied to another certificate or diploma.

Prerequisite and Required Course Grades

Students enrolling in biomedical physiology and kinesiology courses must have a grade of C- or better in prerequisite courses. Students enrolled in this certificate program must have a grade of C- or better in all required and prerequisite courses.
Program Requirements
all of
BPK 110 - Human Nutrition: Current Issues (3)
BPK 142 - Introduction to Kinesiology (3)
BPK 143 - Exercise: Health and Performance (3)
BPK 180W - Introduction to Ergonomics (3)
BPK 205 - Introduction to Human Physiology (3) +
BPK 241 - Sports Injuries - Prevention and Rehabilitation (3) +
BPK 310 - Exercise/Work Physiology (3) +
BPK 326 - Functional Human Anatomy (4) +
BPK 340 - Active Health: Behavior and Promotion (3) +
BPK 343 - Active Health: Assessment and Programming (3) +
+ courses have additional prerequisites

Strongly Recommended
BPK 443 - Advanced Exercise Prescription (3)

A minimum 2.50 CGPA calculated on courses counting toward the certificate is required for graduation.

The following documentation must be provided to and approved by the BPK Department Advisor prior to applying for graduation.

- Bachelor’s Degree in Kinesiology (or completion of requirements for graduation)
- A current cardiopulmonary resuscitation (CPR) certificate
- A current First Aid Certificate.
- Student membership in the BC Association of Kinesiologists
- Successful granting of at least one of the following external personal training certifications.
  - Canadian Fitness Education Services - Personal Training
  - Canadian Society for Exercise Physiology - Certified Personal Trainer
- Completion of eight months of cooperative education in a related area approved by the BPK co-operative education coordinator, or equivalent. Students are required to apply to the BPK advisor to have outside employment evaluated as the equivalent for this requirement.

Please note that credits applied to the Professional Kinesiology Certificate may not be applied to the Occupational Ergonomics Certificate or any other certificate offered at Simon Fraser University. For those who wish to complete both the Professional Kinesiology Certificate AND the Occupational Ergonomics Certificate, it is best to consult the BPK Advisor for assistance in course planning.
8.2 Market analysis – student interest and labour market demand

Letters of support from industry regulators and employers are attached, they are listed under 8.3.

8.3 Consultation comments and letters of support

Please find the following letters of support attached in a single PDF document – BPK- PKC Letters of Support;

1. Minda Chittenden BSc (Kin), MA (Gero), BCAK Practicing Kinesiologist, Canadian Kinesiology Alliance Executive
2. Judy Village, PhD, CCCPE,BCPE, President, Association of Canadian Ergonomists
3. Fabio Feldman, PhD, Director, Clinical Quality and Patient Safety, Fraser Health Authority, Adjunct Professor, Department of BPK, SFU
4. Lisa Northrup BSc (Kin), CSCS, Manager Strength and Conditioning Department Fortius Sport and Health
5. Ermin Pagrakhan, C. Ped(C) Director of Store Operations, Kintec Footwear and Orthotics
6. Kris Schjelderup, Owner Innovative Fitness Port Moody and Coquitlam
7. Charlene Wharton, Director of Operations, Occupational Therapy Consulting – Lifemark

8.4 Resources

No new resources required.

8.5 Financial plan (only if additional resources required)

N/A

8.6 Abbreviated curriculum vitae for faculty

N/A
November 4, 2019

To Simon Fraser University,

I am writing to support the development of the Professional Kinesiology Certificate at SFU.

I am a graduate from SFU Kinesiology, with a Certificate of Health and Fitness studies and I completed 5 Co-op terms under Nancy Johnston. I have a Masters of Gerontology from Keele University in the UK, and currently work for Meridian Rehabilitation in the Okanagan. I am a practicing Kinesiologist with the BCAK, and the BCAK’s representative on the Canadian Kinesiology Alliance. I provide 1:1 rehabilitation and also med-legal kinesiology work; I was declared an expert witness [in kinesiology] by the BC Supreme Court in 2013. For 12 years, I have been hiring, and training, kinesiology graduates from all the major BC universities, and have hired 4 SFU Coop students. I have found the Co-op graduates from SFU are the most prepared for a career as practicing kinesiologists and I strongly support that SFU has created a Professional Kinesiology Certificate to provide students more hands-on, best-practice, therapeutic techniques to their kinesiology degree. By doing so, SFU is continuing to show their strong leadership in the field of Canadian kinesiology and demonstrating their understanding of the needs of BC employers, and kinesiology students who want to work as practicing kinesiologists in the community. Lastly, the creation of this stream of training at SFU, allows students to become regulated health professionals in Ontario, and moves kinesiology one step closer to becoming a regulated health profession in BC.

In BC, there is a need for capable kinesiologists who wish to work in rehabilitation, chronic disease management, and occupational rehabilitation. As I am sure you are aware, in April of this year, ICBC legislated that kinesiology services will be automatically provided to anyone injured in a motor vehicle accident; kinesiology has joined the ranks of physiotherapy, massage therapy, clinical counselling and chiropractic treatments. People can self-refer the moment they are in an accident. Great West Life, Manulife, Sunlife, WorkSafeBC BC, and many other 3rd party insurers hire kinesiologists to rehabilitate individuals and return them to their pre-injury profession. These same companies are looking for kinesiologists to work in occupational rehabilitation, injury entitlement, and return to work programming. Work-ready kinesiologists are needed to fill these jobs. Kinesiology graduates that wish to become practitioners of active rehabilitation require a strong education in human physiology, anatomy, biomechanics, and the health benefits of exercise. In addition to this, they need to demonstrate the ability to:

- perform a baseline physical assessment to determine functional limitation and possible barriers
- write a report to summarise their assessment findings, treatment plan, and timeline
- assess ergonomics of activity/job that the person needs to return to
- design and teach a therapeutic exercise program to achieve a functional goal
- gradually return a person to pre-injury function
These skills exemplify a rehabilitation philosophy that is the foundation of the 3rd party rehabilitation industry, but absent in many health profession graduates who are being trained in primarily passive therapies and manual techniques. When SFU provides this theoretical framework to students, and matching practical skills (e.g. technical writing, plain language, how to assess function), it will launch graduates into their professional careers with a sound foundation of theory, and practice, that employers can build on. This model requires the help of alumni, and community stakeholders, to assist SFU to provide the necessary experiential education. As an alumnus, and active community stakeholder, I can confidently say that we are prepared to support the students of this program, to make it a success. I am very excited that students of SFU’s new Professional Kinesiology Certificate will:

- Complete courses in assessment, counseling skills, ergonomics, and exercise programming
- Gain 840 hours of community-based education
- Meet the requirements to register as a kinesiologist in Ontario (COKO)
- Meet the requirements to become practicing members of the BCAK and CKA

In addition to the many benefits to the students of SFU, I feel that the Professional Kinesiology Certificate will benefit the BC public, and advance kinesiology towards its goal of becoming a regulated health profession. Physicians across this province recognize a glaring need for active rehabilitation for people of all ages, injuries, and health conditions. They are looking for university-educated highly trained professionals to work with their patients in the community, in hospitals, and in care facilities. Physicians have started to hire kinesiologists to assist their patients, but the tide is just starting, and a need is growing. The creation of SFU’s program is perfectly timed to send highly trained/educated graduates into a workforce that is waiting for them, to a public that is needing them, and to a health care system ready to learn the scope of a practicing kinesiologist.

I am excited to hear about this course and feel it will generate students that are confident in their abilities and career ready. It will show employers that SFU Professional Kinesiology students are the best prepared for the workplace, and it will prove to the public that kinesiologists are well-trained health professionals. We look forward to welcoming SFU Professional Kinesiology Certificate graduates to our workplace.

Sincerely,

Minda Chittenden BSc (Kin) MA (Gero)
BCAK Practicing Kinesiologist
Canadian Kinesiology Alliance Executive
Dr. David Clark and Mr. Ryan Dill
Department of Biomedical Physiology
and Kinesiology
Faculty of Science
Simon Fraser University

Dear Dr.'s Clark and Dill:

Anne-Kristina Arnold has brought to the attention of the Association of Canadian Ergonomists, the proposal for a Professional Kinesiology Certificate (PKC). As the national association representing Ergonomists, we support the need for this certification for kinesiologists. We understand that students will take a first-year ergonomics course (BPK180W) to increase their awareness of the role of ergonomics and workplace design in preventing and mitigating occupational injuries. The certificate does not qualify students to practice ergonomics without further education and professional experience, however, the awareness of ergonomics is important for kinesiologists who may be treating people with work-related symptoms or injuries.

We would welcome students with an interest in ergonomics to become members of our Association of Canadian Ergonomists where they can obtain resources, networking and further education in ergonomics.

Thank you for the opportunity to support your new initiative.

Regards,

Dr. Judy Village, PhD, CCCPE, BCPE
President, Association of Canadian Ergonomists
Dear Ryan and Dave:

Re: Letter of Support for the Professional Kinesiology Certificate at Simon Fraser University

As the Director of the Clinical Quality and Patient Safety division of Fraser Health, I am pleased to express my support for the Professional Kinesiology Certificate ("PKC") at Simon Fraser University (SFU).

Fraser Health is the largest health authority in British Columbia and the 2nd largest health authority in Canada, serving over 1.8 million British Columbians, representing 35% of the province’s population. We operate 12 acute care hospitals and 7,760 long-term care beds. Fraser Health is focused on outcomes, and open to evidence, new ideas and innovation. With a focus on people and quality, our purpose is to improve the health of the population and the quality of life of the people we serve.

Fraser Health and SFU have benefitted over years from a formal alliance confirmed in the 2009 Memorandum of Understanding "to further develop and integrate collaborative training, education and research programs that will promote and sustain health, healing and learning".
The PKC will help in meeting our need for well-trained kinesiologists. Its course offering features a minimum of 840 hours of full-time field work and will help students gain practical clinical skills, such as, exercise programming, assessment and counseling. It is noteworthy that such training is programmed to occur by way of community-based, experiential education, including practicums and co-operative education.

I am confident that this credential will assist Fraser Health, to recognize, distinguish and hire graduates who are best prepared for the workplace; while students can plan their university education and capitalize on opportunities to develop as professionals.

I look forward to welcoming the graduates of the PKC with great enthusiasm at Fraser Health.

Sincerely yours,

Fabio Feldman, PhD.
Director, Clinical Quality & Patient Safety
Fraser Health Authority
Central City Tower
Suite 400 – 13450 – 102nd Avenue
Surrey, BC V3T 5X3
fabio.feldman@fraserhealth.ca

Adjunct Professor
Department of Biomedical Physiology and Kinesiology
Simon Fraser University
Dear Ryan Dill,

Fortius Sport & Health supports the development of the Professional Kinesiology Certificate at SFU.

By featuring:
- Applied upper-division courses featuring exercise programming, assessment, and counselling skills.
- Substantial community-based experiential education through practicums and co-operative education.
- Career preparation through formal certification as a Personal Trainer with a national certifying body and student membership in the BC Association of Kinesiologists.

This certificate will:
- Help students plan their university education to capitalize on the opportunities to develop as professionals.
- Help employers recognize, distinguish, and hire graduates who are best prepared for the workplace.

As a SFU KIN alumni, I look forward to welcoming the graduates of the PKC into the workplace.

Sincerely,

Lisa Northrup, BSc.(KIN), CSCS
Manager - S&C Department
Strength & Conditioning Coach
Fortius Sport & Health
3713 Kensington Avenue, Burnaby BC, V5B 0A7
604.292.2502
To whom it may concern:

We enthusiastically support the development of the Professional Kinesiology Certificate at SFU.

As the Director of Store Operations and an SFU Kinesiology Alumni, we hire several Co-op students, Kinesiologists, and SFU Kinesiology Alumni to work in our organization each year. We recently opened our 11th location and as we continue to grow so does our need to hire.

We are constantly seeking practical-based competencies and experience in all candidates who apply. This would help us distinguish those candidates who are best suited for our type of workplace in the market.

Any applied upper-division education featuring assessment, gait analysis, treatment plan creating/education, clinical skills, and counselling skills is an asset. These assets will greatly contribute to the growth and development for the individual towards a career in Pedorthics or in Leadership Management.

We look forward to welcoming the graduates of the PKC into our workplace.

Regards,

Ermin Pagtakhan, C.Ped (C)
Director of Store Operations
Kintec Footwear + Orthotics
To whom this may concern,

I am writing in strong support of the development of the Professional Kinesiology Certificate at SFU.

As a business who hires Kinesiologists, we frequently find that, although they have the general knowledge base after graduating with their degree, many applicants don't have the technical or practical skill set. This program would greatly improve these areas and set our recruits up for a higher likelihood of success from the get-go.

I also love the idea of educating students on the vast benefits and long term career opportunities in the field of Kinesiology outside of the historical rehabilitation streams of physio, chiro, massage or medical school.

Careers in Kinesiology are continuing to grow and I am very excited to see SFU being a pioneer in this field of education.

We are looking forward to future grads of the PKC in our workplace.

Kris Schjelderup
Owner: Innovative Fitness Port Moody & Coquitlam
2739 Murray Street, Port Moody
BC, Canada
V3H 1X1
October 28, 2019

To Whom it may concern:

I strongly support the development of the Professional Kinesiology Certificate at Simon Fraser University.

In reviewing the proposed program requirements of upper division courses featuring exercise programming and assessment and significant community-based experiential education through practicums and Co-operative education, I feel that a candidate who successfully completes this proposed Professional Kinesiology Certificate would be well trained and well prepared for the workplace.

Graduates of the Professional Kinesiology Certificate would be an asset to organizations such as ourselves and I look forward to welcoming them into our workplace.

Kind Regards,

Charlene Wharton
Director of Operations
OT Consulting - Lifemark
MEMORANDUM

ATTENTION: Senate

FROM: Wade Parkhouse, Chair
Senate Committee on Undergraduate Studies

RE: Program Changes

DATE: February 7, 2020

For information:

Acting under delegated authority at its meeting of February 6, 2020 SCUS approved the following curriculum revisions effective Fall 2020.

a. Faculty of Applied Sciences (SCUS 20-10)
   (i) Changes to the course overload policy for the Mechatronic Systems Engineering

b. Beedie School of Business (SCUS 20-11)
   (i) Lower division requirement changes to the Business and Economics Joint Major program
   (ii) Description and upper division requirement changes to the Business Major and Honours programs (Bachelor of Business Administration)

c. Faculty of Environment (SCUS 20-12)

1. School of Resource and Environmental Management
   (i) Upper and lower division requirement changes for the Resource and Environmental Management Major program
   (ii) Upper and lower division requirement changes for the Resource and Environmental Management Honours program

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
MEMORANDUM

ATTENTION: Senate

FROM: Wade Parkhouse, Chair
Senate Committee on Undergraduate Studies

RE: New Course Proposals

DATE: February 7, 2020
PAGES: 1/1

For information:

Acting under delegated authority at its meeting of February 6, 2020 SCUS approved the following curriculum revisions effective Fall 2020.

a. Faculty of Environment (SCUS 20-09)

1. School of Resource and Environmental Management

(i) New Course Proposals:
   - REM 207-3, Indigenous Peoples and Resource Management
   - REM 211-3, Introduction to Applied Ecology
   - REM 225-3, Quantitative Toolkit for Social-Ecological Systems
   - REM 325-3, Uncertainty, Risk and Decision Analysis
   - REM 334-3, Earth’s Past Climates
   - REM 357-3, Planning for Sustainable Food Systems
   - REM 388-3, Wildlife Conservation
   - REM 431-4, Climate Change and Environmental Management

2. School of Environmental Science

(i) New Course Proposal: EVSC 334-3, Earth’s Past Climates

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
For information:

Acting under delegated authority at its meeting of February 6, 2020 SCUS approved the following curriculum revisions effective Fall 2020.

a. Faculty of Arts and Social Sciences (SCUS 19-57)

1. Department of English
   (i) B-Hum designation for ENGL 272 (Summer 2020)

b. Faculty of Applied Sciences

1. School of Mechatronic Systems Engineering (MSE)
   (i) Prerequisite change for MSE 380 and 421

c. Beedie School of Business

   (i) Prerequisite change for BUS 489
   (ii) Units change for BUS 490, 491 and 495
   (iii) Description and prerequisite change for BUS 336

d. Faculty of Environment

1. School of Resource and Environmental Management
   (i) Course number and equivalent statement change for ENV 320W
   (ii) Course number and equivalent statement change for ENV 452
   (iii) Title, description and prerequisite changes for REM 311
   (iv) Title and description changes for REM 356 and 356W
   (v) Prerequisite change for REM 412 and 423
2. Department of Geography

(i) Prerequisite change for GEOG 313
(ii) Title change for GEOG 215

e. Faculty of Science (SCUS 19-54)

1. Department of Physics

(i) O designation for PHYS 416 (Summer 2020)

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
Acting under delegated authority at its meeting of February 6, 2020, SCUS approved the following definition for Blended Courses effective Fall 2020:

Blended courses at SFU have at least one quarter and no more than three quarters of student learning integral to the course occurring in the online environment, replacing in-person instruction.
MEMORANDUM

ATTENTION: SCUS

FROM: Elizabeth Elle, Associate Vice President, Learning & Teaching, and
Steve Birnie, Associate Registrar

RE: Blended courses: definition and scheduling

DATE: 6 January 2020

As part of our flexible education initiative, SFU plans to move forward with offering “blended” courses. This course format, which includes both online and face-to-face components, allows for greater flexibility for student schedules because of a reduction in time in the classroom. It will also allow for more efficient use of classroom space, potentially increasing affordability for students. Research suggests blended courses are associated with higher student satisfaction compared to fully online or fully face-to-face, due to the combination of increased flexibility (from the online component) and retention of community building (from the face-to-face component). Although limited by the scheduling options available, a recent study out of York indicated that replacing 33-50% (and potentially more) of the in-person component with thoughtful, well-integrated online activities can also increase student achievement compared to fully online or fully face-to-face courses. SFU faculty members have expressed interest in teaching using this model. To operationalize blended offerings, we need to have a clear definition of the instructional mode, and include blended offerings in our scheduling procedure.

MOTION: that the following definition for Blended courses be adopted.

**Blended courses at SFU have at least one quarter and no more than three quarters of student learning integral to the course occurring in the online environment, replacing in-person instruction.**

During a 2-year pilot, only the following schedule patterns will be available for use for the in-person component of blended courses. These patterns are based on courses that have either three or four hours of lecture per week. Further patterns may be considered after the pilot period:

- Tutorials or laboratories only, no lectures (*No pattern restriction*)
- 1 hour lecture/week (*Scheduling Pattern B, blocks B1, B2 B3 [8:30], B13, B14 [1:30], B18, B19, B20 [3:30]*)
- 1 hour lecture and 1 hour tutorial/week (*Scheduling Pattern B, blocks B1, B2 B3 [8:30], B13, B14 [1:30], B18, B19, B20 [3:30]*)
- 2 hours lecture/week (*Scheduling pattern C all blocks*)
- 2 hours lecture and 1 hour tutorial/week (*Scheduling pattern C all blocks*)
- 3 hours lecture/week (*Scheduling pattern G.1/G.2 all blocks*)
- Class meets for 2 or 3 hour lecture *every other week* for 6 weeks (*Scheduling pattern C or scheduling pattern G.1/G.2. Requires pairing with another course to share alternating weeks*)
MEMORANDUM

ATTENTION

Senate
Wade Parkhouse, Chair
Senate Committee on
Undergraduate Studies

RE:
Program GPA (SCUS 20-07)

DATE
February 7, 2020

PAGES
1/1

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of February 6, 2020, gives rise to the following recommendation:

Motion:

That Senate approve and recommend to the Board of Governors the changes to the Program GPA definition in the Academic Calendar to ensure the consistency of its calculation across all departments, as detailed in the attached document.
MEMORANDUM

ATTENTION: SCUS
FROM: Steve Birnie
Associate Registrar, Information,
Records, and Registration Services
RE: Program GPA

DATE: February 3, 2020

Motion:
That SCUS approve and recommend to Senate the changes to the Program GPA definition in the Academic Calendar to ensure the consistency of its calculation across all departments.

Rationale:
In September 2002, Senate approved language that created and defined a Program GPA at SFU. According to the memo sent to Senate, the language was introduced "to expand and clarify the prior regulation that a 'GPA of not less than 2.00 is required in courses comprising the major studies.' In essence, a uniform treatment is proposed based on current Faculty of Arts regulations." However, when the approved language went live in September 2003, it was different than what was passed. In reference to the courses to be used in the calculation the phrase "in the program area" replaced the phrase "used to satisfy the program requirements". While the changes may have appeared to have been editorial, they fundamentally changed the interpretation of the original language for some. The result has been that Departments and Faculties each apply the language in different ways, to the point where there is no longer a common definition of Program GPA at SFU at all. The proposed clarify that program GPA is to be calculated on program requirements. There is no change to original intention, but some departments will need to adjust their procedures to realign with the standard.

Steve Birnie
Associate Registrar, Information,
Records, and Registration Services
Graduation

Grade Point Averages Needed for Graduation

Grade point averages (GPAs) used for graduation are the minimum GPAs that must be achieved to satisfy the requirements for a degree or other credential. The graduation GPA must be obtained both on the overall course work (CGPA) as well as on the upper division subset of that work (UDGPA).

In addition, program GPAs are the required minimum GPAs that must be achieved to satisfy the requirements of an honours, major, extended minor or minor program. In each case, the program GPA must be obtained both on the overall course work (CGPA) used to satisfy the minimum program requirements as well as on the upper division subset of that work (UDGPA) in the program area.

The graduation and program GPAs specified below are University minimum requirements; individual faculties and departments may, with senate approval, have higher requirements.

In the event of repeated courses, only the higher grade is used in these GPA calculations.

Overall minimum requirements for all courses (CGPA) and all upper division courses (UDGPA) completed at Simon Fraser University

<table>
<thead>
<tr>
<th>Type</th>
<th>Minimum GPA</th>
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<tr>
<td>joint honours first class with distinction†</td>
<td>4.00 or greater</td>
</tr>
<tr>
<td>joint honours with distinction*</td>
<td>3.50 or greater</td>
</tr>
<tr>
<td>joint honours</td>
<td>3.00 or greater</td>
</tr>
<tr>
<td>honours first class with distinction†</td>
<td>4.00 or greater</td>
</tr>
<tr>
<td>honours with distinction*</td>
<td>3.50 or greater</td>
</tr>
<tr>
<td>honours</td>
<td>3.00 or greater</td>
</tr>
<tr>
<td>joint major first class with distinction†</td>
<td>4.00 or greater</td>
</tr>
<tr>
<td>joint major with distinction*</td>
<td>3.50 or greater</td>
</tr>
<tr>
<td>joint major</td>
<td>2.00 or greater</td>
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<tr>
<td>major first class with distinction†</td>
<td>4.00 or greater</td>
</tr>
<tr>
<td>major with distinction*</td>
<td>3.50 or greater</td>
</tr>
<tr>
<td>major</td>
<td>2.00 or greater</td>
</tr>
<tr>
<td>extended minors</td>
<td>2.00 or greater</td>
</tr>
</tbody>
</table>
Minimum Program Grade Point Averages (GPAs)

Program plan Overall Minimum requirements for all courses used to satisfy the minimum program requirements and for all upper division courses used to satisfy the minimum program requirements completed in the program area

<table>
<thead>
<tr>
<th>Program Plan</th>
<th>Minimum GPA</th>
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</thead>
<tbody>
<tr>
<td>Joint Honours</td>
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<tr>
<td>Honours</td>
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<td>Major</td>
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<td>Extended Minors</td>
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<tr>
<td>Minors</td>
<td>2.00</td>
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</tbody>
</table>
MEMORANDUM

ATTENTION Senate
FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: Program Changes

DATE February 13, 2020

For information:
Acting under delegated authority at its meeting of February 10, 2020, SGSC approved the following program changes, effective Fall 2020:

**Beedie School of Business**
1) Program change (calendar revision): Master of Business Administration MBA
2) Program change (calendar revision): Management of Technology MBA
3) Program change (calendar revision): MSc Finance

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682
MEMORANDUM

ATTENTION Senate

DATE February 13, 2020

FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)

RE: New Course Proposals

For information:
Acting under delegated authority at its meeting of February 10, 2020, SGSC approved the following new courses, effective Fall 2020:

Beedie School of Business
1) New course: BUS 700 Orientation

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682
MEMORANDUM

ATTENTION Senate

DATE February 13, 2020

FROM Jeff Derksen,
Chair of Senate Graduate Studies Committee (SGSC)

RE: Course Changes

For information:
Acting under delegated authority at its meeting of February 10, 2020, SGSC approved the following curriculum item, effective Fall 2020:

Beedie School of Business
1) Course change (title, description): BUS 741

Faculty of Environment
School of Resource and Environmental Management
2) Course change (title, description): REM 631

Temporary and permanent withdrawal of courses

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682
To: Senate

From: Kris Nordgren, Secretary
Senate Nominating Committee

Date: February 13, 2020

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. Senators will be informed that further nominations may be made by individual members of Senate. Any such nominations must reach the Committee Secretary the Friday before the meeting of Senate, and no further nominations will be accepted after this time. The Committee Secretary will provide members of Senate at the Senate meeting with such further nominations as may have been received. Oral nominations during the meeting of Senate will not then be allowed.

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, March 2, 2020. 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.

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>POSITION</th>
<th>TERM (from June 1, 2019)</th>
<th>NOMINATIONS RECEIVED (after February Senate Elections)</th>
<th>CANDIDATES ELECTED (from February Senate meeting)</th>
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<tr>
<td>DQAC</td>
<td>Undergraduate Student</td>
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<td>SCEMP</td>
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<tr>
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<td>2 years</td>
<td></td>
<td>Maite Taboada</td>
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<td>Faculty Member (Communication, Art and Technology)</td>
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<td>Nabyl Merbouh</td>
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<td></td>
<td>Student (Alternate)</td>
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<td></td>
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<tr>
<td>Graduate Student Senator</td>
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<td>Graduate Student Senator (Alternate)</td>
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<td>Amanda Watson</td>
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*SCIA Faculty members: In the event that the Faculty Member is unable to attend, the Faculty Dean is authorized to appoint an alternate replacement.*

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<thead>
<tr>
<th>Abbreviation</th>
<th>Committee Name</th>
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<tbody>
<tr>
<td>CC</td>
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<td>DQAC</td>
<td>Diverse Qualifications Adjudication Committee</td>
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<td>REB</td>
<td>Research Ethics Board</td>
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<td>Senate Appeals Board</td>
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<td>SCCS</td>
<td>Senate Committee on Continuing Studies</td>
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<td>Senate Committee on University Priorities</td>
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<td>Senate Library Committee</td>
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<td>SPCSAB</td>
<td>Senate Policy Committee on Scholarships, Awards &amp; Bursaries</td>
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<tr>
<td>SUAAC</td>
<td>Senate Undergraduate Awards Adjudication Committee</td>
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