SENATE COMMITTEE ON UNDERGRADUATE STUDIES

MINUTES

January 11, 2018 ~ 2:30 pm – 4:30 pm
STRAND HALL ROOM 3171


Regrets: N. Gajdamaschko

1. Approval of the Agenda

The Chair welcomed the committee back and wished everyone a Happy New Year. Time permitting, the Chair added an agenda item under Other Business for a group discussion in the form of a question “What do you offer your top students?”

The agenda was approved as amended.

2. Approval of the Minutes of December 7, 2017

Motion 20, correct the typo from designated to delegated and add the outcome to the minutes as an addendum.

The minutes were approved as amended.

3. Business Arising from the Minutes

a. Changes to BC High School Admission Requirements (SCUS 17-60)

1. Motion 20 was circulated for approval by e-mail.

Faculty of Arts and Social Sciences
It was moved by C. Murray and seconded by S. Spector

“that SCUS approve under delegated authority the Grade 11 and 12 List A and B courses.”

CARRIED

The Chair added that the changes to the BC High School admission requirements were well accepted at Senate with minimal questions posed from the members of Senate.
S. Spector also updated the group regarding the Experiential Learning Certificate, which was approved at the December meeting. He has met with other units to discuss conflicts and any overlap related to the courses offered and stated that a name change will be coming forward to a future SCUS meeting.
4. Old Business

a. Faculty of Arts and Social Sciences (SCUS 17-48)

1. School for International Studies (SCUS 17-48d)

(i) New Course Proposals:
   - IS 373-4, Global Environmental Politics

Motion 1
It was moved by C. Murray and seconded by A. Clapp

“that SCUS approve under delegated authority and send to Senate for information the New Course Proposal: IS 373-4, Global Environmental Politics effective Fall 2018.”

CARRIED

C. Murray stated consultations occurred and revisions made to the calendar language. A new course outline was received and will be forwarded to Senate for approval.

5. New Business

COURSE CHANGES (SCUS 18-01)

Motion 2
It was moved by C. Lowenberger and seconded by S. Spector

“that SCUS approve under delegated authority and send to Senate for information the following course changes effective Fall 2018.”

CARRIED

The committee was reminded to ensure overlap checks occur prior to the SCUS meeting to avoid any unnecessary delays.

a. Faculty of Health Sciences (SCUS 18-01a)

(i) Prerequisite change for HSCI 416 and 474

b. Faculty of Science (SCUS 18-01b)

1. Department of Biomedical Physiology and Kinesiology

   (i) Deletion of reference to KIN courses from prerequisite entries for all BPK courses
   (ii) Deletion of BPK 111, 212 and 461
   (iii) Prerequisite change for BPK 407, 491 and 495
(iv) Prerequisite, title and description change for BPK 426

2. Department of Physics

(i) Prerequisite changes for PHYS 101 and 102  
(ii) Title, description and prerequisite change for PHYS 332  
(iii) Title and description change for PHYS 390  
(iv) Title and prerequisite change for PHYS 431  
(v) Description change for PHYS 432

3. Department of Statistics and Actuarial Science

(i) Prerequisite change for STAT 302 and 305

PROGRAM CHANGES

a. Faculty of Health Sciences (SCUS 18-02)

Motion 3
It was moved by M. Lechner and seconded by L. Legris

“that SCUS approve under delegated authority and send to Senate for information the requirement changes to the Health Sciences Major-Bachelor of Arts and Bachelor of Sciences – Life Sciences Concentration and Population and Quantitative Health Sciences Concentration effective Fall 2018.”  
CARRIED

M. Lechner gave a brief overview of this agenda item. He also posed a question to the group in their opinion, “Would a Nursing Program qualify for this item?” The general consensus was that a Nursing Program would not qualify given a student could enter the program from high school. It would be considered ‘double dipping’ to use the Nursing Program credits towards another bachelor’s degree.

b. Faculty of Science (SCUS 18-03)

1. Department of Biomedical Physiology and Kinesiology (SCUS 18-03a)

Motion 4
It was moved by C. Lowenberger and seconded by C. Murray SCUP

“that SCUS approve and recommend to SCUP the termination of the BPK Applied Human Nutrition Certificate.”  
CARRIED

Motion 5
It was moved by C. Lowenberger and seconded by S. Spector

“that SCUS approve under delegated authority and send to Senate for information the
• Upper division requirement changes to the Biomedical Physiology Major and Honours programs
• Upper and lower division requirement changes to the Kinesiology Minor program
• Upper division requirement changes to the Kinesiology Major and Honours programs effective Fall 2018.”

CARRIED

2. Department of Mathematics (SCUS 18-03b)

Motion 6
It was moved by C. Lowenberger and seconded by K. Oldknow

“that SCUS approve under delegated authority and send to Senate for information the lower division requirement changes to the Mathematics and Computing Science Joint Honours program effective Fall 2018.”

CARRIED

3. Department of Physics (SCUS 18-03c)

Motion 7
It was moved by C. Lowenberger and seconded by S. Poyntz

“that SCUS approve under delegated authority and send to Senate for information the
• Upper division requirement changes to the APPH Majors and Honours programs
• Upper division requirement changes to the BPPH Majors and Honours programs
• Upper division requirement changes to the MAPH Honours program
• Requirement changes to the PHYS Honours program effective Fall 2018.”

CARRIED

4. Department of Statistics and Actuarial Science (SCUS 18-03d)

Motion 8
It was moved by C. Lowenberger and seconded by A. Clapp

“that SCUS approve under delegated authority and send to Senate for information the Upper and lower division requirement changes to the STAT minor effective Fall 2018.”

CARRIED

6. Other Business

1. SCUS Package Structure

W. Parkhouse was invited as a guest to speak to the SCUS Package Structure agenda item. He explained that going forward and to ensure important items aren’t missed, SCUS documents should be sorted by four
categories with a separate memo for each: course changes, new courses, program changes and new programs.
This will avoid delays and errors in preparing the SCUS meeting materials going forward to Senate.

The Chair and the secretary will draft a template for structuring the memo to be forwarded to the committee. The plan is to start preparing documents in this manner for the February SCUS meeting.

Agenda items for discussion for a future SCUS meeting were suggested:
- new course proposals: procedure and forms
- number of new courses created vs deleted courses
- SCUS annual report – possible revisions

2. What Do You Offer Your Top Students?

The Chair spoke to this agenda item providing the group an overview of the intent of this group discussion. He explained that he finds there is a lot of time spent assisting those students who are struggling academically and far less time spent recruiting, challenging and retaining our high achieving students. He posed these questions to the group:
- If you’re a top student, why should you come to SFU? (other than scholarships)
- How does your Faculty challenge and engage your highest achieving students?

He began by giving an example using a Science student in Chemistry. A top student in Chemistry would not come to SFU because they don’t want to be in a class with 700 other students for their first year. He asked the SCUS members to talk for a few minutes about what they do for the top students in their faculty.

Beedie School of Business – S. Spector

- Beam program – largest undergraduate student-run investment funds in Canada
- Internal and external case competitions
- Career passport – prepares students for business environment
- Specialized workshops
- BASS Mentorship programs

Realistic expectations; advisors look after students who are in trouble. Beedie is aimed at ensuring that all students who get into business will succeed.

Faculty of Applied Sciences – K. Oldknow

- Who is a top student? It’s not just about GPA; we want that person who can contribute to society later, after they get their degree
- It comes down to extracurricular; we engage the Student Society in each of our programs and schools
- provide a budget to fund such events as the Rembrandt Robotics Challenge
- Mentorship support and fill in niches where interests overlap with other faculties with what little resources we have
Faculty of Environment – A. Clapp

- Strong emphasis on mentorship programs
- Strong liaison; they're coming here to get a good start on their academic career so they can move on to a highly ranked graduate school
- Help them prepare; activist orientation; do more for themselves than we do for them
- Pushing for field school, field trips and field courses
- Losing top students but money doesn't differentiate
- Bachelor of Environment is the attraction

Library - P. Gallilee

- The Learning Commons do seek the highly ranked students
- The students obtain a peer tutor certificate (Bby only) (pilot project)

Faculty of Science – C. Lowenberger

- What has been said is what we do for students once they are in SFU - what do we do to attract them?
  - Once they’re in the door, we do all this mentoring but how do we get them here?
- Outreach; going to schools to show them how they can spend time in labs and how to do small experiments
- 64 percent graduation rate after 7 years; where do the faculty stand?
  - we’re either not doing what the students came here for or we’re letting in weak students or both
  - we have to try to give students real exposure of what they are facing once they are in university and it has to start at the high school level
- Concurrent studies High School students can work side by side with our grad students as majority of our intake is from the lower mainland
- Once they get here; research courses and research day to present their findings; experiments

What Do You Offer Your Top Students? The Chair reiterated this question as majority of the discussion was about what we do for all students; not what we do for just those top students.

Faculty of Arts and Social Sciences – C. Murray

- Fast track to advising
- Priority registration – we allow them to get connected so they do get attention
  - we seek the best students but with broader interests
  - we’re looking more for a fit
  - we have to step up the promotion and information in terms of recruiting
- Being the most engaged university isn’t really converting into the university to go to or that SFU is strong.
- Need to come together to come up with a different model of attracting students

Faculty of Communication, Art and Technology – S. Poyntz
• In FCAT – for our top students; Dean’s letter, phone call to recruit from the Dean or Associate Dean
  priority admission; introduced to professors in our schools where they have interest and research opportunities
• run an undergraduate conference
• robust profile of student work and for incoming top students, feature some of their completed works
• undergraduate travel fund to encourage students to go to festivals and conferences
• Scholarships to work along faculty

Faculty of Health Sciences – M. Lechner

• Faculty is somewhat new and unique in Canada and the US
• Accredited by the Council on Education for Public Health (CEPH)
• Personal calls to scholarship winners; they sometimes ask about class size but we can’t guarantee that they will be in a small class
• W. Parkhouse brought up the Accelerated Master’s program – potentially attractive to high school students as it allows you to enter the master’s program while you are still in the undergraduate program. This could be used as a recruitment tool to target top students

D. Ng (student)

• Dorothy stated that she came to SFU because of her Shrum Award but once she was here, there was no retention or support and she felt she was just one in a group of thousands of students

P. Gamble (student)

• Paula envisioned herself as a Grade 12 student again to try and think about what was important to her when deciding which university to attend
• Communication amongst high school students needs to be examined
• The conversations that begin in Grade 12 are highly influential amongst school friends in terms of branding, scholarships and student life on campus
• Students know what they want within a certain time frame – L. Legris responded that branding and scholarship programs have been changed to address some of the issues with enrollment
• Ask the high school students, ‘What would make them want to come to SFU?’

Further discussion

S. Spector added that a lot of our focus and energy is going into programming for the majority of the students and we don’t provide specialized opportunities for the high ranked students. These are the conversations that we need to have over the next few years to move to the next level in terms of recruiting top students.

3. Graduation Rates: Article in MacLean’s Magazine
W. Parkhouse spoke to this agenda item. According to a MacLean’s article issued January 8, 2018 showing Canadian universities with the highest and lowest graduation rates, 64.8% of Simon Fraser University students receive a degree within 7 years. We should be aiming for 80%. Discussion of the issue followed.

The meeting was adjourned at 4:15 pm
Minutes were prepared by R. Balletta