



SIMON FRASER UNIVERSITY  
ENGAGING THE WORLD

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

Monday, March 4, 2024 – **5:30 pm**  
Room 3210 West Mall Complex

1. Approval of the Agenda
2. Approval of the Minutes of the Open Session of February 5, 2024
3. Business Arising from the Minutes
4. Report of the Chair
  - i) Report of the Provost
  - i) Notice of Intent for the SFU Medical School (For Information) S.24-28
5. Question Period \*
6. Reports of Committees
  - A) Research Ethics Board (REB)
    - i) Annual Report 2022/2023 (For Information) S.24-29
  - B) Senate Committee on Agenda and Rules (SCAR)
    - i) Changes to Policy A32.03 – Distinguished SFU Professor Program (For Consultation) S.24-30
  - C) Senate Committee on Enrollment Management and Planning (SCEMP)
    - i) Enrollment Plan 2024/2025; Undergraduate Admission Targets for 2024/2025 S.24-31
  - D) Senate Committee on University Priorities (SCUP)
    - i) Deletion of the Latin American Studies Graduate Certificate S.24-32
    - ii) Dissolution of the Post Baccalaureate Diploma (PBD) in Police Studies S.24-33
    - iii) Full Program Proposal for the Certificate in Sound S.24-34
    - iv) Program Name Change for the French Language Proficiency Certificate S.24-35
    - v) Suspension of Admission to the Teacher Education (PQP) Professional Qualification Program (For Information) S.24-36
  - E) Senate Committee on Undergraduate Studies (SCUS)
    - i) Program Changes (For Information) S.24-37
    - ii) New Course Proposals (For Information) S.24-38
    - iii) Course Changes (For Information) S.24-39

- F) Senate Graduate Studies Committee (SGSC)
  - i) Graduate General Regulation 1.4.5 Leave of Absence S.24-40
  - ii) Annual Report 2023 (For Information) S.24-41
  - iii) Program Changes (For Information) S.24-42
  - iv) Course Changes (For Information) S.24-43
  - v) Course Deletions (For Information) S.24-44
  - vi) Course Reinstatements (For Information) S.24-45
- G) Senate Nominating Committee (SNC)
  - i) Senate Committee Elections (For Information) S.24-46

## 7. Other Business

## 8. Information

- i) Date of the next regular meeting – Monday, April 8, 2024

Agenda items and papers for the April meeting will be required by the Secretary at noon on Thursday, March 21, 2024. Submissions may be emailed to [senate@sfu.ca](mailto:senate@sfu.ca). These items will be considered by the Senate Committee on Agenda and Rules on Tuesday, March 26, 2024 with Senate distribution on Friday, March 29, 2024.

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>

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

\*Questions should be submitted in writing to Tom Nault (email [tmnault@sfu.ca](mailto:tmnault@sfu.ca)) with “Senate Question” in the subject line by Wednesday, February 28<sup>th</sup> at 9:00 am.




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**MEMORANDUM**

 **ATTENTION** Senate **DATE** February 7, 2024  
**FROM** Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP **PAGES** 1  
**RE:** Notice of intent for the SFU Medical School (SCUP 24-06)

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At its meeting on February 7, 2024, SCUP reviewed and approved the Notice of Intent for the SFU Medical School. It is attached for the information of Senate.

A Notice of Intent does not include budgetary information. As such, this was not a part of SCUP's consideration when approving the Notice of Intent.

C: Kris Magnusson  
David Price  
Maria Hubinette



SIMON FRASER UNIVERSITY  
ENGAGING THE WORLD

## **Undergraduate Medical Education Program (UGME)**

Notice of Intent

January 2023

Proposed SFU Medical School Initiative (SFUMS)



## **1 Credential to be awarded**

Doctor of Medicine (MD).

## **2 Location**

SFU Surrey Campus will be the main campus for the proposed SFUMS hosting classes and labs. Clinical learning will occur in various settings across the Fraser Health Authority including primary care centers, community care centers, urgent care centers, hospitals, and privately-owned family medicine practices. Partnership with First Nations Health Authority will allow immersive clinical experiences within First Nations communities which will be integral to the program.

## **3 Department(s), School(s), Faculty(ies) offering program**

The governance structure is still to be determined and will be finalized prior to the submission of the FPP through a separate set of Senate motions. The Simon Fraser University Medical School (SFUMS) is the placeholder title until the governance decision has been made. The final proposed structure of the UGME Program will need to strictly adhere to the accreditation requirements set by the Committee on Accreditation of Canadian Medical Schools (CACMS). To meet these requirements, the SFUMS must be positioned as a distinct entity with accountability mechanisms that demonstrate adherence to accreditation standards. Furthermore, it must be demonstrated that the Dean, who must be a licensed physician, has direct access to senior university administrators. For this reason, some universities create a “Dean and Vice-Provost” role; others simply indicate the direct reporting relationship between the Dean and the Provost and Vice-President Academic. To that end, the SFUMS will have a Dean responsible for a clearly differentiated medical unit and entity. Ultimately, Board of Governors approval, at the recommendation of Senate, will be required to finalize, adopt, and implement the governance structure for the proposed SFUMS.

## **4 Anticipated program start date**

Summer 2026.

The Committee on Accreditation of Canadian Medical Schools (CACMS) mandates a minimum of 130 instructional weeks. To ensure the minimum is met, and that students graduate in time to begin residency programs on July 1<sup>st</sup>, SFU’s program will begin partway through the Summer Session Term.

## **5 Description of proposal program**

### **5.1 Aims, goals and/or objectives**

There is an urgent need to increase the number of practicing family and primary care physicians in British Columbia (BC). As part of its comprehensive strategy to improve

patient care and address a shortage of physicians, the province has prioritized the establishment of a new medical school on Simon Fraser University's Surrey campus. The SFU Medical School (SFUMS), including the UGME Program, will be the first new medical school in Western Canada in 55 years. The principal goal of the UGME Program is to graduate physicians who have the skills and commitment to provide team-based, community-level health care where it is most needed in BC, though learners will be well prepared to begin residency for, and practice in, any medical speciality. In addition to developing physicians' deep competence in medical practice, the program will equalize and embed Indigenous ways of knowing and emphasize critical thinking, collaboration with colleagues, culturally safe health care, communication skills and early and extensive engagement with communities.

## **5.2 Mandate and strategic plan**

The Undergraduate Medical Education Program is well-aligned with the recently released Simon Fraser University (SFU) strategic plan, *What's Next: The SFU Strategy*, which identifies four key priorities: "Uphold Truth and Reconciliation," "Engage in Global Challenges," "Make a Difference for B.C.," and "Transform the SFU Experience." The medical school is in fact a cornerstone initiative within the "Make a Difference for BC" priority, filling a critical gap in the preparation of physicians in BC. The UGME will be a program designed to inspire its graduates to choose comprehensive, longitudinal, community-based family medicine and other generalist specialties (generalist being those "with core abilities characterized by a broad-based practice"<sup>1</sup>) while providing opportunities to pursue any field of medicine.

Moreover, the program will help SFU advance its "Uphold Truth and Reconciliation" priority by providing a training environment, developed in collaboration with First Nations, Indigenous communities and the First Nations Health Authority (FNHA), that creates opportunities for Indigenous students to become medical providers for their communities and non-Indigenous students to learn culturally appropriate care as well as Indigenous ways of knowing. In this way, the UGME Program will embed this priority into its curricular foundations, and thereby uphold Recommendation 18 from the *In Plain Sight*<sup>2</sup> report and Truth and Reconciliation Commission of Canada (TRC) Calls to Action<sup>3</sup> 22, 23 & 24. The program will strive to actively reduce barriers to entry, put dedicated resourcing towards the identification, recruitment and encouragement of potential Indigenous applicants, and regularly review the program for racist or oppressive practices and policies that may prohibit or deter Indigenous applicants or students.

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<sup>1</sup> Generalism in medical education. (n.d.). <https://www.royalcollege.ca/en/educational-initiatives/educational-generalism-medical-education.html>

<sup>2</sup> Lafond, Mary & Johnson, Harmony & Charles, Grant. (2020). *In Plain Sight Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care: Summary Report*.

<sup>3</sup> Truth and Reconciliation Commission of Canada (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. [http://www.trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

### **5.3 Target audience**

The primary target audience for this program is students who reside within BC who wish to pursue a career in medicine locally (within the Fraser region and/or within BC), particularly those planning to pursue residencies in Family Medicine and other generalist specialties. Furthermore, the approach to UGME admissions will be designed to attract students who will embody the school's values and who will reflect the populations they will serve. As mentioned in section 5.2 above, recruitment and admissions processes will also uphold Recommendation 18 from the *In Plain Sight* report and TRC Call to Action 23. Plans to ensure equitable access to medical school start with an inclusive admissions criteria and selections process and continue with robust supports for these students as they progress (e.g. application support, financial support, etc.).

### **5.4 Content and summary of requirements for graduation**

The UGME is an undergraduate degree program, though it differs from other undergraduate degree programs in several ways. First, undergraduate medical education programs in Canada require students to have a minimum of two to three years of college or university education prior to entry, and many programs will only admit students who have fully completed a first undergraduate degree. In addition, it is a professional degree program with cohort-based progression and explicit and extensive external accreditation requirements. Students therefore have less flexibility in course selection and timing than most traditional undergraduate degree programs. Finally, the majority of UGME learning takes place in clinical spaces rather than a classroom, as the focus is on application of knowledge and clinical skills rather than purely on knowledge acquisition. These elements of professional medical programs are similar to the SFU teacher education program, which typically admits students after completion of a first degree, has external standards that determine program content that must be met for graduates to be eligible for practice, and makes extensive use of out of classroom experiences and supervised practice in community settings.

The SFUMS UGME program will consist of two phases of approximately equal length (~65-70 weeks each), the completion of which leads to the MD degree.

- The first phase will consist of a series of “Foundations of Medicine/Health” courses which will feature increasing complexity (e.g. normal structure and function to abnormal structure and function to complexity and multi-morbidity). In addition to classroom-based learning, the first phase will feature early clinical exposure to family medicine and primary care, interprofessional team-based care, community service learning, etc. This early exposure will help learners see the application of the medical knowledge and simulated clinical skills in real clinical practice.
- The second phase will consist of clinical clerkships, mandatory and elective, whereby students learn with and from clinical faculty members (physicians and other health care professionals), almost exclusively in clinical and other community-based contexts and settings.

- During the latter parts of the second phase, students will apply for their next stage of training (postgraduate programs or “residency” in a medical specialty of their choosing).

Content and context will be driven by a series of longitudinal themes:

- Indigenous ways of knowing/caring;
- Health systems, interprofessional care, structural competency;
- The socio-ecology of health: Population health, social and structural determinants of health, planetary health;
- Medical sciences (e.g. anatomy, physiology, pathophysiology, etc.);
- Scholarship, quality improvement, research, evidence-informed medicine, Technology/AI;
- Personal and professional aspects of medicine, professionalism, professional identity formation/ “physicianship.”

The Committee on Accreditation of Canadian Medical Schools also sets certain requirements which will be contained within the curriculum:

- Biomedical, behavioural and social aspects of health;
- Organ systems;
- All phases of the life cycle;
- Continuity of care;
- Prevention, rehabilitation, palliation, also acute and chronic care;
- Scientific method, research;
- Clinical judgement, critical thinking, clinical decision making, problem solving;
- “Social problems” (e.g. climate change, toxic drug supply, lack of affordable housing etc.);
- Cultural humility, cultural safety, Indigenous ways of knowing, EDI and anti-oppression.

The program will be developed around several organizing principles:

- Continuity:
  - The curriculum will include continuity of patients (e.g. students have their own “patient panel” for the duration of the program);
  - The program will prioritize consistency of setting (e.g. continuity clinics and minimizing the number of clinics and hospitals that students rotate through);
  - The program will focus on a core group of teachers with special guests as needed;
  - Learners will interact regularly within smaller cohorts of classmates.
- Generalism:
  - This has been defined by the Royal College of General Practitioners as: *‘expertise in whole person medicine, which requires an approach to the*

*delivery of health care that routinely applies a broad and holistic perspective to the patient's problems'*<sup>4</sup>

- The program will feature mostly generalist (in contrast to sub-specialist) teachers and leaders;
- The curriculum will expose students to important concepts in generalism and family medicine such as: continuity, complexity, communication, health system function, comprehensive care;
- Family medicine and other generalist specialties will be the focal point of the program. However, the competencies (knowledge, skills and attitudes) that will be developed will serve as a foundation for application to any residency/specialization.
- There is strong evidence that accessible and equitable health care is enhanced by a strong generalist workforce and one method to achieve this is to graduate physicians capable of, and interested in practicing generalism<sup>56</sup>
- Generalism is most associated with comprehensive family medicine (general practice)
- Integration:
  - Content will be connected to clinical relevance;
  - Curricular content will be delivered within socially contextualized formats;
  - Learning about organ systems will focus on clinical presentations and clinical relevance; this method increases learner understanding of the connection between normal and abnormal structure and function (anatomy, physiology, pathophysiology etc.) and clinical manifestations.
- Competency-based:
  - “Competencies” include the knowledge, skills and attitudes required for and associated with professional practice;
  - The focus of the program will be on the progressive and systemic development of increasingly complex competencies, clearly described within a detailed set of core learning outcomes;
  - The program of assessment will be designed to mark progress toward the attainment of these learning outcomes.
- Flexibility:
  - How students achieve the program learning outcomes and what time frame will be more flexible to support a variety of learners;
  - A focus on flexibility will allow for personalized learning and increased student agency.
- Experiential/Community-Based Learning:

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<sup>4</sup> Royal College of General Practitioners UK. Medical Generalism: Why Expertise in Whole Person Medicine Matters. 2012; London, p.3.

<sup>5</sup> Andermann A. Taking action on the social determinants of health in clinical practice: a framework for health professionals. *CMAJ*. 2016;188(17-18):E474-E83.

<sup>6</sup> Starfield B. Primary care and equity in health: the importance to effectiveness and equity of responsiveness to peoples' needs. *Humanity & Society*. 2009;33(1-2):56-73

- Students will be immersed in clinical and community environments from an early stage and throughout the program;
- Students will be provided with formal and informal opportunities to learn with and from a variety of medical professionals and professionals in training, including other cohort members, more junior or senior medical students, and residents;
- Students will learn from community members, Elders, knowledge keepers, community organizations and patients.
- Interprofessional:
  - Students will learn from and with students in other health professions programs;
  - Students will interact with and learn from practitioners in other health care professions.
- Spiral:
  - Program content and context will be deliberately revisited multiple times with increasing complexity (e.g. normal structure/function, abnormal structure/function, increasing acuity and/or chronicity, complexity/multimorbidity in preparation for clerkship);
  - A spiralled curricular approach will support integration of knowledge through repetition and reinforcement by allowing students to revisit essential concepts multiple times;
  - A spiralled approach accommodates diverse learners and pace of learning through the ability to revisit topics in different contexts and formats.
- Anti-Opressive and Trauma-Informed:
  - Program content, processes and pedagogies will strive to be free from harmful racist, sexist, and ableist ideologies, and racist legacies in medicine will be challenged;
  - Program content, processes and pedagogies will strive to be trauma-informed.
- Perspectives of People with Lived and Living Experience:
  - “Patients”, people with lived experience and the public will have opportunities to contribute their expertise.

**Requirements for Graduation:**

Students will be required to demonstrate achievement of all core competencies (program learning outcomes) and successful completion of all program components (including courses) to graduate from the program.

Though not a requirement for graduation/program completion, at the end of the UGME Program, graduates write a national summative examination (MCCQE Part 1) administered by the Medical Council of Canada (MCC). Candidates who pass this exam and otherwise meet the eligibility criteria are granted a qualification known as the Licentiate of the Medical Council of Canada (LMCC). This is a first step in licensure to practice medicine in Canada (although licensure to practice medicine is handled by provincial and territorial regulatory bodies).

## **5.5 Delivery methods**

The program will be delivered primarily in-person at the SFU Surrey campus and in surrounding clinical settings in the community. The first phase of the program is more campus-based with some community-based learning contexts while the second phase of the program is more community-situated. The curriculum will include the following pedagogic and instructional methods:

- Clinical experiential;
- Community based “service learning”;
- Self-directed learning time;
- Small group case-based;
- Simulation (e.g. clinical skills);
- Large group learning.

## **5.6 Linkages between program outcomes and curriculum design**

The proposed curriculum model facilitates learning that is place-based, community engaged and immersive. This, together with a curriculum taught mostly through facilitated case-based and experiential clinical and community-based learning, will ensure that the program is flexible and responsive to evolving community context and health needs and that students are prepared to meet the health and health workforce demands of BC.

Furthermore, by embedding Indigenous ways of knowing and being throughout the curriculum, and by engaging students with critical pedagogies, the program will illuminate and challenge traditional power structures to promote equity and social justice. This will ensure alignment with a social accountability mandate and create graduates who are prepared to be transformative members of the health landscape.

Finally, the curriculum will be designed to align with the CanMEDS<sup>7</sup> Physician Competency Framework, whose 7 roles (medical expert, professional, leader, collaborator, communicator, health advocate, and scholar) and associated competencies work to ensure that students have the appropriate knowledge and skills to be effective practitioners.

Aligning with the CanMEDS Competency Framework will ensure that learners will be competitive for, and transition well into, their residency programs of choice.

## **5.7 Distinctive characteristics**

There are many planned characteristics that together will make this program unique within Canada. First and foremost, the UGME program will be designed to produce quality family physicians to the local health system. While graduates will be fully qualified to apply for specialist hospital-based residencies, SFUMS will produce the kinds of doctors that choose family medicine and primary care as their passion. The UGME curriculum will focus on

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<sup>7</sup> CanMEDS is an educational framework that describes the abilities physicians require to effectively meet the health care needs of the people they serve. It is the basis for the educational and practice standards of the Royal College. Although issued by the Royal College and for residency programs it also has application for the MD program. <https://www.royalcollege.ca/rcsite/canmeds/canmeds-framework-e>



generalism, and will be mostly developed and led by family physicians and other generalists who will serve as educators and role models for both undergraduate students and resident physicians.

Recruitment and admissions for the program will focus on striking down barriers to entry, opening the school to historically underrepresented learners. Indigenous epistemologies and pedagogies will be interwoven into the program and specifically into the curriculum making it unique from other medical education programs in North America, and upholding SFU's commitment to reconciliation.

The adoption of a 3-year program is also quite distinctive. Though more common in the USA, only Calgary's Cumming School of Medicine and McMaster's Michael G. DeGroote School of Medicine use a 3-year model in Canada. This model will help get physicians into the B.C. system faster, and with less debt.

### **5.8 Anticipated completion time**

This program will take the majority of students 3 years to complete. However, given its competency-based nature, it is anticipated some students may require additional time to achieve the required competencies to complete the program. Flexibility, through policy frameworks and in scheduling, will allow the program to proactively plan for this. The UGME Program will work to support students who require accommodations to the typical program length for a variety of reasons including but not limited to; learning differences, cultural or family responsibilities, physical needs, or health related concerns. This type of accommodation policy has been in place for many years at other 3-year programs and works well. Collaboration with SFU Student Services (e.g. Centre for Accessible Learning, Health and Counseling Services, Indigenous Student Centre, etc.) will be essential to understand the unique requirements of UGME and to support student success.

It is anticipated that some students may wish to pursue various enrichment opportunities that will increase the length of time required to complete the program. This has been noted at the two Canadian 3-year schools and typically involves less than ten percent of the class cohort. The program will work with individual students to facilitate reintegration into the program.

### **5.9 Enrolment plan for the length of the program**

We anticipate the program will start with 48 students and will slowly ramp up to a larger steady state cohort over the following ten years. The exact starting cohort size and subsequent cohort sizes/timings will be developed in partnership with the Ministries of Health and Post Secondary Education and Future Skills. UGME enrolments will be included in the annual enrolment targets that go to Senate via the Senate Committee on Enrolment Management and Planning (SCEMP).

### **5.10 Student evaluation**

Student assessment will be competency-based and holistic as is the case in many Canadian medical schools. A program of assessment including appropriate tools and protocols paired with regular feedback will be used to support student progress toward program learning



outcomes. The pass/fail grading scale, which is consistent with competency-based programs, will be used.

### **5.11 Faculty appointments**

New faculty appointments will be required to meet the accreditation requirements as outlined by CACMS. In addition, the program will make extensive use of clinicians in the community to teach the clinical components of the program. As part of ongoing discussions with the provincial government, the program will receive an operating budget that includes funding for continuing and clinical appointments; and SFUMS will make strategic hires within the budget received.

### **5.12 Faculty members**

Instruction of courses specific to the UGME Program will primarily be provided by newly hired educators as well as collaborations with existing SFU faculty with relevant expertise. Involvement of specific faculty members will be determined as the budget is established with the Ministries, and as the detailed cases within the courses are written.

The SFUMS will utilize a variety of approaches to the staffing of the teaching needs of the program, including but not necessarily limited to:

- Hiring continuing full-time faculty;
- Providing opportunities for faculty members from other departments or faculties within SFU to teach within relevant areas of the program;
- Engaging physicians with relevant clinical expertise to provide limited and specific clinical training;
- Engaging other community-based professionals to support inter-professional and clinical training; and
- Hiring short-term or part-time community members (such as elders and other community leaders) to provide cultural and contextual learning opportunities.

### **5.13 Program assessment**

All medical programs in Canada are accredited by the Committee on Accreditation of Canadian Medical Schools (CACMS) and new medical schools must receive preliminary accreditation before the first students are even admitted. SFU currently holds applicant status with CACMS.

The SFU Medical School anticipates achieving preliminary accreditation in Fall 2025 after submitting a self-study and undergoing a site visit from CACMS. Subsequent reviews will happen after the first cohort has started classes (2026-2027), and full accreditation status will be achieved following another self-study and site visit during the first cohort's final year of studies (2029). The first time that full accreditation is granted is for a five-year period; thereafter, programs are accredited for 8 years.

SFUMS will engage in regular and ongoing evaluation and education research to continuously iterate and improve its offerings. Plans are currently underway to develop a robust program evaluation framework.

#### **5.14 Related programs**

There are currently 17 accredited medical schools in Canada. Three new medical schools have been proposed for 2025 enrollment – Toronto Metropolitan University, University of Prince Edward Island (affiliated with Memorial University of Newfoundland) and Cape Breton University (affiliated with Dalhousie University).

In Western Canada, other medical schools include:

- University of British Columbia – Faculty of Medicine
- University of Alberta – Faculty of Medicine and Dentistry
- University of Calgary – Cumming School of Medicine
- University of Manitoba – Max Rady College of Medicine
- University of Saskatchewan – College of Medicine

#### **5.15 Consultation with and support from other post-secondary institutions**

Engagement with the Dean, Vice-Deans, and Faculty members at University of British Columbia – Faculty of Medicine has been ongoing and conducted in collaboration with the Ministries of Health and of Post-Secondary Education and Future Skills. A Memo of Understanding was drafted by members of SFU and UBC Faculty of Medicine outlining the collaboration.

Additional visioning and planning support has been made available from the Northern Ontario School of Medicine, Toronto Metropolitan University, Cumming School of Medicine at University of Calgary, and Michael G. DeGroote School of Medicine at McMaster University.

The BC Ministry of Health and Ministry of Post-Secondary Education and Future Skills have been engaged in project design since the inception of the SFUMS planning process. Both have supported the SFU Medical School and are active in supporting the program's development through participation in the project board. Strong support for the Medical School has been evidenced through formal news releases about the project, including the November 28<sup>th</sup>, 2022, public announcement which occurred on SFU's Surrey campus with Premier David Eby. New degrees related to healthcare such as Doctor of Medicine (MD) degrees require review and approval by both the Ministry of Health and the Ministry of Post-Secondary Education and Future Skills. Both Ministries will continue to be engaged as the program goes through the process of receiving degree granting authority and through the early stages of program delivery.

### 5.16 Evidence of student interest

Using data published by the University of British Columbia (UBC) on medical school applicant demographics there is obvious student interest within the province to attend medical school. UBC has 306 seats in total in 2023, expanding to 328 the following academic year. In the year 2021/2022 UBC received 2829 applicants. Of those applicants, only 714 were interviewed and 288 were admitted.<sup>8</sup>

Similar statistics<sup>9</sup> for other nearby institutions include:

School	Applications Received (2021/22)	Admitted Students (2021/22)
Cumming School of Medicine	2039	131
University of Alberta	1802	169
University of Saskatchewan	726	94

### 5.17 Evidence of labour market demand

It is anticipated graduates of the program will go on to work as physicians predominantly in family medicine and primary care areas of medicine. There is an urgent need for family physicians as the Province of BC faces a family and primary care physician shortage. Over 1 million people, or 1 in 5 people, do not have access to a family doctor in the province and existing primary care physicians are stretched thin.<sup>10</sup> This workforce crisis is not unique to BC. Currently, we are facing a global workforce crisis of health human resources, creating an additional challenge in recruiting and retaining physicians across the world. This has increased competition for medical degrees across Canada, highlighting the need for additional opportunities within our own province.

According to a recent BC Stats report, BC's population is also expected to increase from a total of 5,139,568 persons in 2020 to 6,515,558 in 2041 for an overall increase of nearly 1.4 million people.<sup>11</sup> This predicted population growth will further exacerbate physician shortages if more primary care physicians are not entering practice. Specifically, the Lower Mainland (Metro Vancouver and the Fraser Valley) has long been recognized as one of the fastest growing regions in Canada and is currently home to over 3.1 million residents. It is estimated that the Lower Mainland's population will exceed 4.1 million by 2041.

<sup>8</sup> UBC Faculty of Medicine. (2021). Interim Statistics of 2021/2022 Applicants (MED 2026).

<https://med-fom-ugrad.sites.olt.ubc.ca/files/2021/12/Interim-Stats-2021-2022-Final.pdf>

<sup>9</sup> The Association of Faculties of Medicine of Canada (2023). Admission Requirements of Canadian Faculties of Medicine: Admission in 2024. <https://www.afmc.ca/wp-content/uploads/2023/05/Admission-Requirements-of-Canadian-Faculties-of-Medicine-2024-EN.pdf>

<sup>10</sup> BC Family Doctors. (2022). Ongoing medica coverage on BC's Family Doctor Shortage.

<https://bcfamilydocs.ca/ongoing-media-coverage-on-bcs-family-doctor-shortage-2/>

<sup>11</sup> BC Stats. (2020). P.E.O.P.L.E. BC Sub-Provincial Population Projections.

[https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/population/people\\_population\\_projections\\_highlights.pdf](https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/population/people_population_projections_highlights.pdf)

From data provided by WorkBC<sup>12</sup>, general practitioners and family physicians have an expected average employment growth rate of 1.1% through to 2027 and 1.9% from 2027-2032. Over the next 10 years, 3,460 jobs are expected to become available. Specialist physicians, which include other generalists such as psychiatry, are expected to grow 1.9% from 2027-2032. 3160 new job openings are expected in the next 10 years. The creation of SFUMS is one of several initiatives that reflects the province's Health Human Resources Strategy's four focus areas: retrain, redesign, recruit, and train. Part of this strategy is to explicitly grow the number of physicians, especially primary care physicians, in the province and in Fraser specifically where they are most needed.

### **5.18 Resources**

The UGME program will not adversely affect other programs or resources in the University. The resources required for faculty, staff, learning spaces and associated equipment formed the basis of the Business Case submitted to government in August 2023, and the foundation of subsequent discussions through an anticipated funding announcement in February 2024. When the budget is received, the program will be expected to operate within the boundaries of the budget provided.

## **6 Contacts**

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Maria Hubinette, Acting Associate Dean, Academic and Faculty Development  
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Kris Magnusson, Senior Advisor to the Provost, ([vpa\\_strat@sfu.ca](mailto:vpa_strat@sfu.ca))

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<sup>12</sup> Province of British Columbia. (2022). Labour Market Outlook. <https://www.workbc.ca/sites/default/files/2023-02/LMO-2022-Report.pdf>

### Program Length Briefing Note

The SFU Medical School (SFUMS) Curriculum Committee (MSCC), by unanimous consent, recommends the following:

1. That the standard program of the SFUMS Undergraduate Medical Education Program (UGME) follow a 3-year competency-based curriculum model, incorporating a minimum of 130 weeks of instruction.
2. That additional curricular opportunities be provided to the anticipated small number of students who require alternate program completion pathways or want to pursue additional enrichment activities (i.e. learners needing more time to fulfill program requirements or additional time to enrich their medical education).
3. That a holistic and culturally sustaining system of student support be established, including a robust equity-focused scholarship and bursary program.

### Background

The Committee on Accreditation of Canadian Medical Schools (CACMS) mandates a minimum of 130 weeks of instruction for UGME programs, met by both 3-year and 4-year formats. Program length refers to the total duration over which these instructional weeks are spread.

### Discussion

The SFUMS Curriculum Committee (MSCC) conclude that the advantages of a 3-year program include

- Learners are equally prepared for residency and satisfied with their educational quality (Leong, 2022; Cangiarella, 2017; Neufeld, 1989; Lockyer, 2009);
- Offers a quicker path to residency and practice; beneficial in addressing BC's doctor shortage (Schwartz, 2018; Page, 2010).
- Provides cost advantages to learners by reducing expenses and allowing earlier paid residency, despite potentially high resource needs per student, but overall, fewer total students (Schwartz, 2018; Raymond, 2015; Page, 2010).
- Creates a key differentiating factor for SFU from UBC. This unique offering may attract learners who are motivated by different factors, enhancing the overall diversity of the student body.
- Proven Success at Peer Institutions - The three-year medical program model has been successfully implemented at McMaster University and the University of Calgary for decades.
- Allows students to pursue additional enrichment activities during an additional 4<sup>th</sup> year of study if supported by the UGME decanal leadership.
- The MSCC identified contested assumptions in the original CWG's recommendation and noted concerns with the 4-year model. Key points included:

**Assumption 1:** *a 4-year program allows for more self-care and would lead to more compassionate students who are less likely to burn out.*

- Evidence shows no significant difference in student burnout between 3- and 4-year programs (Leong, 2022). Promoting learner wellness requires a streamlined curriculum, decompression strategies, and a flexible policy framework.

**Assumption 2:** *a 4-year program provides sufficient time to achieve mastery.*

- The literature shows no difference in learning outcomes between 3- and 4-year programs (Cangiarella, 2017; Leong, 2022; Neufeld, 1989; Page, 2010; Lockyer, 2009). In any competency-based curriculum, learners may achieve core competencies at varying times, accommodating for commitments like culture, community, and family, regardless of program length.

**Assumption 3:** *a 3-year program offers less time for students to gain “desirable physician characteristics” via extra-curriculars, electives, research, etc., or would not have completed all the right prerequisite learning.*

- National Canadian Resident Matching Service (CaRMS) match data from 2023 (CaRMS, 2023) and national exam results show no disadvantage for 3-year learners; clinical experiences and various electives can be used to foster professional identity. Having robust supports like advising, mentorship, and diverse clinical experiences will aid in career choice and identity formation.

**Assumption 4:** *a 3-year program does not allow students to take complementary studies.*

- Intercalated, or dual degrees, micro-credentials and enrichment opportunities can be developed with program maturity regardless of program length.

Some concerns around a 3-year program remain and are valid concerns that would need deliberate attention. However, many 4-year programs have significant concerns that need attention. None, however, are so great as to preclude the 3-year option from being the preferred delivery method. Some of these points include:

- **CACMS Timelines:** The condensed CACMS timelines challenge aligning program accreditation with admissions, requiring an earlier start for our 3-year program and an expedited CACMS site visit; a critical factor regardless of program length, and a CACMS process issue rather than a programmatic issue.
- **Learner Overlap:** SFUMS will design and deliver a curriculum that is strategically created to align with the principles and vision of SFU, meets national accreditation standards, and delivers experiential learning (clinical and community) that addresses any overlap in courses or other learners.
- **Time for Career Exploration and Timing of Electives:** In a 3-year program, appropriate timing of electives and exposure to mentorship is essential for preparation for CaRMS and residency success.
- **Faculty Staffing:** There may be increased challenges finding faculty and preceptors to teach during the summer. However, the flip side of this is increased faculty and preceptor flexibility.
- **CaRMS:** Despite beliefs that summer volunteer student learning gives privileged students an edge in the CaRMS match process, data from other 3-year programs doesn't support this.
- **Financial Support:** The 3-year program's lack of summer breaks challenges students reliant on summer jobs for funding, requiring financial support like scholarships and bursaries.

## Summary

The Medical School Curriculum Committee endorses SFU's three-year competency-based medical program as an efficient innovative alternative to the traditional four-year model, accelerating workforce

entry, reducing debt, and addressing BC's doctor shortage. Supported by successful precedents at McMaster University and the University of Calgary, this program offers effective learning, community collaboration, and strong support with literature emphasizing its robust nature.

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**ATTENTION:** Board of Governors and Senate  
**FROM:** Kristie Westerlaken, PhD – Director, Research Ethics  
**RE:** Research Ethics and Research Ethics board Annual Report (Sept 1, 2022 to Aug 31, 2023)  
**DATE:** February 15, 2024

As per Policy R20.01 – Ethics Review of Research Involving Human Participants, Section 7.1 which states “the Director, will submit an annual report of the REB’s activities, which report has been approved by the REB Chair”, please find attached the REB Annual Report for the period September 1, 2022 to August 31, 2023.

Sincerely,

Kristie Westerlaken, PhD  
Director, Research Ethics  
Enclosure



## SFU Research Ethics Board Annual Report – 2022-2023

This report covers the period from September 1, 2022 to August 31, 2023, and includes a summary of activities undertaken during that period of time. Appendix A to the report includes key definitions taken from the TCPS2 (2022) Glossary to assist with context.

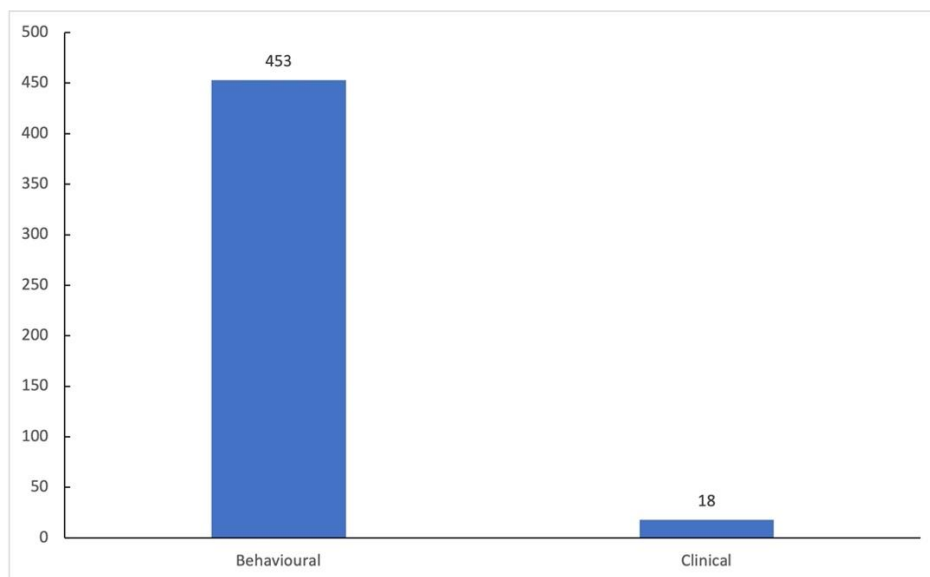
### Volume - Human Participant Research Activities

Table 1 sets out the total number of research activities submitted for review<sup>1</sup>. Activities include: new studies, Post-approval activities (PAAs) which encompass amendments, annual renewals, annual renewal/amendments, and close requests, as well as those projects exempt from REB review as per Articles 2.2, 2.3 and 2.4.

Submission Type	
New Study	471
Exemption	73
Post-Approval Activities	1387

Table 1. Total Submissions Submitted for Review

Most new studies submitted were classified as behavioural (Fig.1). In addition, there were 23 Indigenous studies submitted during the reporting period. For studies where SFU was board of record, 3% were reviewed by the full board, while the rest were reviewed via the delegated review pathway.



<sup>1</sup> Volume appears comparable to previous years (21/22 – 621; 20/21-563; 19/20-434; 18/19-532). However, it is important to note that data has been retrieved from 2 systems over all reporting periods and data collection parameters have varied considerably due to system and process changes.

Figure 1. New Study Submissions by type.

During the reporting period, 7 meetings were held, including 3 meetings where no studies were reviewed. Meetings were not scheduled for August and December.

A large percentage of new studies (64%) were student projects. Specifically, 91% were graduate projects and 9% were undergraduate projects.

New study submissions originated predominantly from the Faculty of Arts and Social Sciences (FASS), with Education, Communication, Art and Technology (FCAT), as well as Health Sciences contributing significantly to the numbers (Fig.2).

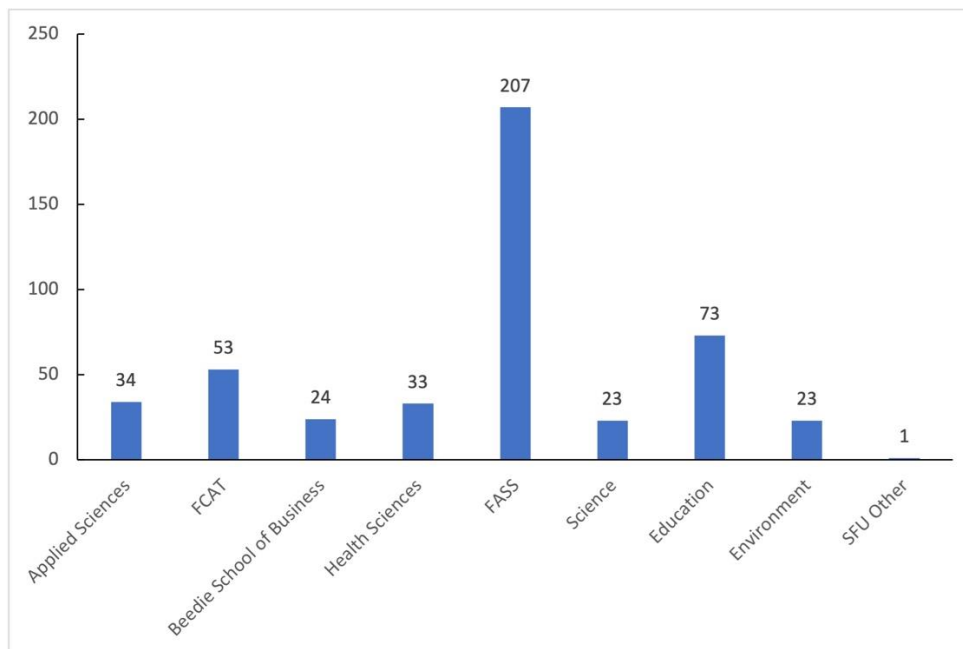


Figure 2. New Study submissions by Faculty.

At the department level, Psychology, Interactive Arts and Technology, Criminology and Computing Science submitted the most applications (Fig.3).

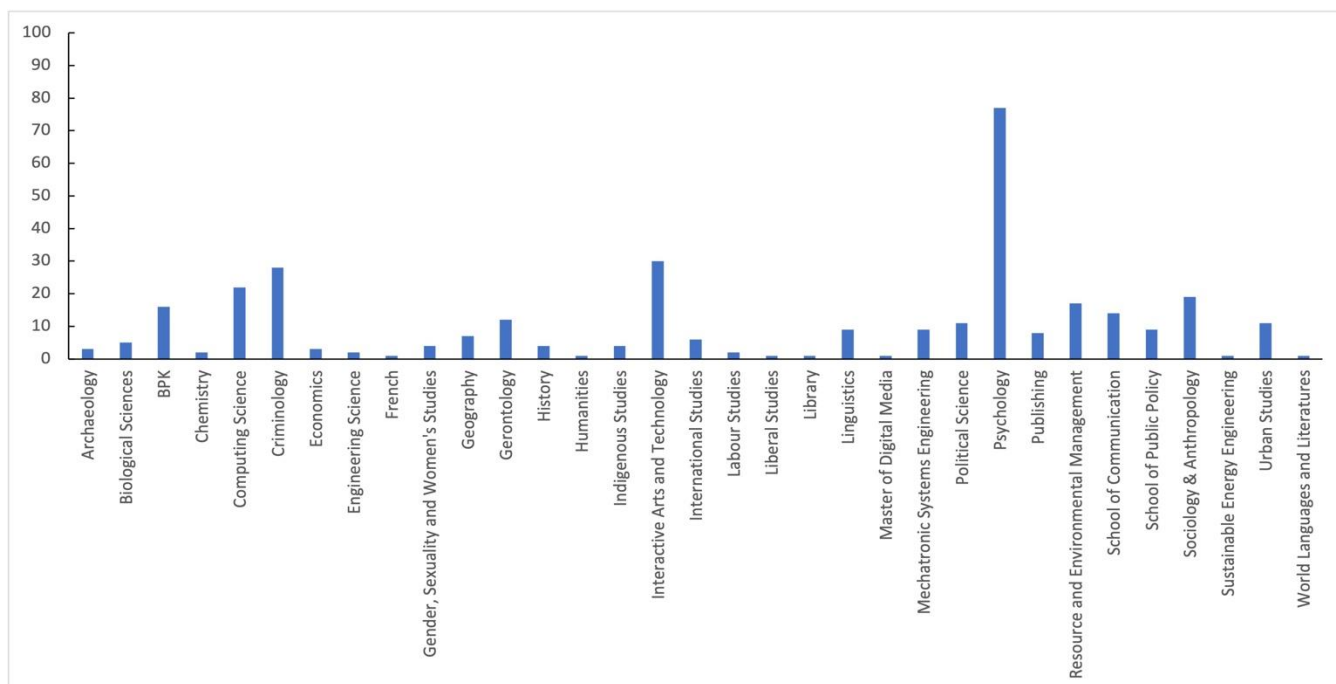


Figure 3. New Study Submissions by Department.

### Post-Approval Activities (PAAs)

Table 2 shows the total number of PAAs submitted by type.

PAA Type	
Amendment	397
Renewal	677
Renew/Amend	149
Close Request	164

Table 2. PAA Submissions

Similar to new study submissions, the majority of PAAs are classified as behavioural (Fig. 4).

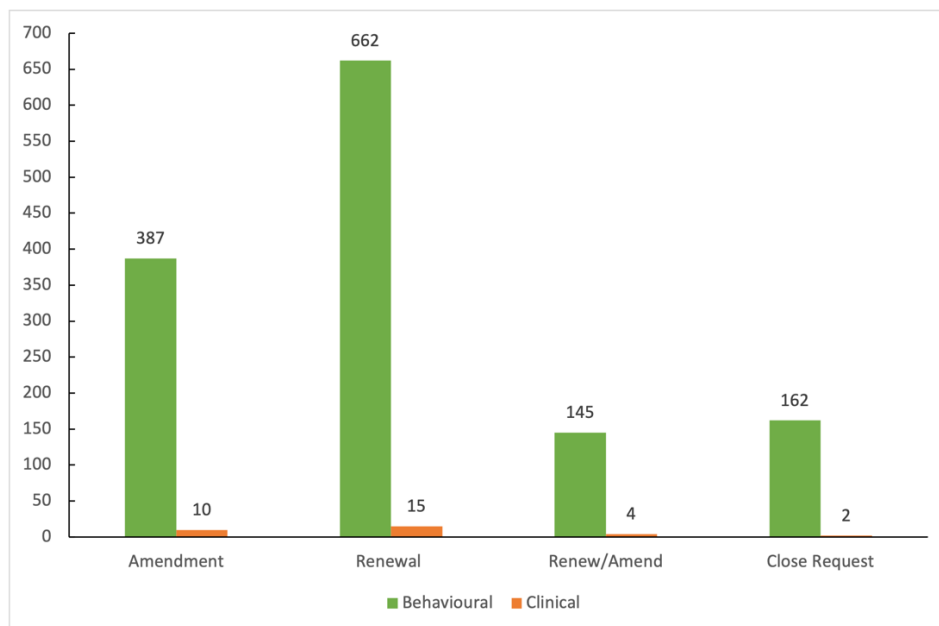


Figure 4. PAA Submissions by type.

The Faculty of Arts and Social Sciences submitted most of the PAAs, followed by Education (Fig.5).

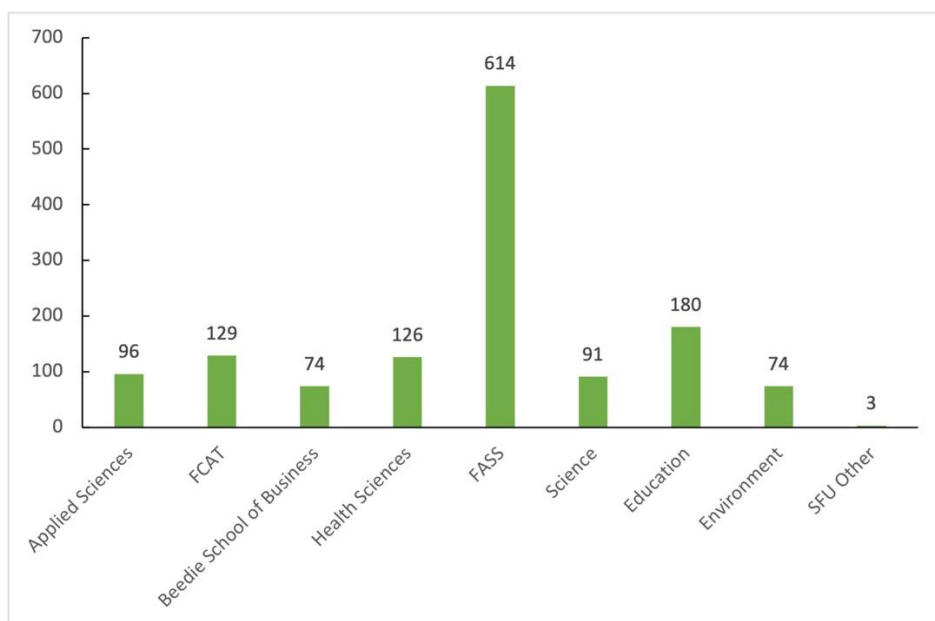


Figure 5. PAA Total Submissions by Faculty.

In terms of departments, Psychology submitted the most PAAS, followed by Criminology, Interactive Arts and Technology, and Biomedical Physiology and Kinesiology (BPK) (Fig.6).

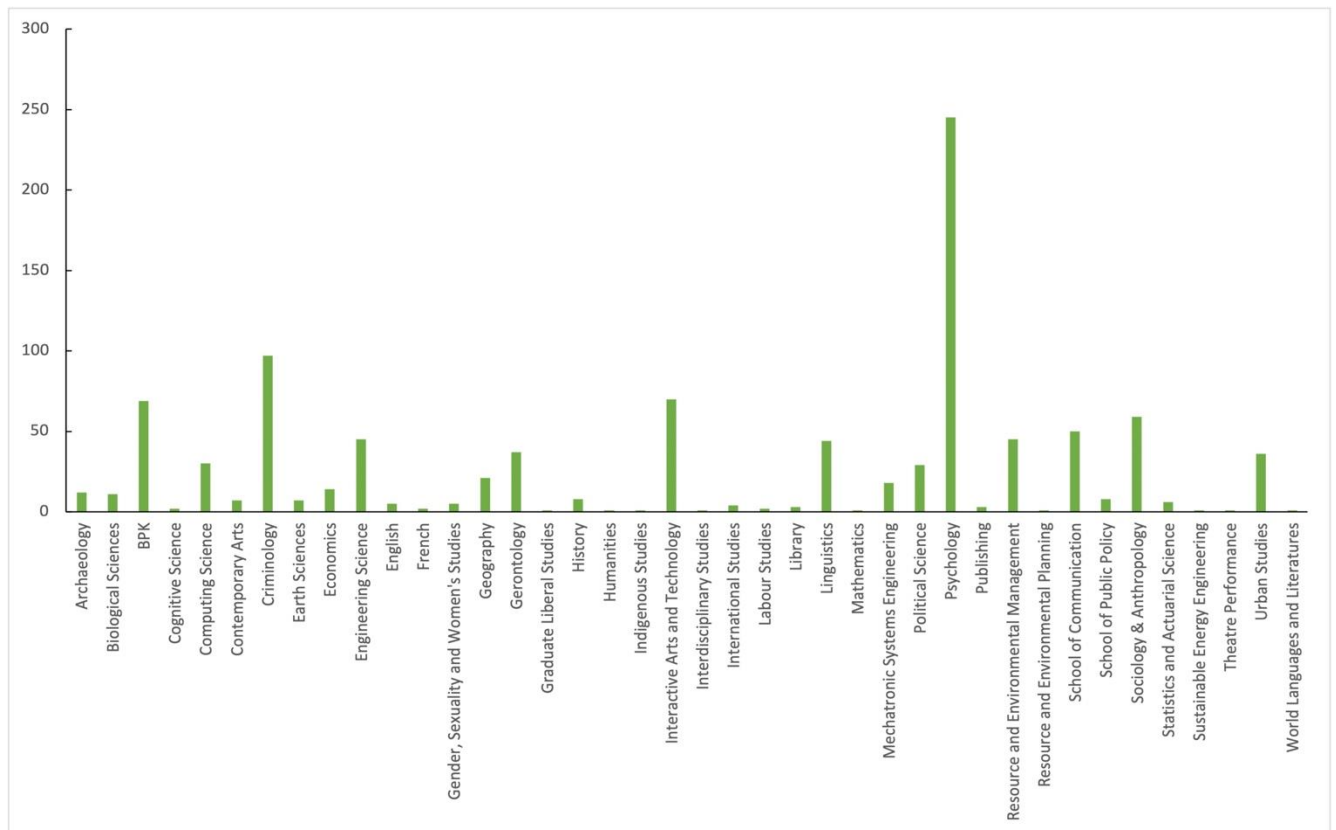


Figure 6. PAA Total Submissions by Department.

## Review Timelines <sup>2</sup>

The timelines set out below in Table 3 reflect the average number of days (including weekends) from initial submission to the issuance of the certificate of approval. Notably, timelines are affected by the volume of submissions in the system at any given time, the quality of submissions, staff resources, and reviewer availability.

For Full Board studies, timelines are impacted by submission deadlines (2.5 weeks prior to the REB meeting) as well as the frequency of REB meetings which can be impacted due to the availability of members which, in turn, impact quorum requirements.

Finally, review timelines also include the researcher response time reflects the amount of time (average days) between the entry of the first revisions and the response to the first revisions by the researcher. There are often more than one set of revisions issued. The numbers reflect the amount of time that the study is with the research team.

	Time to Approval	Researcher Response time
Delegated	23.29	8.95
Full Board	125	20.6

Table 3. Review timelines (avg days).

<sup>2</sup> Direct comparisons amongst Canadian REBs is inexact due to lack of reporting (reporting is not mandatory), as well as significant variations in operational processes and procedures, scope of work, and staff and member resources.

## Multi-Jurisdictional Research

The SFU REB also reviews projects that involve collaborators from other BC academic institutions and/or Health Authorities (ie multi-jurisdictional projects). These proceed via the BC harmonized ethics review model and are managed through the UBC RISE system. During the reporting period, SFU was board of record (BoR) for 39 new study submissions and involved as a partner institution on 91 more submissions (Fig.7). The new studies for which SFU was BoR were mostly behavioural (Fig.8). Furthermore, SFU was BoR on 237 PAAs (Fig.9). Five multi-jurisdictional studies were reviewed at full board during the reporting period.

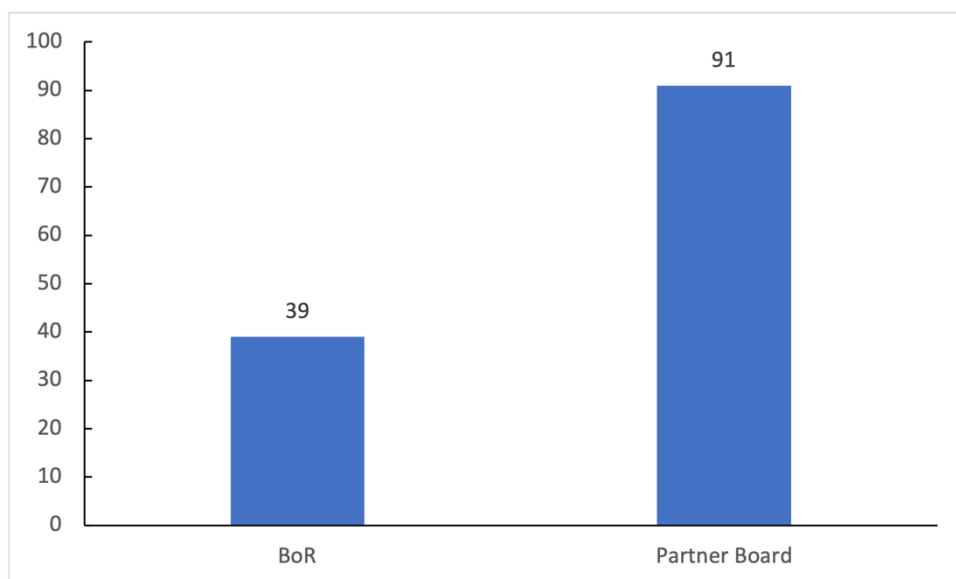


Figure 7. New Study submissions for SFU as Board of Record versus Partner Board.

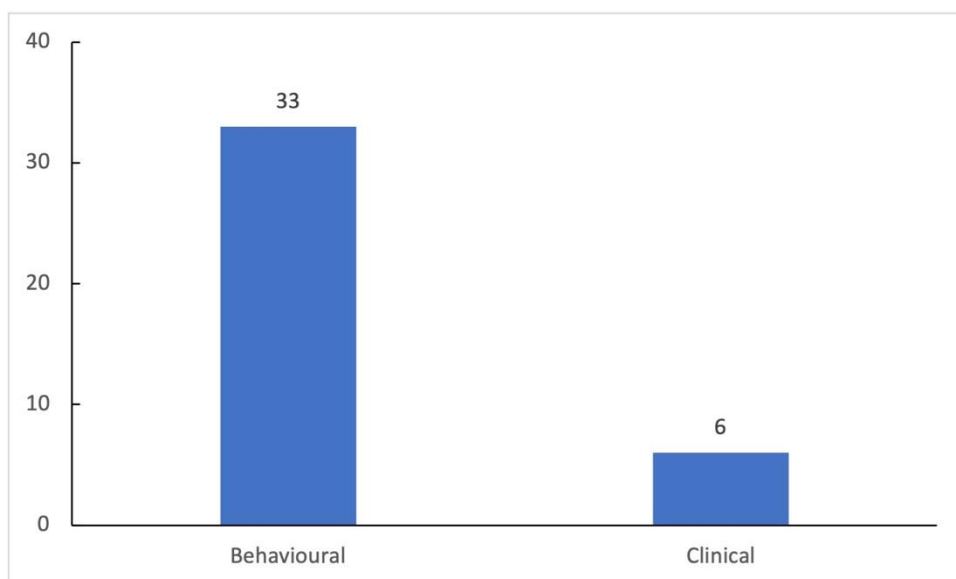


Figure 8. New Study submissions for SFU as Board of Record.

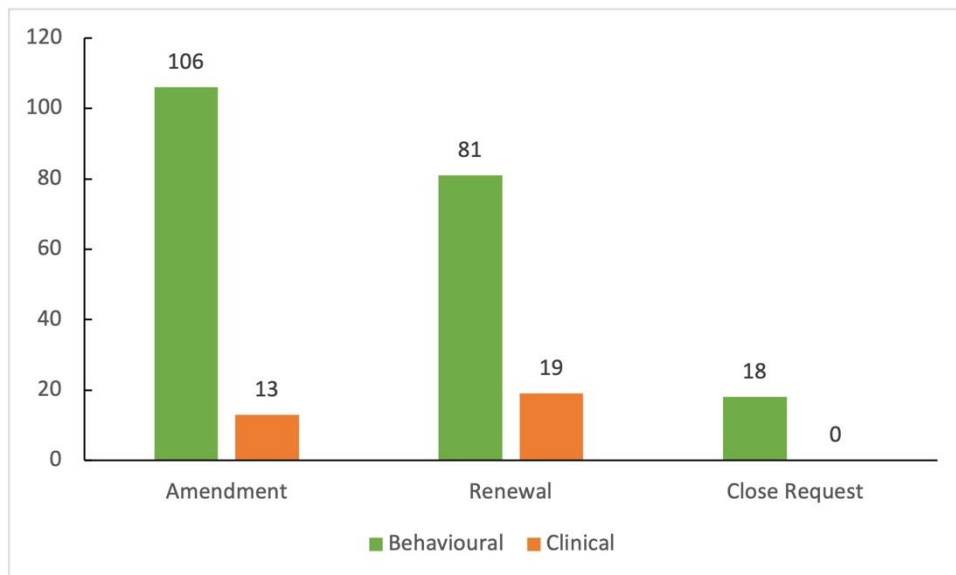


Figure 9. New Study submissions for SFU as Board of Record.

The UBC Behavioural Research Ethics Board (BREB) was SFU's most frequent collaborator on new study submissions, followed by the University of Victoria (UVic) and Providence Health Care (PHC) (Fig. 10). In addition, SFU collaborated on reviews with many Health Authorities in the province, including Fraser Health Authority (FHA), First Nations Health Authority (FNHA), Interior Health Authority (IHA), Northern Health Authority, and Vancouver Island Health Authority (VIHA). SFU was involved most often as a partner board for studies reviewed by the BREB, followed by BC Cancer (BCCA), and the University of Victoria (Fig. 11).

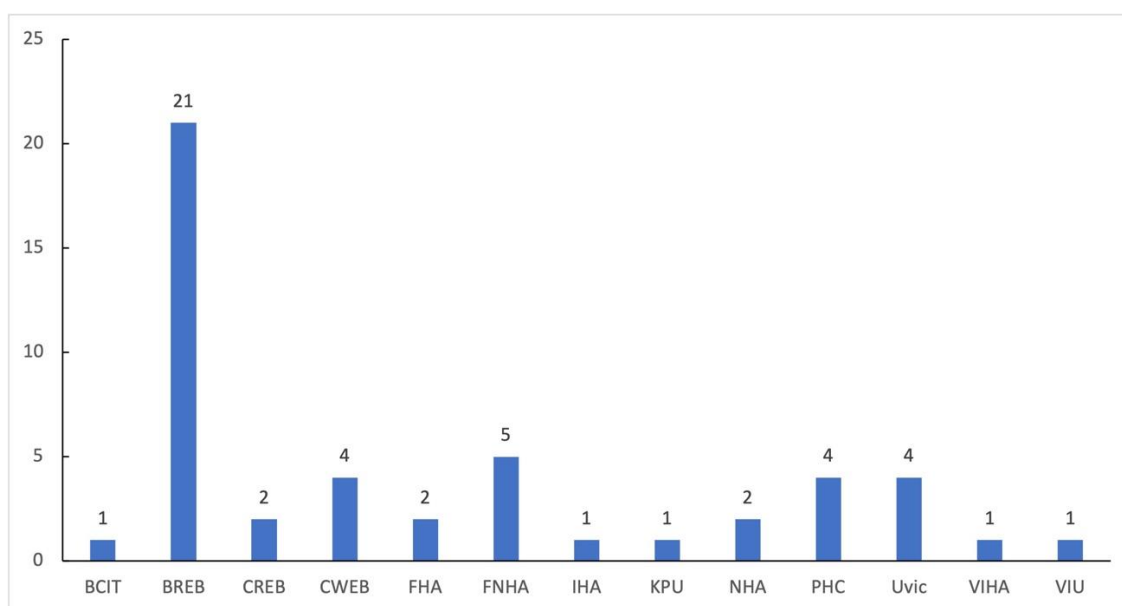


Figure 10. Partner Boards on new studies with SFU as Board of Record. (Note: more than one partner can be included for the same study).



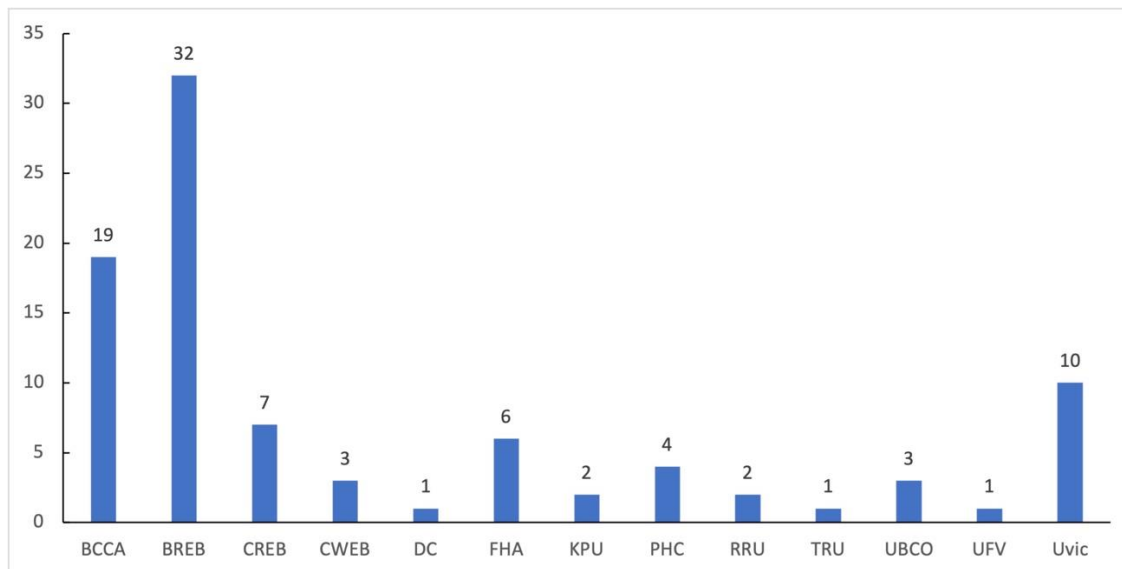


Figure 11. SFU as a Partner Board on new studies. The x axis represents the BoR.

### Review timelines for multi-jurisdictional studies

As stated above, review timelines are impacted by a number of factors, but multi-jurisdictional studies face additional factors including the number of partners involved, institutional differences in REB management, as well as differences in interpretation/application of principles and policies.

Time to Approval (avg days)

Review Pathway	Behavioural	Clinical
Delegated	40.6	76.75
Full Board	NA	138*

Table 4. New submissions for SFU as BoR. \* This number is based on only one study at the time of reporting.

### **Additional Activities**

In addition to the ethical review of human research projects, two key activities undertaken over the reporting period were:

- Revisions to R20.01 – Ethics Review of Research Involving Human Participants which included the adoption of the Network of Networks and Canadian Association of Research Ethics Board (N2/CAREB) Research Ethics Board Standard Operating Procedures. These SOPs are compliant with Canadian and US regulatory and ethics guidance criteria. Implementation is aimed at streamlining human research ethics review by facilitating a single standard for REBs. The REB participated in the policy review process, including representation on the Senate Joint Committee by Professor Jeremy Snyder, FHS Faculty Member and REB Ethicist, and provision of comments on policy and procedures content.
- Indigenous Knowledges & Ethics Dialogues – this initiative was led by Professor Vicki Kelly (Faculty of Education) to educate Research Ethics staff and REB members (as well as other key stakeholders from the VPRI portfolio) about Indigenous ethics principles, history, and culture. As Director of the Indigenous Research Institute, Dr Kelly began the work over 5 years ago with the writing of ‘Ethical Foundations for Reconciliation: Preparing The Ground and a Way Forward’. With President Joy Johnson’s (VPR at the time) support, this led to an ASIAboriginal Strategic Initiative Grant Proposal to host Indigenous Dialogues which were set to begin March 16, 2020 when the University closed due to Covid 19. The work resumed post Covid in 2021 with a series of Conversations with Research Operations in preparation for the Indigenous Dialogues in Fall-Spring of 2022. This led to the hosting of multiple Dialogues, including two Ceremonies.

### **Outreach and Education**

Finally, Research Ethics provided outreach and educational activities to the research community as follows:

Faculty/department presentations - 17  
Zoom helpline – 335 callers  
Additional meetings/calls – 106.

## **Appendix A - Definitions - as per TCPS2 (2022) Glossary**

**Core principles** – The three core principles of the Policy that together express the overarching value of respect for human dignity: Respect for Persons; Concern for Welfare; and Justice. See "Respect for Persons," "Concern for Welfare" and "Justice."

**Respect for Persons** – A core principle of this Policy that recognizes the intrinsic value of human beings and the respect and consideration that they are due. It incorporates the dual moral obligations to respect autonomy and to protect those with developing, impaired, or diminished autonomy.

**Concern for Welfare** – A core principle of this Policy that requires researchers and research ethics boards to aim to protect the welfare of participants, and, in some circumstances, to promote that welfare in view of any foreseeable risks associated with the research. See "Risk" and "Welfare."

**Justice** – A core principle of this Policy that refers to the obligation to treat people fairly and equitably. Fairness entails treating all people with equal respect and concern. Equity requires distributing the benefits and burdens of research participation in such a way that no segment of the population is unduly burdened by the harms of research or denied the benefits of the knowledge generated from it.

**Delegated research ethics board (REB) review** – The level of REB review assigned to minimal risk research projects. Delegated reviewers are selected from among the REB membership, with the exception of the ethics review of minimal risk student course-based research activities, which can be reviewed by delegates from the student's department, faculty, or an equivalent level. Delegated reviewers who are non-members or non-voting members of the REB must have experience, expertise and knowledge comparable to what is expected of an REB member.

**Full research ethics board (REB) review** – The level of REB review assigned to above minimal risk research projects. Conducted by the full membership of the research ethics board, it is the default requirement for the ethics review of research involving humans.

**Minimal risk research** – Research in which the probability and magnitude of possible harms implied by participation in the research are no greater than those encountered by participants in those aspects of their everyday life that relate to the research.

**Multi-Jurisdictional research** – Research involving multiple institutions and/or multiple research ethics boards (REBs). It is not intended to apply to ethics review mechanisms for research involving multiple REBs within the jurisdiction or under the auspices of a single institution.

**Participant** – An individual whose data, biological materials, or responses to interventions, stimuli, or questions by a researcher are relevant to answering the research question(s). Also referred to as a "human participant," and in other policies/guidance as "subject" or "research subject."

**Proportionate approach to research ethics review** – The assessment of foreseeable risk to determine the level of scrutiny a research proposal will receive (i.e., delegated review for minimal risk research or full research ethics board [REB] review for research above minimal risk), as well as the consideration of the foreseeable risks, the potential benefits, and the ethical implications of the research in the context of initial and continuing review.

**Research** – An undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation.

**Research ethics board (REB)** – A body of researchers, community members, and others with specific expertise (e.g., in ethics, in relevant research disciplines) established by an institution to review the ethical acceptability of all research involving humans conducted within the institution's jurisdiction or under its auspices.

**Risk** – The possibility of the occurrence of harm. The level of foreseeable risk posed to participants by their involvement in research is assessed by considering the magnitude or seriousness of the harm and the probability that it will occur, whether to participants or to third parties.

**Welfare** – The quality of a person's experience of life in all its aspects. Welfare consists of the impact on individuals and/or groups of factors such as their physical, mental, and spiritual health, as well as their physical, economic, and social circumstances.



SIMON FRASER UNIVERSITY  
ENGAGING THE WORLD

**TO:** Senate

**FROM** Joy Johnson  
Chair – Senate Committee on Agenda and Rules (SCAR)

**DATE:** February 22, 2024

**SUBJECT:** Changes to Policy A32.03 – Distinguished SFU Professor Program

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SCAR has reviewed S.24-30 (Changes to Policy A32.03 – Distinguished SFU Professor Program) and is forwarding it to Senate for consultation.

**MEMORANDUM**

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ATTENTION SCAR

DATE February 14, 2024

FROM Dugan O'Neil  
Vice President, Research & International

PAGES 1

RE: Changes to Policy A32.03 – Distinguished SFU Professor Program



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The purpose of the Distinguished SFU Professor program (policy A32.03) is to recognize SFU faculty members of distinction who have achieved exceptional performance and distinguished accomplishments relative to their rank and years of service. This is a joint initiative of the Vice President, Academic (VPA) and Provost and the Vice President, Research and International (VPRI). An amendment to Policy A32.03 is recommended to allow Distinguished SFU Professors (Full Professors) to keep the title permanently (beyond the 5-year funding term), with a caveat that the VPA and VPRI have the authority to revoke the title should exceptional circumstances arise.

Rationale for change:

- The title of “Distinguished SFU Professor of [Specialty Subject Area]” is earned for a body of work achieved over a long period of time, an accomplishment that is not diminished after 5 years of being first awarded the title. If the same individual was nominated again in subsequent years, it would be for the same, or for even bigger achievements;
- The primary purpose of this policy is (i) to recognize faculty members of high distinction, and (ii) to increase retention of such individuals;
- If a faculty member loses the title of Distinguished SFU Professor after a 5-year term, this is not in alignment with the main intention of the policy.

Another recommended change is to include the titles “Distinguished SFU Associate Professor of [Specialty Subject Area]” and “Distinguished SFU Assistant Professor of [Specialty Subject Area].” It is proposed that these titles expire 5 years after the date of the initial appointment unless an additional 5-year term has been approved. All other changes are editorial or for clarification.

These policy changes have been reviewed by the Executive Team, Faculty Relations, Deans, SFUFA and the Equity office for feedback. The changes will be sent out for community consultation on February 21, 2024.

# Distinguished SFU Professor

<b>Date</b>	<b>Number</b>
	A 32.03
<b>Date of Last Review/Revision</b>	<b>Mandated Review</b>
TBA	TBA

Policy Authority: Vice-President, Academic and Provost and Vice-President, Research and International

Associated Procedure(s): Distinguished SFU Professor Procedure

## EXECUTIVE SUMMARY

The Distinguished SFU Professor program is to recognize and celebrate Simon Fraser University members of distinction who have achieved exceptional performance and distinguished accomplishment in their scholarly or creative work/or innovation such that their accomplishments are nationally and internationally recognized. This policy sets out the criteria and terms for the appointments of Distinguished SFU Professors. The procedure and related documents establish the process to be followed by the Vice President, Academic and Provost and Vice President, Research and International in the nomination, adjudication and appointment of SFU Distinguished Professors.

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## 1.0 PREAMBLE

- 1.1 A joint initiative of the Vice President, Academic and Provost and the Vice President, Research and International, the purpose of the Distinguished SFU Professor program is to recognize SFU faculty members of distinction who have achieved exceptional performance and distinguished accomplishments relative to their rank and years of service.

## 2.0 PURPOSE

- 2.1 The purpose of this policy is to set the criteria and terms for the appointment of Distinguished SFU Professors and set parameters for such appointments.

## 3.0 SCOPE AND JURISDICTION

- 3.1 This policy applies to research faculty of any rank.

## 4.0 POLICY

- 4.1 The title of Distinguished SFU Professor recognizes and rewards research faculty of any rank who meet the following criteria:
- 4.1.1 Have a demonstrated and sustained record of distinguished, exemplary accomplishments in their scholarly or creative work and/or innovation relative to their rank and stage of their career;
  - 4.1.2 Have a national and international reputation;
  - 4.1.3 Have achieved pre-eminence in their field while also aligning with the University's strategic objective and/or emerging priorities and
  - 4.1.4 Have a demonstrated commitment to collegial leadership and to engagement.
- 4.2 Distinguished SFU Professors will bear the title "Distinguished SFU ~~{Rank}~~ Professor of [Specialty Subject Area]", or "Distinguished SFU Associate Professor of [Specialty Subject Area]", or "Distinguished SFU Assistant Professor of [Specialty Subject Area]." ~~There is no expiry date to the title of "Distinguished SFU Professor of [Specialty Subject Area]" although it can be revoked at the discretion of the VP Academic and VP Research & International should exceptional circumstances arise, such as contravention of any SFU policies.~~ The titles "Distinguished SFU Associate Professor of [Specialty Subject Area]" and "Distinguished SFU Assistant Professor of [Specialty Subject Area]" will expire ~~at the end of the term~~ 5 years after the date of the initial appointment unless an additional 5-year term has been approved (see section 4.5). All areas of scholarship will be considered with nominations whose scholarly activities align with and advance SFU's strategic priorities encouraged.
- ~~4.3 Faculty members who hold internal or external named awards, such as endowed chairs and professorships, Canada Research Chairs or major salary awards from granting agencies are not eligible to be nominated for a Distinguished SFU Professorship. A faculty member who holds a Distinguished SFU Professorship must relinquish it if they receive such an award.~~
- 4.3
- 4.4 The annual cohort of Distinguished SFU Professors (including Associate and Assistant Professors) receiving a salary stipend, will not normally exceed 4% of the SFU professoriate at any one time. Appointments are phased to ensure appointment opportunities every year. Normally, at least two Distinguished SFU Professors are available for each Faculty. It is recognized that larger faculties may receive more.

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4.5 Distinguished SFU Professorships ~~are awarded for up to a 5-year term and~~ come with a salary stipend of \$20,000 per annum ~~for a 5-year term~~ over and above the holder's regular faculty salary ~~for a 5-year term for the duration of the award~~. The holder may request that the stipend be provided as a research grant instead of salary. While this salary stipend will normally be provided for a single 5-year term only will be the norm, in very exceptional circumstances an additional stipend for a further 5-year term appointment stipend may be considered at the sole discretion of the VP Academic and the VP Research & International. The number of ~~appointments salary stipends~~ beyond 5 years will not normally exceed 10% of the total number of existing ~~Distinguished SFU Professors~~. A faculty member who holds a Distinguished SFU Professorship and then receives an internal or external named award, such as endowed chairs and professorships, Canada Research Chairs or major salary awards from granting agencies, must relinquish any future stipends related to the Distinguished SFU Professorship. For certainty, a Distinguished SFU Professor who holds the title "Distinguished SFU Professor of [Specialty Subject Area]" will retain that title (unless otherwise revoked in accordance with Section 4.2 above) even after no salary stipend is available to that Distinguished SFU Professor.

4.5.4.6 The Distinguished SFU Professorship initiative will align with SFU's equity, ~~and diversity~~ and inclusion objectives.

## **5.0 ROLES AND RESPONSIBILITIES**

5.1 The responsibilities of Distinguished SFU Professor will include giving public lectures and participating in other public events as requested by the Vice President, Academic and Provost and/or the Vice President, Research and International, as well as participating in mentorship and tutoring of junior faculty or other duties helping advance careers and excellence.

## **6.0 RELATED LEGAL, POLICY AUTHORITIES AND AGREEMENTS**

6.1 The legal and other University Policy authorities and agreements that may bear on the administration of this policy and may be consulted as needed include but are not limited to:

6.1.1 *University Act*, RSBC 1996, c 468

6.1.2 *Freedom of Information and Protection of Privacy Act*, RSBC 1996, c 165

## **7.0 ACCESS TO INFORMATION AND PROTECTION OF PRIVACY**

7.1 The information and records made and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's *Freedom of Information and Protection of Privacy Act* and the University's Information Policy series.

## **8.0 RETENTION AND DISPOSAL OF RECORDS**

8.1 Information and records made and received to administer this policy are evidence of the University's actions to administer the Distinguished SFU Professor program. Information and records must be retained and disposed of in accordance with a records retention schedule approved by the University Archivist.

## **9.0 POLICY REVIEW**

9.1 This policy must be reviewed every three years and may always be reviewed as needed.

#### **10.0 POLICY AUTHORITY**

10.1 This policy is jointly administered under the authority of the Vice-President, Academic and Provost and the Vice-President, Research and International.

#### **11.0 INTERPRETATION**

11.1 Questions of interpretation or application of this policy or its procedures shall be referred to the Vice-President, Academic and Provost and the Vice-President, Research and International, whose decision shall be final.

#### **12.0 PROCEDURES AND OTHER ASSOCIATED DOCUMENTS**

12.1 The procedures for this policy are: Distinguished SFU Professor Procedure,

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**MEMORANDUM**

<b>ATTENTION</b>	Senate	<b>DATE</b>	February 21, 2024
<b>FROM</b>	Peter Hall, Vice-Provost and Associate Vice-President, Academic and Chair, Senate Committee on Enrollment Management and Planning	<b>PAGES</b>	1/1
<b>RE:</b>	Enrollment Plan 2024/2025; Undergraduate Admission Targets for 2024/2025		

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Action undertaken by the Senate Committee on Enrollment Management and Planning at its meeting on February 21, 2024 gives rise to the following motions:

**Motion 1:**

That Senate approve and recommend to the Board of Governors the SFU Enrolment Plan for fiscal year 2024/2025.

**Motion 2:**

That Senate approve and recommend to the Board of Governors the Proposed Domestic Undergraduate Admission Targets by Faculty and Basis of Admission –All Campuses (Headcount), for fiscal year 2024/2025.

**Motion 3:**

That Senate approve and recommend to the Board of Governors the Proposed International Undergraduate Admission Targets by Faculty and Basis of Admission – All Campuses (Headcount) for fiscal year 2025/2025.

**2023/2024 Enrolment Summary and  
2024/2025 SFU Enrolment Plan**

*for*

**Senate March 4, 2024**

**Senate Committee on Enrolment Management and Planning (SCEMP)**

Prepared by  
Zareen Naqvi, Director  
Institutional Research and Planning  
February 21, 2024

This report summarizes the undergraduate enrolment outcomes of fiscal year 2023/24 and the proposed enrolment plan for 2024/25. A brief description of the terms used in the enrolment plan is given below:

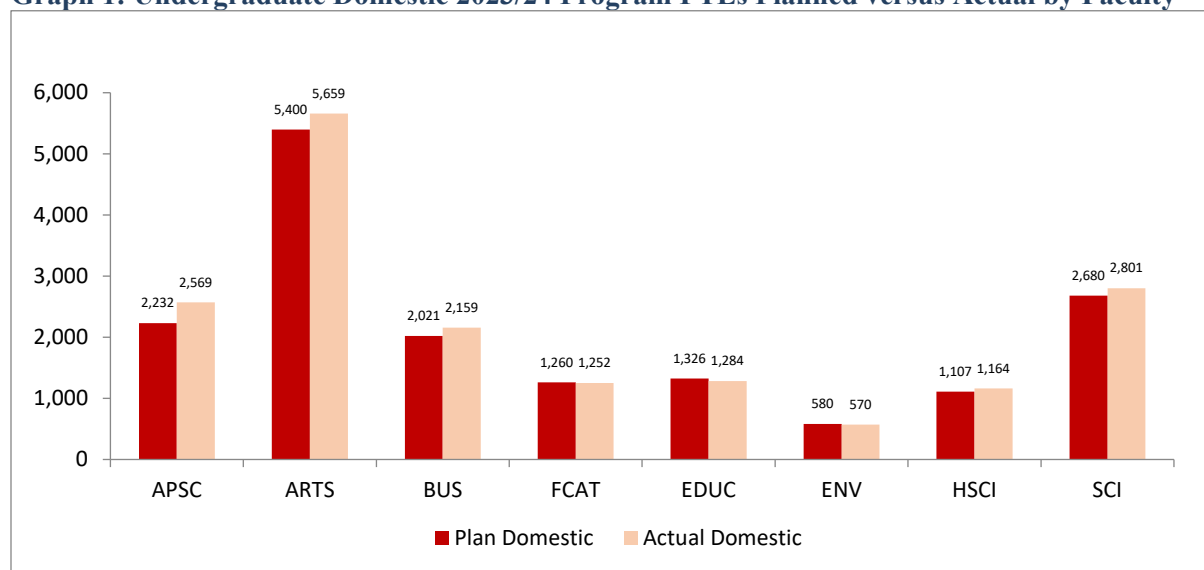
- **PFTE:** An undergraduate program FTE (PFTE) is calculated by accumulating all undergraduate units taken by all students in each undergraduate program and dividing by the applicable full-time load for each program. Graduate PFTE is a measure of the number of full-time equivalent graduate students enrolled by program, based on the BC Ministry of Post-Secondary Education and Future Skills criteria for full-time and part-time status.
- **AFTE:** An undergraduate 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. Graduate AFTE is a measure of the number of full-time equivalent graduate students enrolled based on their course activity.
- **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.

## 2023/2024 Enrolment Outcomes

### *Funded Undergraduate Domestic<sup>1</sup> Program FTEs (PFTEs) and New Domestic Student Intake:*

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 **17,289** domestic undergraduate full-time equivalents (PFTE) in 2023/24 including Co-op FTEs and 15 new FTEs for Tech seats. Our PFTEs were **18,680** -- a surplus of **8%** (1,391) above the Ministry's funded PFTEs. Enrollment planning at SFU is done in terms of program FTEs excluding Co-op. SFU generated **17,477** domestic undergraduate PFTEs this year (excluding Co-op), **5%** above the 2023/24 enrolment plan and 6% above domestic undergraduate FTE enrolments over last year. Graph 1 compares the 2023/24 program FTE plan versus actuals for SFU faculties.

**Graph 1: Undergraduate Domestic 2023/24 Program FTEs Planned versus Actual by Faculty**



<sup>1</sup> 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.

SFU enrolled **5,436** new students which was at the domestic intake target. (See Table 1 for 2023/24 Senate Approved Plan for undergraduate domestic full-time equivalent enrolments versus actuals and new intake targets versus actuals by Faculty). Applications from new domestic students at SFU have been strong in recent years.

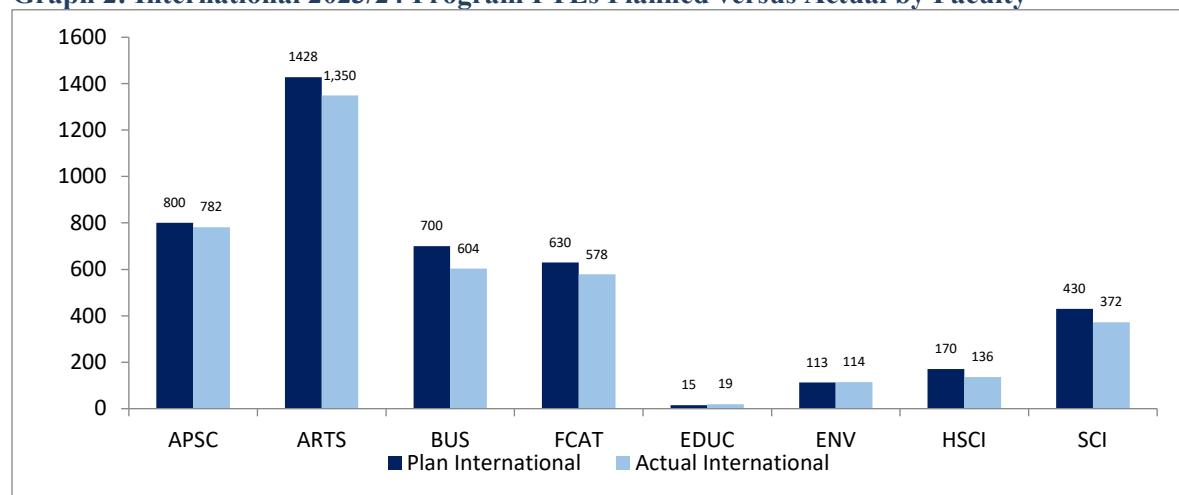
**Table 1: Undergraduate Domestic 2023/24 Enrolments and New Student Intakes by Faculty**

Faculty	Program Full Time Equivalent Enrolments (PFTEs)		New Student Intake (Headcount)	
	Plan	Actual	Plan	Actual
APSC	2,232	2,569	725	767
ARTS	5,400	5,659	2,013	2,015
BUS	2,021	2,159	535	590
FCAT	1,260	1,252	343	293
EDUC	1,326	1,284	396	353
ENV	580	570	160	152
HSCI	1,107	1,164	340	343
SCI	2,680	2,801	908	920
USPEC	0	19	0	3
<b>SFU Total</b>	<b>16,606</b>	<b>17,477</b>	<b>5,420</b>	<b>5,436</b>

\* USPEC= unspecified

**Undergraduate International Program FTEs and New International Student Intake:** International student enrolment in 2023/24 was **3,955** PFTEs which was 7.7% below target and equaled **18.5%** of total undergraduate student PFTEs. See Graph 2 for international program FTE plan versus actuals for SFU faculties. We admitted **1,222** new international students, 4.5% below the targets established in the plan. (See Table 2 for 2023/24 Senate Approved Plan for undergraduate international full-time equivalent enrolments versus actuals and new intake targets versus actuals by Faculty).

**Graph 2: International 2023/24 Program FTEs Planned versus Actual by Faculty**



SFU has had a few challenging years in a row for international student enrolments. First this was due to the continuing pandemic-related travel restrictions and later due to visa processing delays in Canadian diplomatic missions in many countries. As a result, the headcount enrolment of new and continuing international students has declined by 15% during 2019/20 to 2023/24. New student intakes, especially FIC transferring students have halved over the same period from around 1,100-1,200 to less than 600.

We continued to recruit strategically from a highly qualified pool of international applicants from abroad, B.C. high schools, and post-secondary transfers, but this pool has also become limited. The impact of the recent cap on new international students by the Federal government is still being worked out in the provinces. It is not clear what SFU's quota would be, whether it would be binding or not, and how would it effect international transfers from FIC and local colleges.

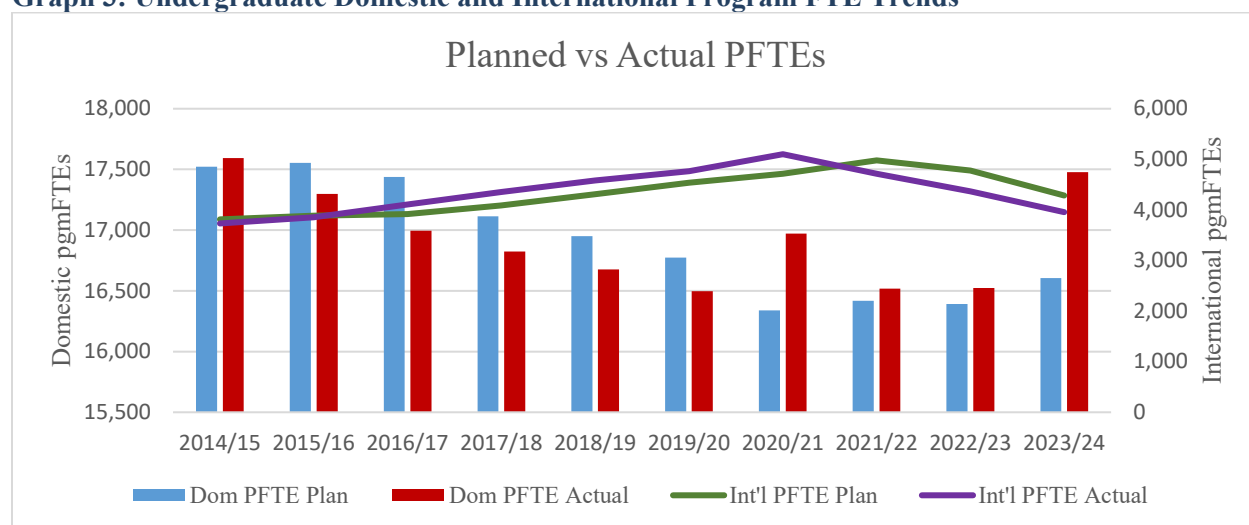
**Table 2: Undergraduate International 2023/24 Enrolments and New Student Intakes by Faculty**

Faculty	Program Full Time Equivalent Enrolments (PFTEs)		New Student Intake (Headcount)	
	Plan	Actual	Plan	Actual
APSC	800	782	230	269
ARTS	1428	1350	485	431
BUS	700	604	180	160
FCAT	630	578	147	146
EDUC	15	19	6	1
ENV	113	114	33	30
HSCI	170	136	37	41
SCI	430	372	162	143
USPEC/OPL	0	1	0	1
<b>SFU Total</b>	<b>4,286</b>	<b>3,955</b>	<b>1,280</b>	<b>1,222</b>

\* USPEC= unspecified

**Program FTEs and New Student Intake Trends and Outlook:** (See Graph 3 and Table 3 for details). During 2016/17 to 2020/21, SFU had a well-qualified pool of international applicants from B.C. high schools and post-secondary institutions, including FIC, resulting in strong international enrolment outcomes.

**Graph 3: Undergraduate Domestic and International Program FTE Trends**



SFU felt the negative impact of pandemic-related global decline in international enrolments starting in 2021/22 and the decline in the international enrolments is likely to persist in coming years. The enrolment of international high school students in SFU's local catchment schools declined during the pandemic and FIC enrolments have been impacted, despite a number of measures taken by FIC to recruit and retain students. Student Services has recently begun implementing a new International Recruitment Plan and Strategy with the aim of lessening our dependence on Navitas (FIC): by using a network of international



recruitment agents, active marketing campaigns, direct international recruitment in selected countries, more options for on- and off-campus housing for international students and allocating more funds for merit-based scholarships. As mentioned above, the consequences of the recent cap on new international students are unknown leading to uncertainty in predicting future enrolments and new intakes.

In contrast to international enrolments, the domestic enrolments have been robust. SFU has been surpassing the domestic PFTE targets since 2020/21 and significantly so in 2023/24, partly because students took a higher credit load. The softening of domestic numbers before the pandemic seems to have been reversed. Recent population projections by BC Stats, based on methodological improvements and alignment with population estimates of Statistics Canada, show that the population of 18-21 years-old in B.C is expected to increase cumulatively by 20% during 2023-2032. In college regions where SFU draws new students from, the projected growth rate of this population cohort ranges between of 16-18% for the same period. There is good likelihood that these projected population growth rates, with stable transition rate from high school to Research Intensive Universities (RIUs), could translate into continued high demand for SFU programs by domestic undergraduate students.

**Table 3: Undergraduate New Intakes and PFTEs Trends (2014/15 – 2023/24)**

Table 3: Undergraduate New Intakes and PFTEs Trends (2014/15 – 2023/24)										
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2022/22	2022/23	2023/24
<b>New Intakes</b>	<b>Domestic</b>									
Target/Senate Approved	5,256	5,773	5,813	5,479	5,579	5,414	4,958	4,888	5,064	5,420
Actual	5,437	5,524	5,563	5,213	5,165	4,710	4,862	5,307	5,476	5,436
Difference	181	-249	-250	-266	-414	-704	-96	419	412	16
% difference	3.4%	-4.3%	-4.3%	-4.9%	-7.4%	-13.0%	-1.9%	8.6%	8.1%	0.3%
<b>Program FTEs</b>										
Dom PFTE Plan	17,523	17,553	17,438	17,113	16,950	16,773	16,338	16,419	16,391	16,606
Dom PFTE Actual	17,594	17,299	16,995	16,823	16,676	16,498	16,972	16,519	16,523	17,477
Difference	71	-254	-443	-290	-274	-275	633	100	131	871
% difference	0.4%	-1.4%	-2.5%	-1.7%	-1.6%	-1.6%	3.9%	0.6%	0.8%	5.2%
	<b>International</b>									
<b>New Intakes</b>	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Target/Senate Approved	1,587	1,641	1,503	1,303	1,319	1,319	1,491	1,440	1,502	1,280
Actual	1,473	1,499	1,784	1,393	1,699	1,613	1,849	1,452	1,335	1,222
Difference	-114	-142	281	90	380	294	358	12	-167	-58
% difference	-7.2%	-8.7%	18.7%	6.9%	28.8%	22.3%	24.0%	0.8%	-11.1%	-4.5%
<b>Program FTEs</b>										
Int'l PFTE Plan	3,813	3,885	3,916	4,086	4,310	4,535	4,714	4,979	4,775	4,286
Int'l PFTE Actual	3,732	3,854	4,109	4,355	4,579	4,766	5,101	4,717	4,366	3,955
Difference	-81	-31	193	269	269	231	387	-262	-409	-331
% difference	-2.1%	-0.8%	4.9%	6.6%	6.2%	5.1%	8.2%	-5.3%	-8.6%	-7.7%

## 2024/2025 SFU Enrolment Plan

The SCEMP motions of February 21, 2024 provide the main elements of the 2024/2025 Enrolment Plan. The tables included with Motion 1 display the Simon Fraser University Enrolment Plan (Key Tables from the SFU Proposed Enrolment Plan for fiscal year 2024/2025) showing *actual* student enrolments of 2019/20 to 2023/24, proposed *target* enrolments for 2024/2025 and *long-range enrolment targets for 2026/27*. The 2024/25 SFU Enrolment Plan and detailed tables are available at:

[https://www.sfu.ca/content/sfu/irp/enrolments/enrolment-dashboard-old/restricted/sfu-enrolment-plan-restricted-access-pdf/jcr\\_content/main\\_content/download/0/file.res/SFU\\_Enrollment\\_Plan.2024-25.dated%202024.02.15.for%20SCEMP.pdf](https://www.sfu.ca/content/sfu/irp/enrolments/enrolment-dashboard-old/restricted/sfu-enrolment-plan-restricted-access-pdf/jcr_content/main_content/download/0/file.res/SFU_Enrollment_Plan.2024-25.dated%202024.02.15.for%20SCEMP.pdf)

### ***SFU's Enrolment Planning Strategy:***

***Undergraduate:*** The 2024/25 planned Co-op and non-Co-op undergraduate PFTEs enrolment is proposed to be **18,335** (Section 4p) which would be **5%** above the Ministry funded program FTE of **17,464**, which includes 175 new Tech seats for 2024/25. This expected over-utilization of undergraduate funded FTEs is along the lines of the long-range enrolment plan of 4-5% above the funded target.

As shown in the SFU Enrolment Plan, the 2024/25 undergraduate funded program FTE target for domestic students (excluding Co-op FTEs) is **17,132** PFTEs (see section 6p of the SFU Enrolment Plan). The proposed international FTE target (excluding Co-op) for 2024/25 is **4,000** which equates to **19%** of all undergraduate FTEs (see section 7p of the SFU Enrolment Plan). The goal of the enrolment plan is to set realistic targets that would be achievable for both domestic and international enrolments and to minimize the potential for negative mid-cycle impacts. Based on the university and faculty enrolment plan, it is estimated that we need to admit **5,390** domestic and **1,123** 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 2024/25 New Intakes and Program FTEs by Faculty**

Faculty	Program FTE Targets (Plan)		New Intake Targets (Headcount)	
	<u>Domestic</u>	<u>International</u>	<u>Domestic</u>	<u>International</u>
APSC	2,555	800	752	210
ARTS	5,530	1335	2,034	371
BUS	2,110	605	557	156
FCAT	1,200	570	291	149
EDUC	1,240	20	353	5
ENV	577	130	156	34
HSCI	1,141	140	342	37
SCI	2,779	400	905	161
<b>SFU Total</b>	<b>17,132</b>	<b>4,000</b>	<b>5,390</b>	<b>1,123</b>

SCEMP Motions 2 & 3 provide further details of proposed new domestic and international student intake targets for 2024/25 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 2023/24 SFU received Ministry funding for **2,927** graduate PFTEs (including Co-op) and generated a surplus of **422** PFTEs. Note that our methodology for calculating graduate surplus has changed as per reporting requirements from the Ministry. We now exclude the PFTEs related to international students in programs with a differential graduate fee (e.g. masters programs in engineering computing science, business administration and finance, etc.) and include domestic Digital Media program. Including all graduate programs, we were **14%** above the Ministry's graduate funded targets and **9%** above both the undergraduate and graduate targets in 2023/24.

Graduate AFTE enrolment (including Co-op) at 3,483 in 2023/24 was 8.5% below the plan and almost 6% lower compared to the previous fiscal year (see section 10a of the SFU Enrolment Plan). Graduate headcounts at 3,972 were almost 7% lower than last year; new student headcounts were same as the previous year. The graduate enrolment numbers had made a good recovery after the pandemic slump and have stabilized except for the programs in Education. The guaranteed minimum funding for Ph.D. programs is likely to make research programs more attractive for graduate students.

***Graduate Enrolment Plan:*** Due to high demand for graduate programs and being a research-intensive university, we are planning for 3,371 non-Co-op activity FTEs (AFTEs). This breaks down to **1,960** AFTEs (excluding Co-op) for Regular and **1,411** AFTEs (excluding Co-op) for Specialty for 2024/25 (Tables 13a & 14a of the Enrolment Plan). The long-range graduate enrolment plan, which is under review currently, translates into enrolment targets of over 4,100 AFTEs (excluding Co-op) for Regular and Specialty programs in 2026/27.

**2024/2025 PROPOSED ENROLMENT PLAN**
**UNDERGRADUATE PROGRAM FTE ENROLMENT PLAN**

STUDENT LEVEL/FACULTY					CURRENT YEAR ACTUAL PLAN		TARGETS	
<b>PROGRAM FTE'S</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2026/27*</b>
<b>6p. UG DOMESTIC NO COOP (FUNDED)</b>	<b>16,498</b>	<b>16,972</b>	<b>16,519</b>	<b>16,523</b>	<b>17,477</b>	<b>16,606</b>	<b>17,132</b>	<b>16,655</b>
APPLIED SCIENCES	1,882	2,054	1,991	2,216	2,569	2,232	2,555	
ARTS & SOCIAL SCIENCES	5,983	5,921	5,636	5,423	5,659	5,400	5,530	
BUSINESS ADMINISTRATION	1,950	2,049	2,002	1,958	2,159	2,021	2,110	
COMMUNICATION, ART & TECHNOLOGY	1,477	1,426	1,292	1,240	1,252	1,260	1,200	
EDUCATION	1,150	1,284	1,339	1,338	1,284	1,326	1,240	
ENVIRONMENT	641	614	574	569	570	580	577	
HEALTH SCIENCES	945	1,098	1,100	1,120	1,164	1,107	1,141	
SCIENCE	2,462	2,519	2,578	2,651	2,801	2,680	2,779	
UNDECL/OPEN LEARNING	8	5	7	8	19	0	0	

<b>7p. UG INTL NO COOP (UNFUNDED)</b>	<b>4,765</b>	<b>5,101</b>	<b>4,717</b>	<b>4,366</b>	<b>3,955</b>	<b>4,286</b>	<b>4,000</b>	<b>5,552</b>
<b>Intl as % of UG NO COOP</b>	<b>22.4%</b>	<b>23.1%</b>	<b>22.2%</b>	<b>20.9%</b>	<b>18.5%</b>	<b>20.5%</b>	<b>18.9%</b>	<b>25.0%</b>
APPLIED SCIENCES	782	868	779	741	782	800	800	
ARTS & SOCIAL SCIENCES	1,803	1,903	1,798	1,615	1,350	1,428	1,335	
BUSINESS ADMINISTRATION	827	851	757	675	604	700	605	
COMMUNICATION, ART & TECHNOLOGY	650	693	649	652	578	630	570	
EDUCATION	34	27	27	21	19	15	20	
ENVIRONMENT	199	205	161	130	114	113	130	
HEALTH SCIENCES	146	180	177	165	136	170	140	
SCIENCE	323	373	370	367	372	430	400	
UNSPECIFIED	0	0	0	0	1	0	0	

\* Enrolment targets of the SFU Long-Range Strategic Enrolment Plan (2021-2027). These targets are under review and will be updated later.

**2024/2025 PROPOSED ENROLMENT PLAN**  
**GRADUATE ACTIVITY FTE ENROLMENT PLAN**

STUDENT LEVEL/FACULTY					CURRENT YEAR ACTUAL      PLAN		TARGETS	
ACTIVITY FTE'S	<u>2019/20</u>	<u>2020/21</u>	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>	<u>2023/24</u>	<u>2024/25</u>	<u>2026/27*</u>
<b>13a. GRAD SPECIALTY NO COOP</b>	<b>1,713</b>	<b>1,598</b>	<b>1,788</b>	<b>1,577</b>	<b>1,419</b>	<b>1,590</b>	<b>1,411</b>	<b>1,877</b>
APPLIED SCIENCES	160	101	163	170	147	179	169	
ARTS & SOCIAL SCIENCES	219	218	216	204	191	195	197	
BUSINESS ADMINISTRATION	645	635	838	713	711	685	732	
COMMUNICATION, ART & TECHNOLOGY	51	42	41	36	25	28	23	
EDUCATION	518	487	413	346	250	388	196	
ENVIRONMENT	24	28	33	31	16	29	10	
HEALTH SCIENCES	96	87	83	75	79	87	84	
SCIENCE	0	0	0	0	0	0	0	
UNSPECIFIED	0	0	0	0	0	0	0	
<b>14a. GRAD REGULAR NO COOP</b>	<b>1,932</b>	<b>1,864</b>	<b>1,888</b>	<b>1,941</b>	<b>1,928</b>	<b>2,055</b>	<b>1,960</b>	<b>2,233</b>
APPLIED SCIENCES	335	341	333	349	349	363	333	
ARTS & SOCIAL SCIENCES	463	435	437	446	452	467	467	
BUSINESS ADMINISTRATION	13	16	17	16	17	17	21	
COMMUNICATION, ART & TECHNOLOGY	161	150	158	168	176	194	185	
EDUCATION	316	280	288	288	266	310	280	
ENVIRONMENT	149	150	153	153	146	159	137	
HEALTH SCIENCES	49	44	50	62	68	66	67	
SCIENCE	446	449	453	459	454	480	470	
UNSPECIFIED	0	0	0	0	0	0	0	

\* Enrolment targets of the SFU Long-Range Strategic Enrolment Plan (2021-2027). These targets are under review and will be updated later.

LAST UPDATED: 15/Feb/2024  
Prepared by: Zareen Naqvi

**Motion 2:**

That Senate approve and recommend to the Board of Governors the Proposed Domestic Undergraduate Admission Targets by Faculty and Basis of Admission –All Campuses (Headcount), for fiscal year 2024/2025 as shown below.

**Proposed DOMESTIC Undergraduate Admission Targets by Faculty and Basis of Admission - All Campuses (Headcount) for fiscal year 2024/25**

Faculty	FY24/25 Targets			
	SEC	PSEC	OTHER	TOTAL
APSC	570	143	39	752
FASS	1,210	601	223	2,034
BUS	464	93	0	557
FCAT	225	62	4	291
EDUC	106	53	194	353
ENV	98	54	4	156
HEALTH	284	56	2	342
SCIENCE	720	170	15	905
USPEC*	0	0	0	0
UNIV	3,677	1,232	481	5,390

Faculty	For Ref: FY23/24 Actuals			
	SEC	PSEC	OTHER	TOTAL
APSC	581	146	40	767
FASS	1,198	595	222	2,015
BUS	490	98	2	590
FCAT	225	62	6	293
EDUC	106	53	194	353
ENV	94	52	6	152
HEALTH	283	56	4	343
SCIENCE	732	173	15	920
USPEC*	0	2	1	3
UNIV	3,709	1,237	490	5,436

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 reevaluated 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 and do not include PDP students who are pursuing a second degree at SFU.

**Motion 3:**

That Senate approve and recommend to the Board of Governors the Proposed International Undergraduate Admission Targets by Faculty and Basis of Admission – All Campuses (Headcount) for fiscal year 2024/2025 as shown below.

**Proposed INTERNATIONAL Undergraduate Admission Targets by Faculty and Basis of Admission - All Campuses (Headcount) for fiscal year 2024/25**

Faculty	FY24/25 Targets				
	SEC	PSEC	FIC	OTHER	TOTAL
APSC	79	17	112	2	210
FASS	88	99	173	11	371
BUS	38	30	88	0	156
FCAT	37	18	94	0	149
EDUC	4	0	0	1	5
ENV	8	4	20	2	34
HEALTH	8	6	22	1	37
SCIENCE	72	51	34	4	161
USPEC*	0	0	0	0	0
UNIV	334	225	543	21	1,123

Faculty	For Ref: FY23/24 Actuals				
	SEC	PSEC	FIC	OTHER	TOTAL
APSC	110	28	124	7	269
FASS	84	94	242	11	431
BUS	65	35	60	0	160
FCAT	41	20	85	0	146
EDUC	0	0	0	1	1
ENV	8	5	15	2	30
HEALTH	8	5	27	1	41
SCIENCE	70	46	23	4	143
USPEC*	1	0	0	0	1
UNIV	387	233	576	26	1,222

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 set above. The target is to enroll 1,123-1,300 new international students with flexibility to make offers to new students whose admission score meets or exceeds the cut-off admission score for domestic students. Decisions will be made by the Registrar and Executive Director Student Enrolment.

## GPA Cutoff for New Student Intakes - 2023-2024

Faculty	Domestic								
	Summer 2023			Fall 2023			Spring 2024		
	BC Secondary School***	Secondary School	Post-Secondary Transfer	BC Secondary School***	Secondary School	Post-Secondary Transfer	BC Secondary School***	Secondary School	Post-Secondary Transfer
APSC									
CMPT	90	90%	3.50	90	90%	3.30	91	91%	3.50
SOSY	88	88%	3.00	88	88%	3.00	88	88%	3.00
ENSC	84	84%	2.70	85	85%	2.80	85	85%	2.80
MSE/SEE#	83	83%	2.70	83	83%	2.70	83	83%	2.70
FASS	80	80%	2.25/2.40**	80	80%	2.25/2.40**	80	80%	2.25/2.40**
BUS	N/A	N/A	2.00*	78 + BBA	80% + BBA	2.00*	78 + BBA	80% + BBA	2.00*
FCAT									
CMNS	79	80%	2.70	79	79%	2.60	79	79%	2.60
SCA	79	80%	2.70	79	79%	2.67	79	79%	2.60
SIAT	82	82%	3.00	82	82%	3.00	82	82%	3.00
EDUC	85	85%	3.25	82	82%	3.00	82	82%	3.00
ENV									
BA/BENV	78	80%	2.25/2.40**	78	78%	2.25/2.40**	78	78%	2.25/2.40**
BSCEN	80	81%	2.25/2.40**	80	80%	2.25/2.40**	80	80%	2.25/2.40**
HSCI									
BA	85	85%	2.60	83	83%	2.60	88	88%	2.80
BSc	85	85%	2.60	83	83%	2.60	88	88%	2.80
SCI	85	85%	2.60	84	84%	2.80	88	88%	2.80

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 &amp; List B courses

# SEE uses combination of admission score and supplemental application

BBA = Broad Based Admission



**GPA Cutoff for New Student Intakes - 2023-2024**

Faculty	International								
	Summer 2023			Fall 2023			Spring 2024		
	BC Secondary School***	Secondary School	Post-Secondary Transfer	BC Secondary School***	Secondary School	Post-Secondary Transfer	BC Secondary School***	Secondary School	Post-Secondary Transfer
APSC									
CMPT	93	93%	3.50	94	94%	3.80	94	94%	3.80
SOSY	91	91%	3.10	91	91%	3.50	91	91%	3.50
ENSC	86	86%	2.80	86	86%	3.20	87	87%	3.20
MSE/SEE#	85	85%	2.80	85	85%	3.20	85	85%	3.20
FASS	83	84%	2.55/2.70**	82	82%	2.55/2.70**	82	82%	2.55/2.70**
BUS	N/A	N/A	2.00*	78 + BBA	80% + BBA	2.00*	78 + BBA	80% + BBA	2.00*
FCAT									
CMNS	84	84%	2.80	84	84%	2.70	84	84%	2.70
SCA	84	84%	2.80	84	84%	2.80	84	84%	2.80
SIAT	85	85%	3.00	85	85%	3.00	85	85%	3.00
EDUC	86	86%	3.50	85	85%	3.50	85	85%	3.50
ENV									
BA/BENV	82	83%	2.70	82	82%	2.60	82	82%	2.70
BSCEN	82	83%	2.70	82	82%	2.60	82	82%	2.70
HSCI									
BA	86	86%	3.00	84	84%	2.90	88	88%	2.90
BSc	86	86%	3.00	84	84%	2.90	88	88%	2.90
SCI	86	86%	2.90	84	84%	2.90	88	88%	2.90

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

BBA = Broad Based Admission




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## MEMORANDUM

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 **ATTENTION** Senate **DATE** January 24, 2024  
**FROM** Dilson Rassier, Provost and Vice-President, Academic and Chair, SCUP **PAGES** 1  
**RE:** Deletion of the Latin American Studies Graduate Certificate (SCUP 24-05)

---

At its meeting on January 24, 2024, SCUP reviewed and approved the Deletion of the Latin American Studies Graduate Certificate.

**Motion:** That Senate approve and recommend to the Board of Governors the deletion of the Latin American Studies Graduate Certificate in the School for International Studies within the Faculty of Arts and Social Sciences, effective Summer 2024.

C: Melek Ortabasi



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**MEMORANDUM**

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**ATTENTION** Senate Committee on University  
**FROM** Priorities (SCUP)  
Mary O'Brien,  
Chair of Senate Graduate Studies  
Committee (SGSC)  
**RE:** Program Deletion

**DATE** December 23, 2023

A handwritten signature in black ink, appearing to read "Mary O'Brien", is written over the printed name.

---

**Motion:** That SCUP approve and recommend to Senate the Program Deletion for the Latin American Studies Graduate Certificate, in the Faculty of Arts and Social Sciences, effective **SUMMER 2024:**

**Faculty of Arts and Social Sciences**

School of International Studies

Program Deletion: Latin American Studies Graduate Certificate



## Memo

**Attention** Mary O'Brien, Dean of Graduate Studies

**From** Kate. Slaney, Associate Dean, Graduate and Postdoctoral Studies, FASS

**cc**

**Subject** Items for SGSC

**Date** October 15, 2023

---

Dear Mary,

The FASS GSC met for our semesterly meeting on October 10, 2023. Due to disruptions from the TSSU labour dispute, over half our committee members did not attend the meeting (either in person or via the Zoom option that was provided). As such, we did not have quorum and were not able to vote on items that were submitted for approval from four FASS graduate programs. In order to ensure that these items may be considered by the Senate GSC in a timely manner and because none were likely to have met with significant resistance, I am approving the following course and calendar changes:

- ~~1. Department of Gerontology – Calendar Course Change  
Course description change for GERO 803~~
- ~~2. Department of Linguistics – Calendar Course Change  
Eliminating three required courses (LING 800, 801, and 851) for the MA Linguistics program to  
add flexibility to two recently added program streams~~
- ~~3. Department of Psychology – Calendar Course Change  
a) Add PSYC 809 Advanced Topics in Applied Psychology (Course Topic: Pediatric  
Neuropsychology) as an option for the two-area course requirement for the Clinical  
Neuropsychology track students  
b) Change the pre-requisite course requirements of PSYC 809 – Advanced Topics in Applied  
Psychology~~
4. School of International Studies – Program Deletion – Latin American Studies Graduate (LAS)  
Certificate

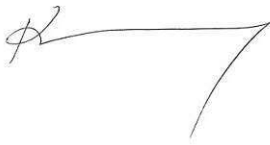
The LAS GC has not received students since Fall 2020 and there are no active students in the program.

~~Calendar and course change~~ forms attached.

Please add these items for consideration at the next SGSC meeting.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to be 'K. Slaney', with a long horizontal stroke extending to the right and a diagonal line crossing under it.

Kathleen (Kate) Slaney  
Associate Dean, Graduate and Postdoctoral Studies,  
Faculty of Arts and Social Sciences  
Simon Fraser University

/nf



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**TO** Kate Slaney, Chair, FASSGC

**FROM** Gerardo Otero, Graduate Chair, School for International Studies

**SUBJECT** LAS Graduate Certificate – Program Deletion

**DATE** August 14, 2023

At its meeting May 25, 2023, the School for International Studies approved the following curricular program changes (Effective term: Summer 2024): **LAS Graduate Certificate – Program Deletion.**

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Curriculum Committee.

Thank you.

A handwritten signature in red ink, appearing to read 'G. Otero', with a horizontal line underneath.



## Proposal to Terminate a Program

1. All impacted credentials, levels and categories of the degree, and specific discipline or field of study **Latin American Studies Graduate Certificate**
2. Location of the program **School for International Studies, SFU Harbour Centre**
3. Faculty(ies), Department(s), or School(s) offering the program **FASS, School for International Studies**
4. Anticipated final dissolution date **The program has not received new students since Fall 2020 and there are no active students in the program. Final dissolution date: Summer 2024.**
5. Reasons for termination of the program: **Lack of enrollment demand, lack of interest from CFLs specializing in Latin America across the university and curricular issues**
6. Plan for phasing-out of program, including
  - a) Steps taken to consult with students **Not applicable**
  - b) Steps taken to consult with impacted instructors and staff **There are no instructors for the program**
  - c) Steps taken to ensure students in the program have the opportunity to complete the program **Not applicable**
  - d) Description of the reallocation of any remaining program and associated resources when program is terminated **Not applicable as LAS does not have any resources/budgets**
  - e) Confirmation of consultation with other impacted departments and Faculties **Not applicable**
  - f) Impacts on and/or reorganization of curriculum in cognate disciplines **Not applicable**
  - g) Timeline of activities **Not applicable**



7. Name, title, phone number and email address of the institutional contact person in case more information is required **Gerardo Otero, Graduate Program Chair, School for International Studies, [otero@sfu.ca](mailto:otero@sfu.ca), 778.782.8424**






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**MEMORANDUM**

 **ATTENTION** Senate **DATE** January 24, 2024  
**FROM** Dilson Rassier, Provost and Vice-President, Academic and Chair, SCUP **PAGES** 1  
**RE:** Dissolution of the Post Baccalaureate Diploma (PBD) in Police Studies (SCUP 24-04)

---

At its meeting on January 24, 2024, SCUP reviewed and approved the Dissolution of the Post Baccalaureate Diploma in Police Studies.

**Motion:** That Senate approve and recommend to the Board of Governors the dissolution of the Post Baccalaureate Diploma (PBD) in Police Studies in the School of Criminology within the Faculty of Arts and Social Sciences, effective Fall 2024.

C: Melek Ortabasi



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MEMORANDUM

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ATTENTION	Senate Committee on University Priorities	DATE	January 12, 2024
FROM	Peter Hall, Chair	PAGES	1/1
	Senate Committee on Undergraduate		
	Studies		
RE:	Faculty of Arts and Social Sciences (SCUS 24-01)		

---

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of January 11, 2024 gives rise to the following recommendation:

Motion

That SCUP approves and recommends to Senate the dissolution of the Post Baccalaureate Diploma (PBD) in Police Studies in the School of Criminology within the Faculty of Arts and Social Sciences.

The relevant documentation for review by SCUP is attached.

SIMON FRASER UNIVERSITY  
**Proposal to Fast Track Program Termination**

**REQUEST FOR EXPEDITED PROCESS**

1. Program to be discontinued: **Post Baccalaureate Diploma (PBD) in Police Studies.**
2. Location: Burnaby and Surrey
3. This PBD has been offered by the School of Criminology since Fall 2010.
4. Anticipated final dissolution date: Fall 2024
5. Reasons for discontinuance and dissolution of the program:
  - a. There is virtually no demand for this program. There are no active students in the program. There have been three students enrolled in the past 5 years but who have completed in the meantime.
  - b. There is a successful alternative program running for post-undergraduate students: Police Studies Certificate
6. Plan for phasing out of program:
  - a. The Undergraduate Programs Committee and the Executive Committee have approved the dissolution. A notice of dissolution will be included on the information materials and website.
  - b. No courses will be deleted, nor any faculty teaching positions eliminated as a result of the dissolution of this program.
  - c. Since there has been no demand for this program there will be no impact on resources, teaching assignments or departments. The Certificate in Police Studies will continue to be offered to meet the demands of the students.
  - d. Once the program dissolution has been approved by SCUS, a notation can be placed in the SFU calendar. The School of Criminology program information website and printed brochures will be updated to reflect the date of dissolution.
7. Danielle Murdoch  
 Associate Director, Undergraduate Programs  
 SFU School of Criminology  
 778-782-4205  
[dmurdoch@sfu.ca](mailto:dmurdoch@sfu.ca)




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**MEMORANDUM**

 **ATTENTION** Senate **DATE** January 24, 2024  
**FROM** Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP **PAGES** 1  
**RE:** Full Program Proposal for the Certificate in Sound (SCUP 24-02)

---

At its meeting on January 24, 2024, SCUP reviewed and approved the Full Program Proposal for the Certificate in Sound. This program does not require Ministry approval.

**Motion:** That Senate approve and recommend to the Board of Governors the Full Program Proposal for the Certificate in Sound within the Faculty of Communication, Art and Technology.

C: Arne Eigenfeldt



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MEMORANDUM

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ATTENTION	Senate Committee on University Priorities	DATE	December 8, 2023
FROM	Peter Hall, Chair	PAGES	1/1
	Senate Committee on Undergraduate		
	Studies		
RE:	Faculty of Communication, Art and Technology (SCUS 23-103)		

---

A handwritten signature in black ink, appearing to read "Peter Hall", with a small "c" and "at" written below it.

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of December 7, 2023, gives rise to the following recommendation:

Motion

That SCUP approves the Full Program Proposal for the Certificate in Sound in the Dean's Office within the Faculty of Communication, Art and Technology.

The relevant documentation for review by SCUP is attached.



SIMON FRASER UNIVERSITY  
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## **Certificate In Sound**

Full Program Proposal

October 2023

Faculty of Communication, Art and Technology

## **1. Executive Summary**

### **a) An overview of the institution's history, mission, and academic goals:**

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

The FCAT Certificate in Sound will build on this history and develop a unique qualification that will enable students to engage in interdisciplinary discovery while developing competencies that enable them to prepare for post-university life.

The proposed certificate aims to support SFU's vision and mission by offering students opportunities to earn a credential for their expanded study of sound, demonstrating an interdisciplinary approach reflecting both breadth and depth of understanding of a topic that is of increasing importance within the job market of creative industries. This certificate builds on FCAT's existing Certificate in Digital Journalism in that it will offer a second avenue of exploration into creative technologies.

### **b) Credential to be awarded:**

Certificate in Sound

### **c) Location of program:**

Burnaby (CMNS), Surrey (IAT), and Vancouver (SCA) campuses, based on course offerings.

### **d) Faculty offering the proposed new program:**

The Certificate in Sound will be managed by the Dean's Office of the Faculty of Communication, Arts and Technology, similar to the existing Certificate in Digital Journalism.

**e) Anticipated program start date:**

September 2024

**f) Anticipated completion time:**

The 18 units required to complete this certificate will be fulfilled through existing core courses from the Faculty of Communication, Art and Technology. These units work in complement with existing major and minor programs in FCAT, and so, with planning, this certificate should not extend the time to graduation.

It would be possible to complete the required courses in two terms; however, we recognise that accessing the required courses outside their schools may require one or two extra terms during a student's regular progression in their major or minor.

**g) Summary of the proposed program**

- **Aims, goals, and objectives:**

All three schools in FCAT – Communications, Contemporary Arts, and Interactive Arts and Technology – each have several courses in sound, taught from their unique perspectives. This certificate hopes to encourage students in the individual schools who are interested in sound to take courses offered by the other schools within the faculty and receive a more interdisciplinary grounding in the study. Furthermore, it also hopes to attract students from outside the faculty to take a variety of courses within our schools.

The School of Communication houses SFU's **Sonic Research Studio** which contains a wealth of archival materials in **soundscape studies** and **acoustic ecology**, along with cutting-edge research in **soundscape composition**, **sonification for social change**, **documentary sound production**, and **cultural studies of sound** and music.

The School for the Contemporary Arts offers a **Music and Sound Major**, focusing on the exploration of **sound as a creative artist**. The program offers a unique, interdisciplinary experience and the opportunity to collaborate on film, dance, theatre, and visual art projects.

The School of Interactive Arts and Technology students learn about **sound design** and **audio engineering** as it relates to film and multimedia projects, **user experience design**, and **video games**.



Students will be required to take one lower-level sound course (CA149), and one lower-level course from each of the three schools (in each case choosing from a list of two, none of which require prerequisites), and two upper-level sound courses (from a list of nine), one of which must be from a school outside of their major.

- **Contribution to the mandate and strategic plan of the institution:**

We are proposing this certificate in response to:

- Student interest in innovative education and post-graduate transition planning;
- Student interest in taking courses outside their school but in their faculty (as shown in FCAT's recent survey for its upcoming Strategic Plan);
- Student interest in creative technologies through social media and other digital formats;
- Faculty strength in the areas of sound studies, sound creation, and sound in media;
- University priorities, including the provision for opportunities for interdisciplinary discovery;
- Labour market opportunities across the creative technologies sector in the Lower Mainland; and,
- The demonstrated need for employees who combine literacy with new technologies and theoretical knowledge in art, design and communication.

**Engaging Students:** encourages FCAT students to discover the variety of methods of investigating sound. Provide them with a broader understanding of sound in culture, creation, and media.

**Engaging Research:** prepare students to engage in sound research more inclusively. Research in sound within the faculty is broad, and encouraging a more interdisciplinary understanding of sound for students as potential researchers and research assistants will be of direct benefit to faculty research.

**Engaging Communities:** existing courses in sound within the faculty investigate its understanding across several communities: soundscape studies in Communications studies sound in its environment and community; creative sound artists in Contemporary Arts often work directly with artistic communities in Vancouver; sound and media students in SIAT similarly work with art and design communities in and out of the SFU community.

The study of sound in its various instances in FCAT can be considered within the emerging field of **creative technologies**, itself a field of research and learning as new technology transformed creative endeavours in the areas of media and entertainment, fashion, advertising and public relations, music and audio design, and so on. Creative technology education focuses on the development of theoretical knowledge and technical skills in the areas of design, communication, art and technology. It is an interdisciplinary and transdisciplinary field distinguished by the ways researchers, practitioners, artists and others combine technical knowledge with competencies in symbolic design, creation, and circulation. Creative technologies are now integral to citizen engagement and drive employment opportunities in a range of areas across the not-for-profit, government and private sectors.

Since its inception, FCAT has been a leading site for learning, research and program development in the field of creative technologies. The undergraduate Certificate in Sound will contribute to this reputation and offer students across FCAT and SFU the opportunity to pursue interdisciplinary discovery while acquiring a unique credential in the Lower Mainland at a time when the field of sound is undergoing significant change.

- **Linkages between program outcomes and curriculum design:**

The School of Communication houses SFU's Sonic Research Studio which contains a wealth of archival materials in soundscape studies and acoustic ecology, along with cutting-edge research in soundscape composition, sonification for social change, documentary sound production (audio documentaries, interviews, podcasts), and cultural studies of sound and music.

The School for the Contemporary Arts is renowned for its innovative and experimental approach to music through its focus on composition; the music and sound program offers students a unique, interdisciplinary experience and the opportunity to collaborate on film, dance, theatre, and visual art projects during the course of their degree.

Students in the School of Interactive Arts and Technology learn about sound design and audio engineering as it relates to film and multimedia projects, user experience design, and video games. Researchers in SIAT also engage in sound-based research practices including generative music created by AI.

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

The Certificate in Sound is designed to expose students to the diverse fields of research and practice regarding sound. Possible sectors of employment may include but are not limited to: sound design for film and new media; sound studies research; creative use for artistic productions of music, gallery installation, dance, theatre, new media, and film; journalism; support occupations in broadcasting; social media marketing and delivery.

- **Delivery methods:**

Since the program is based on existing courses, the standard delivery methods already in place will be used. It should be noted that several of the courses in the Certificate are currently offered through online delivery: CA140, CA142, CA149, and CA386.

- **Program strengths:**

The Certificate in Sound will stand as a unique program in undergraduate curriculum at Simon Fraser University and in the Faculty of Communication, Art and Technology. The Certificate takes advantage of areas within the FCAT schools which have individually proven successful, unique, and internationally recognised: this Certificate will bring together the three unique perspectives and allow students to discover alternative perspectives from outside their school's vantage point.

Implementing the certificate will allow FCAT to further its goal of interdisciplinarity in program development and in graduating professionals who are innovative and adept with new technologies and new mediums, allowing them to lead in the creative and communication sectors.

- **Level of support and recognition:**

As per SFU's transfer credit procedures, student may transfer from BC colleges or universities to enrol in the certificate program.

The Appendix includes letters from the five directors of FCAT's schools/programs.

- **Related programs:**

The Faculty of Communication, Art and Technology is unique in Canadian universities for its interdisciplinary focus, and this is very evident in how sound is taught in its three schools.

The School of Communication teaches sound from the perspective of soundscape composition, sonification for social change, and cultural studies of sound and music. The School for the Contemporary Arts focuses on the exploration of sound as a creative artist. The School of Interactive Arts and Technology students learn about sound design and audio engineering as it relates to film and multimedia projects, user experience design, and video games.

While other universities in Canada may offer similar programs to FCAT's individual schools, no single university offers a diverse perspective on sound research as SFU's Faculty of Communication, Art and Technology, nor one in which sound forms an integral component of the

University of Toronto

- Bachelor's degrees in Book and Media Studies; Cinema Studies; Media, Journalism and Digital Cultures; and Communication, Culture, Information, and Technology.

University of British Columbia

- Bachelor's degrees in Film Production; Film Studies; Media Studies; and Music.

Concordia University

- Bachelor's degrees in Communication and Cultural Studies; Communication Studies; Film Studies; and Intermedia.

York University

- Bachelor's degrees in Cinema & Media Studies; Communication & Media Studies; Communications; and Digital Media.

Two local institutions offer two-year programs with a focus only on music, rather than the broader investigation of sound offered through FCAT.

Capilano University

- Music Diploma
  - A two-year program with a focus on music theory, performance, and jazz. No courses directly in *sound* nor exploration of sound outside a jazz perspective.

Douglas College

- Bachelor of Music

- A two-year program with a focus on music theory, performance, and music technology. No courses directly in *sound* nor exploration of sound outside a traditional music perspective.

Vancouver Community College

- Bachelor of Applied Music
  - A two-year program with a focus on music theory, performance, and collaboration. No courses directly in *sound* nor exploration of sound outside a commercial music perspective.

Vancouver Film School

- Diploma
  - A one-year program with a focus on Sound Design for Visual Media. Industry-focused and professional training for work within the film and game industry. No courses directly in *sound* nor exploration of sound outside a commercial music perspective.

**h) Contact information:**

**Dr. Arne Eigenfeldt**

Associate Dean Academic, Faculty of Communication Art and Technology

Professor, School for the Contemporary Arts

604 318-3574

arne\_e@sfu.ca

## **2. Curriculum/Program Content**

### **2.1. Program structure**

Students must complete a minimum of 18 units, including core and elective courses in sound at SFU.

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

The program structure will require students to take one required course (3) and at least one lower-level course in sound across all three schools for a minimum of nine (9) units, and two upper-level courses (6 units), including one from outside their major. None of the lower-level courses have prerequisites, while the upper-level courses have minimum unit counts or the available lower-level sound courses as prerequisites.

Students will complete

CA 149 Sound (3)

and one of

CA 142 Music Appreciation in the 21st Century (3)

CA 140 Contexts in Creative Music and Sound Practice (3)

and one of

CMNS 226 Digital Media Communication Techniques (3)

CMNS 258 History of Sound in Media (3)

and one of

IAT 100 Digital Image Design (3)

IAT 202 New Media Images (3)

### **Elective Courses**

Students will complete two of, one of which is outside their major:

CA 344 Thinking and Writing About Sound (3)  
CA 315 Sound Art: History and Concepts (4)  
CA 341 Music and Culture (3)  
CA 386 Film Music; An Overview of the Relationship between Music and Moving Pictures (3)  
CMNS 314 Audio Media Analysis (4)  
CMNS 353 Listening, Culture and Society  
IAT 340 Sound Design (3)  
IAT 344 Moving Images (4)  
IAT 443 Interactive Video (4)  
PUB 448 Publishing and Social Change: Tech, Texts, and Revolution (4)

## **2.2. Core courses**

### **CA 149 Sound (3)**

- Introduction to acoustics, psychoacoustics, sound synthesis, audio sampling and signal processing, and sound production in general as relating to music, film sound, radio, new media, art installations and live performance. Quantitative. **Prerequisite: none**

### **CA 140 Contexts in Creative Music and Sound Practice (3)**

- Looks at the issues involved in being a creative musical artist in the 21st century. Topics include historical context, race and gender, the role and influence of politics, music and identity, appropriation, art music, functional music, and hybrid practices. May be of particular interest to students in other departments. Breadth-Humanities. **Prerequisite: none**

### **CA 142 Music Appreciation in the 21st Century (3)**

- 21st Century Music Appreciation aims to develop a critical ear and advanced listening skills. The course will take a post-modern approach to appreciation in that it will present a diversity of music from many cultures, styles, and periods in an effort to discover similarities, differences, and defining characteristics. **Prerequisite: none** Breadth-Humanities.

### **CMNS 226 Digital Media Communication Techniques (3)**

- This course introduces students to a variety of digital media communication technologies and techniques, including image and sound capturing and manipulation, Internet-based publishing and research, digitizing, editing and archiving. Design and management tasks involved in communicating using digital media are also introduced, including audio and video editing and processing, data integrity management, file structuring and packaging, and

work presentation. **Prerequisite: Nine CMNS units with a minimum grade of C-.**

**CMNS 258 History of Sound in Media (3)**

- An introduction to audio representation technology and a survey of the history of major sound-based media, including a discussion of the way sound design conventions have developed over time. Students both analyze sound in media and create audio-based applied projects. Specific techniques of field recording, interviewing, editing, sound processing, multi-tracking, and basic digital audio techniques will be explored using the school's studio facilities. Breadth-Humanities/Social Sciences. **Prerequisite: none**

**IAT 100 Digital Image Design (3)**

- This is a project-based course that introduces the theory and hands-on practice of art and design in digital media. As the introductory course in IAT, this course teaches the core fundamental principles in 2D visual design, sequential and animation design. Students learn the fundamentals of digital photography and vector image creation. The theory is contextualized in contemporary new media design practice and is broadly applicable across disciplines. Breadth-Humanities. **Prerequisite: none**

**IAT 202 New Media Images (3)**

- Explores the computational nature of technology as applied to contemporary art and design. It is a studio-based, media production course that explores new forms of art and design that are mediated by or modeled after computing processes as opposed to transforming or digitizing existing forms. **Prerequisite: IAT 100 with a minimum grade of C- and a minimum of 21 units.** Breadth-Humanities.

**Elective Courses**

**CA 344 Thinking and Writing About Sound (3)**

- An in-depth investigation of selected social, political, philosophical, and theoretical issues associated with contemporary music and the sonic arts. Topics such as sound and technology, popular music and the mass media, or critical issues in non-western and Indigenous music might also be considered. This course can be repeated for credit. **Prerequisite: CA 140 or permission of instructor**



**CA 315 Sound Art: History and Concepts (4)**

- This lecture course investigates sound art as an interdisciplinary practice that draws its history and concepts from contemporary visual art, installation art, performance art, experimental music, and their various confluences. We will study historical precedents of experimental sound work as well as think critically and creatively about the themes and concerns that inform contemporary practices. Prerequisite: 45 units. **Prerequisite: 45 units**

**CA 341 Music and Culture (3)**

- The relationship of music and culture, with emphasis on traditional and contemporary music in Asia, Africa, the Middle East, Latin America and the Caribbean, and Indigenous cultures of North America. Specific cultural areas may be selected for intensive study in any particular term. May be of particular interest to students in other departments. **Prerequisite: 45 units**

**CA 386 Film Music; An Overview of the Relationship between Music and Moving Pictures (3)**

- This course examines the role of music in the viewer's experience of moving pictures. Beginning with the early 1900s, the lectures will introduce important composers, directors, films, genres and historical periods. Specific films and other works will be analyzed. **Prerequisite: 60 credit hours**

**CMNS 314 Topics in Media Production & Aesthetics (4)**

- Topics on the cultural production of acoustic, visual, and/or multimodal communication. Explores cultural contexts of media production, media artifacts, media perceptions, and alternative media practices. Topics include: advertising, film, gaming, radio, television, and questions of representation in media professions. This course can be repeated once for credit (up to a maximum of two times). **Prerequisite: 17 CMNS units with a minimum grade of C- or 45 units with a minimum CGPA of 2.00.**

**CMNS 353 Topics in Science, Technology and Society (4)**

- Often run as “Listening, Culture and Society”. Examination of the emergence and shaping of information and communication technologies and science in the digital age. Explores new media and social change between everyday life, social institutions, and various enterprises. Emphasis is placed on social context and relations of power. This course can be repeated once for credit if second topic is different (up to a maximum of two times). **Prerequisite: 17 CMNS units with a minimum grade of C- or 45 units with a minimum CGPA of 2.00**

**IAT 340 Sound Design (3)**

- Introduction to theory and practice of sound design. Explores sound's relationship to moving images, installation, performance, video games, user interfaces and Web sites. Includes audio production, post-production, mixing and mastering, beginning programming for digital signal processing, sound synthesis and sound interaction. **Prerequisite: Completion of 24 units. Recommended: IAT 202 New Media Images.**

**IAT 344 Moving Images (4)**

- Reviews and consolidates the fundamentals of digital video production, including camera and composition skills, the role of sound, lighting, and continuity and montage editing. Students will review and analyze works from traditional cinema and from contemporary digital video. The course will reinforce fundamental skills and extend the student's abilities to use a range of digital production, post-production, and presentation techniques. **Prerequisite: Minimum of 48 units and IAT 202 with a minimum grade of C-.**

**IAT 443 Interactive Video (4)**

- An intermediate level investigation of interactivity explored through media, in the context of current display technologies relevant to Interactive Arts and Design. Examines recombinant, computational and compositional structures related to image, sound and video. Students explore video within technologies ranging from cell phones and mobile locative media, and handheld and wearable devices, to 3D immersive virtual and/or networked environments, video art installations, multiple scales of display technology, and responsive spaces. Students will design, produce and critically appraise work. **Prerequisite: Completion of 60 units, including IAT 344 with a minimum grade of C-.**

**PUB 448 Publishing and Social Change: Tech, Texts, and Revolution (4)**

- This seminar explores the history of publishing and revolutions - democracy, science, abolition, feminism - as well as how students can use publishing techniques and skills to advocate for social and political issues in which they are engaged. **Prerequisite: 60 units.**

**2.3. Existing and new courses**

No new courses are required for the Certificate in Sound.

## 2.4. Curriculum and program goals

This certificate hopes to encourage students in the individual schools who are interested in sound to take courses offered by the other schools within the faculty and receive a more interdisciplinary grounding in the study. Furthermore, it also hopes to attract students from outside the faculty to take a variety of courses within our schools.

## 2.5. Work experience/field/practicum placement

Work experience/practicum term is not required.

# 3. Program Resources

## 3.1. Target audience and enrolment plan

The target audience for the Certificate in Sound are FCAT students currently taking or considering taking existing sound courses within their school.

Enrolment data for the lower-level core courses is as follows:

	CA 149	CA 140	CA 142	CMNS 226	CMNS 258	IAT 100	IAT 202
23-24*	640	92	387	64	34	267	94
22-23	867	147	441	37	73	438	210
21-22	517	147	416	37	35	473	177
20-21	337	190	440	70	33	464	189
19-20	311	105	314	71	36	466	231

\* only partial data available for this year

As some of these courses are Breath courses, enrolment includes non-FCAT students.

Recruitment for the Certificate in Sound will focus on three potential target groups:

- SFU students in declared FCAT Major and Minor programs, including those in the FCAT Double Minor;
- Undeclared SFU students;

- Secondary School students, as part of FCAT's ongoing recruitment into our major and minor programs.

### **3.2. Resources**

No additional resources are required for this program. As shown in the table from 3.1, some current lower-division courses are already equipped to accept large enrolments; others (i.e. CMNS courses) are able and looking forward to handling increased enrolments. No additional sections will be required, nor will it require adjustments to the teaching or administrative loads of department faculty or staff. The only significant change will be for the departmental and faculty-level advisors, who will need to learn about the new certificate and its possibilities for students; however, advising capacity already exists to support students pursuing the existing Certificate in Digital Journalism so impact will be minimal on advisors.

## **4. Program Review and Academic/Administrative Oversight**

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

## **5. Program Consultation**

The Faculty consulted with curriculum representatives from all of FCAT's schools and programs, and the Dean's Advisory Council throughout the NOI and FPP process and before submission to committees for approval. FCAT also met with SFU's University Curriculum and Institutional Liaison.

## **6. Evidence of Student Interest**

To gauge student interest in the Certificate in Sound, FCAT sent out a survey to all undergraduate students registered in an FCAT Major, Minor, or Double Minor Program. Students were asked to rate their degree of interest in accessing a certificate program that focused on Sound.

The results of the survey indicate a significant degree of student interest. 70 students have responded as of November 1 2019.

Questions asked:

- 1) Have you taken any courses in sound within your school?

Yes: 69%

No: 31%

2) Have you taken any courses in sound outside of your school within FCAT?

Yes: 23%

No: 77%

3) The following are being considered as possible courses within the Certificate. Have you taken any of these courses:

CA149: 56%

CA 140: 20%

CA 142: 24%

CMNS 226: 11%

CMNS 258: 18%

IAT 100: 36%

IAT 202: 20%

CMNS 314: 13%

other courses: < 8%

4) A certificate at SFU consists of mainly lower division courses of between 18-30 units, and are recognition of a specialisation within your degree. Would you be interested in completing a Certificate in Sound?

Yes: 51%

No: 9%

Maybe, but not eight<sup>1</sup> courses: 36%

Yes, but not interested in the courses: 4%

From these results, we can gather that:

1. FCAT students are generally taking courses in sound within their school (69%), but not in other schools (77%);
2. A majority of students polled (56%) have already taken the required lower-level courses (CA149), and between 11-36% have already taken other lower-level courses in sound;
3. A majority of students polled (51%) indicated they are interested in the certificate;
4. A significant percentage (36%) are interested in the certificate if it requires fewer courses (please see footnote on the previous page).

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<sup>1</sup> Please note that the Certificate originally proposed 24 units, and the survey asked if students would be interested in a certificate that required eight courses; because of the answer to question 4, we have lowered the number to 18 units, or six courses.

## 7. Appendices

### 7.1. Calendar Entry

Certificate in Sound

**Certificate:**

The certificate provides a credential to acknowledge an interdisciplinary grounding in the study of sound through its study in all three schools within FCAT.

**Admission Requirements:**

A student in any faculty at SFU may declare this certificate through the Faculty of Communication, Art and Technology. Normal university grade point average requirements apply for entry into all FCAT courses.

**Program Requirements:**

Students must complete a minimum of 18 units, including core and elective courses in sound at SFU. Units applied to one certificate may be applied also to major or minor programs of a bachelor's degree under the normal regulations governing those programs but may not be applied to another Simon Fraser University certificate or diploma.

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

**Core Courses:**

*Students will complete:*

CA 149 Sound (3)

*and one of:*

CA 140 Contexts in Creative Music and Sound Practice (3)

CA 142 Music Appreciation in the 21st Century (3)

*and one of:*

CMNS 226 Digital Media Communication Techniques (3)

CMNS 258 History of Sound in Media (3)

*and one of:*

IAT 100 Digital Image Design (3)

IAT 202 New Media Images (3)

### **Elective Courses**

*Students will complete two of, one of which must be outside their major:*

CA 344 Thinking and Writing About Sound (3)

CA 315 Sound Art: History and Concepts (4)

CA 341 Music and Culture (3)

CA 386 Film Music; An Overview of the Relationship between Music and Moving Pictures (3)

CMNS 314 Topics in Media Production & Aesthetics (4)

CMNS 353 Topics in Science, Technology and Society (4)

IAT 340 Sound Design (3)

IAT 344 Moving Images (4)

IAT 443 Interactive Video (4)

PUB 448 Publishing and Social Change: Tech, Texts, and Revolution (4)

### **7.2. Letters of support from FCAT Chairs/Directors**




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**MEMORANDUM**

 **ATTENTION** Senate **DATE** January 24, 2024  
**FROM** Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP **PAGES** 1  
**RE:** Program Name Change for the French Language Proficiency Certificate (SCUP 23–43)

---

At its meeting on January 24, 2024, SCUP reviewed and approved the program name change from the French Language Proficiency Certificate to Certificate in French in the Department of French within the Faculty of Arts and Social Sciences.

**Motion:** That Senate approve and recommend to the Board of Governors the program name change from the French Language Proficiency Certificate to Certificate in French, in the Department of French within the Faculty of Arts and Social Sciences, effective Fall 2024.

**For Information**

Included with the name change and approved at SCUS under delegated authority are the following curriculum revisions effective Fall 2024:

Requirement changes to the:

- French Language Proficiency Certificate

C: Melek Ortabasi





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MEMORANDUM

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ATTENTION	Senate Committee on University Priorities	DATE	January 12, 2024
FROM	Peter Hall, Chair	PAGES	1/1
	Senate Committee on Undergraduate		
	Studies		
RE:	Faculty of Arts and Social Sciences (SCUS 24-03)		

---

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of January 11, 2024, gives rise to the following recommendation:

Motion

That SCUP approves and recommends to Senate the program name change from Certificate in French Language Proficiency to Certificate in French in the Department of French within the Faculty of Arts and Social Sciences.

For Information

Included with the name change and approved by SCUS under delegated authority are the following curriculum revisions effective Fall 2024:

Requirement changes to the:

- French Language Proficiency Certificate

The relevant documentation for review by SCUP is attached.



## Program Name Change

<b>Name of Faculty and academic unit:</b> Faculty of Arts and Social Sciences, Department of French
<b>Current name of program:</b> French Language Proficiency
<b>Proposed program name change:</b> Certificate in French
<b>Rationale for change:</b> As part of our process to develop an updated revision of all our programs, the name change is suggested to better reflect the breadth of our field, the changes within it, as well as to be more inclusive of new faculty and student interests. Our revised program seeks to promote an inter/intra-national and inter/intra-disciplinary approach to the investigation of French language and culture in all their diversity, which will offer students opportunities to examine the Francophone world ( <i>La Francophonie</i> ) in a global context, while also exploring the specificities of more local contexts (Québec, Haïti, Polynesia, etc.) and bearing in mind the complexities of immigration, refugee status, language politics, etc. Importantly, to better reflect and promote our program, we need to also rename it, so as to alert students of their broader focus, which is essential for promoting recruitment.
<b>Effective term and year:</b> September 2024
<b>The following <u>credential(s)</u> will be affected by this change:</b> French Language Proficiency

**Calendar Change:** “to” and “from” sections are not required. All deletions should be crossed out as follows: ~~sample~~. All additions should be marked by a **bold**.

<del>French Language Proficiency</del>	<b>Certificate in French</b>
--	------------------------------

<b>Name of Program or Name of Faculty</b> Department of French
<b>Rationale for change:</b> 1. Following the external evaluation of the Department of French, which took place in April 2022, a report was drawn up by the evaluators. In this report, the evaluators recommended updating the department's courses and programs. The changes proposed below are in direct response to the external evaluators' recommendations and suggestions. They are also in line with the guidelines we have received from the Dean's office. 2. The changes proposed below are also a response to the crisis in student enrolment in the department. The number of enrolments per semester in the department's programs is far too low. The aim of the proposed changes is therefore to increase enrolment in our French certificate program. 3. The proposed changes are also designed to rethink the way the French language is taught (in particular the sequence of language courses at the 100 and 200 levels) and to offer students greater flexibility in the creation of personalized pathways. We no longer wish to work in "silos" but rather in an interdisciplinary way, something that the students themselves have been asking for. We are therefore adapting our program structure to better respond to today's students' expectations. 4. We are also changing the name of this program to better reflect its content and objectives.
<b>Effective term and year:</b> Fall 2024
<b>The following program(s) will be affected by these changes:</b> French Language Proficiency

**Calendar Change:** All deletions should be crossed out as follows: ~~sample~~. All additions should be marked in **bold font**. Do not use "to" and "from" sections.

Certificate in French CERTIFICATE <del>This program is for students who may or may not be enrolled in a degree program and who wish to improve oral and written French proficiency. It is also for those who wish to enhance their knowledge of the language for cultural or professional needs. The program is not intended for native French speakers.</del> <b>This program is for students who may or may not be enrolled in a degree program and who wish to improve their French. It is also for those who wish to enhance their knowledge of the language for cultural or professional needs.</b>
---

Recommendations for the award of the certificate will be made by the Department of French and the Faculty of Arts and Social Sciences.

#### Admission Requirements

For information about initial FREN course selection, and the French language placement test, visit <https://www.sfu.ca/french/undergraduate.html>.

#### Program Requirements

~~Program completion normally takes five to six terms~~

~~A minimum 2.5 grade point average (GPA) is calculated on all Simon Fraser University courses that are applied to the certificate. Duplicate courses are counted only once.~~

~~Students complete a total of 30 units, including all of~~

~~FREN 210 – Intermediate French I (3)~~

~~FREN 221 – French Writing I (3)~~

~~FREN 222 – French Writing II (3)~~

~~FREN 301W – Advanced Writing (3)~~

~~and one of~~

~~FREN 211 – Intermediate French II (3)~~

~~FREN 212 – French for Immersion Program Students (3)~~

~~and one of~~

~~FREN 215 – Intermediate French: Oral Practice (3)~~

~~FREN 217 – Intermediate French: Oral Practice Through Drama (3)~~

~~and one of~~

~~FREN 245 – Introduction to Literary Studies (3)~~

~~FREN 275 – French Linguistics Today (3)~~

~~and nine units from any other upper division FREN courses (excluding FREN 120, 121, 122, 198, and 342).~~

~~The following courses are recommended.~~

~~FREN 300 – Advanced French: Oral Practice (3)~~

~~FREN 304 – Advanced French Grammar (3)~~

~~FREN 330 – Francophone World (3)~~

**A minimum 2.5 grade point average (GPA) is calculated on all Simon Fraser University courses that are applied to the certificate.**

**Duplicate courses are counted only once.**

**Students complete a total of 18 units, at least 6 of which must be from 200 division FREN courses and at least 3 of which must be from 300 division FREN courses. Students may choose between language, literature, linguistics or cultural studies courses.**

**The following courses are recommended.**

**FREN 245 - Introduction to Literary Studies (3)**

**FREN 275 - French Linguistics Today (3)**

**FREN 301W - Advanced Writing (3)**

#### Course Exemptions

~~It is possible to obtain exemption, up to a maximum of 12 units, from required lower division French language courses by being placed in a more advanced French language course. Exempted courses must be replaced with credit obtained by~~

- ~~• approved transfer credit for French courses completed at another postsecondary institution (subject to university transfer credit regulations), up to a maximum of six units~~
- ~~• challenge credit for exempted courses (subject to university regulations governing approval of challenge credit), up to a maximum of six units~~
- ~~• successful completion of other French courses at the university, excluding FREN 120, 121, 122, 198, and 342.~~

~~Students who gain, or hope to gain, exemption should consult the advisor early.~~

In accordance with the university's certificate regulations, units for the certificate may be applied also to majors or extended minors or to a bachelor's degree.




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## MEMORANDUM

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 **ATTENTION** Senate **DATE** January 24, 2024  
**FROM** Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP **PAGES** 1  
**RE:** Suspension of Admission to the Teacher Education (PQP) Professional Qualification Program (SCUP 24-01)

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At its meeting on January 24, 2024, SCUP reviewed and approved the suspension of admission to the Teacher Education (PQP) Professional Qualification Program within the Faculty of Education, effective Fall 2024. It is attached for the information of Senate.

C: Robert Williamson



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MEMORANDUM

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ATTENTION Senate Committee on University Priorities  
FROM Peter Hall, Chair  
Senate Committee on Undergraduate  
Studies  
RE: Faculty of Education (SCUS 24-02)

DATE January 12, 2024

PAGES 1/1

A handwritten signature in black ink, appearing to be "Peter Hall", is written over the "PAGES" field.

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Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of January 11, 2024 gives rise to the following recommendation:

Motion

That SCUP approves and recommends to Senate the suspension of admission to the Teacher Education (PQP) Professional Qualification Program within the Faculty of Education.

The relevant documentation for review by SCUP is attached.

## **Proposal to suspend admissions to the Professional Qualification Program (PQP), Teacher Education**

**NOTE:** Suspension of admissions to a program does not result in the termination of a program. After a program has been suspended for at least two semesters, an academic unit follows the process to terminate the program. Or, if no students are currently enrolled in the program, academic units can consider the fast track option.

1. All impacted credentials, levels and categories of the degree, and specific discipline or field of study
  - Professional Qualification Program (PQP), Teacher Education
2. Location of the program
  - Burnaby and Surrey campus
3. Faculty(ies), Department(s), or School(s) offering the program
  - Faculty of Education, Preservice Professional Studies
4. Proposed date for suspension
  - Fall 2024
5. Reasons for suspension of admissions, such as:
  - The BC Teachers Certification branch has proposed new harmonized standards that nullify the PQP program. These standards are yet to be approved by the Ministry of Education.
6. Plan for suspension, including:
  - a) Steps taken to consult with students
    - there are no current students, and this program has not had an admission intake since Fall 2021
  - b) Steps taken to consult with impacted instructors and staff



- No impact to instructors as they have been reassigned to other PPS programs. Staff are aware, and no impact to their work.
  - c) Steps taken to ensure students in the program have the opportunity to complete the program
  - The final cohort was completed in Fall 2022 with no new admissions to the program.
  - d) Confirmation of consultation with other impacted departments and faculties
  - This program is unique to PPS and does not impact other departments or faculties.
7. Draft Calendar entry detailing suspension of admissions to the program
- Admissions to the Professional Qualifications Program (PQP), Teacher Education in Preservice Professional Studies, is currently suspended due to the new proposed harmonized standards.
8. Name, title, phone number and email address of the institutional contact person in case more information is required (normally, the Dean of the Faculty in which the program is housed).
- Dan Laitsch, Dean of Faculty of Education, [educ\\_eddean@sfu.ca](mailto:educ_eddean@sfu.ca)



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**MEMORANDUM**

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

**DATE** February 2, 2024

**PAGES** 1/2

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**For information:**

Acting under delegated authority at its meeting of February 1, 2024 SCUS approved the following curriculum revisions effective Fall 2024.

**a. Beedie School of Business (SCUS 24-21)**

(i) Requirement changes to the Business Foundation Program

(ii) Requirement changes to the:

- Business Major
- Mechatronic Systems Engineering and Business Double Degree Program Major
- Business Honours
- Business and Economics Joint Honours
- Business and Communication Joint Major
- Business and Economics Joint Major
- Business and Psychology Joint Major
- Business, Philosophy and the Law Joint Major
- Geo Business Joint Major
- Information Systems in Business Administration and Computing Science Joint Major
- Interactive Arts and Technology and Business Joint Major BA or BBA
- Sustainable Business Joint Major
- Business Foundation Program

(iii) Requirement changes to the Course Access Information and Grade Requirements

(iv) Requirement changes to the Beedie School of Business Non-Business Elective Requirements:

- Business Major
- Business Honours

## **b. Faculty of Communication, Art and Technology (SCUS 24-22)**

### **1. School of Communication**

(i) Upper division requirement changes to the:

- Communication and Interactive Arts and Technology Joint Major BA

### **2. School for the Contemporary Arts**

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

- Theatre and Performance Major
- Theatre and Performance Honours

## **c. Faculty of Environment (SCUS 24-23)**

### **1. School of Environmental Science**

(i) Requirement changes to the:

- Environmental Science Major
- Environmental Science Honours

### **2. Department of Geography**

(i) Requirement changes to the:

- Human Geography Major
- Human Geography Honours
- Global Environmental Systems Major
- Global Environmental Systems Honours
- Geo Business Joint Major
- Urban Studies Certificate

(ii) Upper and lower division requirement changes to the Geographic Information Science Major (SCUS 24-12)

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>.



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**MEMORANDUM**

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

DATE February 2, 2024

PAGES 1/1

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**For information:**

Acting under delegated authority at its meeting of February 1, 2024 SCUS approved the following curriculum revisions effective Fall 2024.

**a. Faculty of Environment (SCUS 24-19)**

1. School of Resource and Environmental Management

- (i) New Course Proposal: PLAN 404-4, Indigenous Planning and Stewardship

**b. Faculty of Science (SCUS 24-20)**

1. Department of Biological Sciences

- (i) New Course Proposals:
  - BISC 171-1, Biological Sciences Undergraduate Seminar

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>.



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**MEMORANDUM**

ATTENTION Senate  
FROM Peter Hall, Chair  
Senate Committee on Undergraduate  
Studies  
RE: Course Changes (SCUS 24-14)

DATE February 2, 2024  
PAGES 1/3

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**For information:**

Acting under delegated authority at its meeting of February 1, 2024 SCUS approved the following curriculum revisions effective Fall 2024.

**a. Faculty of Applied Sciences**
**1. School of Sustainable Energy Engineering**

- (i) Prerequisite change for SEE 402

**b. Beedie School of Business**

- (i) Course number, description and equivalent statement change for BUS 100
- (ii) Prerequisite change for BUS 201 and 202
- (iii) Description and prerequisite change for BUS 300
- (iv) Description changes for BUS 496

**c. Faculty of Communication, Art and Technology**
**1. School for the Contemporary Arts**

- (i) Description and equivalent statement changes for CA 104
- (ii) Title, description and prerequisite changes for CA 242 and 342
- (iii) Title, description, prerequisite and equivalent statement changes for CA 249
- (iv) Title, description and prerequisite change for CA 340
- (iv) Prerequisite change for CA 306, 406 and 407
- (v) Units and prerequisite changes for CA 307
- (vi) Prerequisite change for CA 356 (Spring 2025)

## 2. School of Communication

- (i) Deletion of CMNS 363
- (ii) Title and description change for CMNS 455W

## 3. School of Interactive Arts and Technology

- (i) Prerequisite change for IAT 333, 359, 431 and 438
- (ii) Course number, description, prerequisite and equivalent statement changes to IAT 352
- (iii) Title, units, description and prerequisite changes for IAT 443 (Fall 2025)

## **d. Faculty of Environment**

### 1. Department of Archaeology

- (i) Units and description change for ARCH 200
- (ii) Prerequisite change for ARCH 286
- (iii) Description and prerequisite changes for ARCH 332 and 333
- (iv) Deletion of ARCH 350, 351, 450 and 451

### 2. Department of Geography

- (i) Deletion of GEOG 302, 303, 402, and 403
- (ii) Prerequisite change for GEOG 441

### 3. Dean of Environment Office

- (i) Creation of the new course acronym CENV
- (ii) Course number change for ENV 302
- (iii) Course acronym and prerequisite changes for ENV 303, 402, 403, and 404

### 4. School of Environmental Science

- (i) Deletion of EVSC 380, 381, 480, 481 and 482

### 5. School of Resource and Environmental Management

- (i) Course number, title, description, prerequisite and equivalent statement changes to REM 406
- (ii) Title and description change to REM 471

### 6. Sustainable Development Program

- (i) Prerequisite change for SD 401

## **e. Faculty of Science**

### **1. Department of Biomedical Physiology and Kinesiology**

(i) Prerequisite change for BPK 142, 407 and 409

### **2. Department of Physics**

(i) Prerequisite change for PHYS 390

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>.

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**MEMORANDUM**

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ATTENTION Senate

DATE **February 15, 2024**

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

RE: Graduate General Regulation 1.4.5 Leave of Absence




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**For Approval:** At its meeting on February 6, 2024, SGSC reviewed and approved the revision Graduate General Regulation 1.4.5 Leave of Absence. This gives rise to the following motion, effective **Fall 2024**:

**Motion 1:**

That Senate approve the revisions to Graduate General Regulation 1.4.5 Leave of Absence



**MEMORANDUM**

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**ATTENTION** Mary O'Brien, Chair of Senate      **DATE** January 30, 2024  
Graduate Studies Committee (SGSC)  
**FROM** Pamela Stern, Graduate Studies  
Associate Dean, Policy and Curriculum  
**RE:** Graduate General Regulation Revision:  
GGR 1.4.5



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**Motion:**

That SGSC approve the revisions of GGR 1.4.5 Leave of Absence effective Fall 2024.

**Summary of Revisions and Rationale:**

Updates the language in the GGRs to clarify the roles and responsibilities of graduate students, graduate programs, and Graduate Studies in initiating, acknowledging, and approving requests for a leave of absence. In response to feedback regarding unique and complex cases where it may not be clear from the policy alone what options are available or appropriate for a student, the proposed changes add language that students may consult with Graduate Studies about leave eligibility and options. Additional changes move away from restrictive categories of leave to two broadly defined categories: leaves that count towards time to completion and leaves that do not count towards time to completion. Examples of leave reasons that fall within either category are provided within the revised policy. Removal of the limitation of three terms of leave per medical or compassionate reason to a process that provides an option for leave requests beyond three terms (one year) to be reviewed. Updating the parental leave category to be in alignment with the extended parental leave offered by the federal government.

## General Graduate Regulation Change 1.4.5 Leave of Absence

<p>Summary of change: To simplify the types of leaves into two broad categories: those that count against time to completion (i.e., personal, professional) and those that do not (e.g., medical, parental, compassionate).</p>
<p>Rationale for change: Update the language in the GGRs to clarify the roles and responsibilities of graduate students, graduate programs, and Graduate Studies in initiating, acknowledging, and approving requests for a leave of absence. In response to feedback regarding unique and complex cases where it may not be clear from the policy alone what options are available or appropriate for a student, the proposed changes add language that students may consult with Graduate Studies about leave eligibility and options. Additional changes move away from restrictive categories of leave, replacing these with two broadly defined categories: leaves that count towards time to completion and leaves that do not count towards time to completion.</p> <p>The change from approval to “acknowledgment” of the graduate program and supervisor has been initiated as a result of the fact that supervisors and programs have not granted leaves of absence to many students in circumstances beyond students’ control (e.g., illness). The requirement for a) students to provide documentation in support leaves that do not count toward time to completion; and b) Graduate Studies to review such cases will ensure that students are able to take time away from their studies when necessary.</p>
<p>Effective term and year: Fall 2024</p>
<p>Will this change impact current students? If yes, what is the plan for current students? Yes. Current students will be positively impacted as they will be able to follow the revised policy.</p>

FROM	TO
<p>[....]</p> <p>1.4.5 Leave of Absence</p> <p>From time to time, students find it necessary to interrupt their studies. In this case, they must apply for a leave of absence. Typically, a leave of absence begins on the first day of an academic term and approval for the leave is</p>	<p>[....]</p> <p>1.4.5 Leave of Absence <b>and Academic Breaks</b></p> <p><b>1.4.5a Leave of Absence</b></p> <p>From time to time, students find it necessary to interrupt their studies. In this case, they must apply for a leave of absence. <b>Students should discuss their intention to take a leave with their supervisor and graduate program.</b></p>

<p><del>obtained before the term begins. Students in their first term should apply for an admission deferral rather than a leave of absence. A retroactive request for a leave of absence normally will not be allowed.</del></p> <p>During a leave of absence students normally should not use any of the university's facilities or resources, or undertake academic or research work related to the program from which they have taken a leave of absence.</p> <p>Awards for which the terms and conditions are established by SFU will be interrupted at the onset of the leave of absence and will resume at the termination of the leave period, provided the student returns to full-time study at that time. The duration of the award will not be changed from the time the award was initiated. Awards for which the terms and conditions are not established by SFU will be</p>	<p><b>Students may consult with Graduate Studies regarding their leave eligibility and options. Leave requests are approved by Graduate Studies with the acknowledgement of the graduate program.</b></p> <p>During a leave of absence students normally should not use any of the university's facilities or resources, or undertake academic or research work related to the program from which they have taken a leave of absence.</p> <p><b>Typically, a leave of absence begins on the first day of an academic term and approval for the leave is obtained before the term begins. If the leave is required at any other time of the term, students should consult with Graduate Studies to discuss options. Students in their first term should apply for an admission deferral rather than a leave of absence. A retroactive request for a leave of absence normally will not be allowed.</b></p> <p><b>Students on an approved leave will not receive University minimum funding during the term of leave. Applicable funding will be resumed in the next enrolled term. Except for students on a leave that counts towards time to completion, time on leave will not be counted against terms of minimum funding. For more information regarding the minimum funding policy, see GGR <u>1.17.8</u>.</b></p> <p><b>Similarly,</b> awards for which the terms and conditions are established by SFU will be interrupted at the onset of the leave of absence and will resume at the termination of the leave period, provided the student returns to full-time study at that time. The duration of the award will not be changed from the time the award was initiated. Awards for which the</p>
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<p>paid according to the terms and conditions established by the donor or granting agency.</p> <p>There are four types of leave:-</p> <ol style="list-style-type: none"> <li>1. <del>Personal Leave</del></li> <li>2. <del>—</del></li> <li>3. <del>Parental Leave</del></li> <li>4. <del>Medical or Compassionate Leave</del></li> <li>5. <del>Academic Break</del></li> </ol> <p>The time taken for a personal leave will be counted towards the maximum time allowed for program completion.</p> <p>The time taken for an academic break, parental, medical, compassionate leave will not be counted towards the maximum time allowed for program completion. The maximum time limit will be adjusted accordingly but all other program requirements and academic unit expectations will remain the same.</p> <p><del>Personal Leave</del></p> <p>A personal leave may be taken for any reason, other than those defined below. The maximum number of terms that are permitted for a personal leave is three throughout the length of the student's credential.</p>	<p>terms and conditions are not established by SFU will be paid according to the terms and conditions established by the donor or granting agency.</p> <p>There are two categories of leave:</p> <ol style="list-style-type: none"> <li>1. Leaves that count towards time to completion</li> <li>2. Leaves that do not count towards time to completion</li> </ol> <p>Leaves that count towards time to completion may include leaves for personal or professional reasons. Documentation is not required. Up to three terms of leave may be taken under this category.</p> <p>Leaves that do not count towards time to completion may include, but are not limited to, leaves for military service or those for medical, compassionate or parental reasons. Supporting documentation is required. The maximum time to completion will be adjusted accordingly but all other program requirements and academic unit expectations will remain the same.</p> <p>A student may initially request up to three terms of leave. Students who require more than three terms of leave may submit a request for renewal to be reviewed by Graduate Studies. Students are required to submit supporting documentation for initial and renewal requests. Renewal requests require a rationale, and additional documentation may be requested by the review committee.</p> <p>A student may be asked to provide documentation from their clinician to confirm that they have recovered sufficiently to return to their course of study at the end of</p>
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<p><b>Parental Leave</b></p> <p>A student may take up to three terms for each childbirth or adoption (including multiple births). Students are required to submit supporting documentation.</p> <p><del><b>Medical or Compassionate Leave</b></del></p> <p><del>A student may take up to three terms per personal medical condition or compassionate reason (including but not limited to legal matter, family care, illness of relative, or bereavement). Students are required to submit supporting documentation.</del></p> <p><del>In some cases, a student may be asked to provide documentation from their clinician to confirm that they have recovered sufficiently to return to their course of study. If medical documentation is submitted for reasons related to a physical or mental disability, the student has a legal entitlement to disability accommodation.</del></p> <p><del>If a student will require more than three terms for a medical condition, it is recommended that students discuss with their supervisor/faculty advisor whether it is in their best interest to temporarily discontinue their program and then apply for readmission when their circumstances have been resolved.</del></p>	<p>a leave for medical reasons. If medical documentation is submitted for reasons related to a physical or mental disability, the student has a legal entitlement to disability accommodation.</p> <p><b>Parental Leave</b></p> <p>A student may <b>request</b> up to <b>five</b> terms for each <b>instance of</b> childbirth or adoption. Students are required to submit supporting documentation.</p>
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<p>Students completing the requirements for their program past the normal completion time, as the result of having taken three or more medical leaves, may be required to repeat courses/comprehensive examinations or complete additional courses at the discretion of their graduate program committee. Responsibility for approving these additional degree requirements rests with the dean of graduate studies and the chair of the student's graduate program committee.</p> <p><b>Academic Break</b></p> <p>An academic break (or scheduled break) can be taken when no courses are offered for a student's program within a particular term, or there is a scheduled break within a program (e.g. Summer term). Students in a thesis program are not eligible for an academic break. The maximum number of terms that are permitted for an academic break is one term per year <del>with</del> no consecutive academic breaks.</p>	<p>Students completing the requirements for their program past the normal completion time, as the result of having taken three or more terms of leave, may be required to repeat courses/comprehensive examinations or complete additional courses at the discretion of their graduate program committee. Responsibility for approving these additional degree requirements rests with the dean of graduate studies and the chair of the student's graduate program committee.</p> <p><b>1.4.5b Break from studies</b></p> <p><b>Academic Break</b></p> <p>An academic break (or scheduled break) can be taken when no courses are offered for a student's program within a particular term, or there is a scheduled break within a program (e.g. Summer term). Students in a thesis program are not eligible for an academic break. The maximum number of terms that are permitted for an academic break is one term per year. <b>Additionally, no consecutive academic breaks are permitted.</b></p>
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## Supplemental information about Leave of Absence Policies for Graduate Students at Other Canadian Universities

We reviewed the Leave of Absence Policies at six (6) Canadian Universities:

University of British Columbia  
University of Victoria  
University of Alberta  
University of Calgary  
University of Toronto  
University of Ottawa

Our proposed policy changes keep us in line with the policies at these other universities:

- Most distinguish between leaves that count toward time to completion (personal leave) and leaves that do not count towards time to completion (medical, parental, compassionate) – exception is UofT that stops the clock for all leaves
- Limit the number of terms of leave that can be taken over the course of a degree program
- Require students to provide documentation for leaves other than personal
- Withhold all graduate student funding during the leave of absence
- Limit or decline access to university resources (libraries, supervisory committees) during time on leave

Where we differ in these proposed changes:

- Allow renewal of medical leave beyond 12 months
- We are permitting parental leave for up to 5 terms (rather than 3) to align with Federal government allowance of 18 months of EI and parental leave for workers.



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## MEMORANDUM

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ATTENTION Senate Graduate Studies Committee      DATE February 6, 2024

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

RE: 2023 Annual Report of SGSC

A handwritten signature in black ink, appearing to read 'Mary O'Brien', written over a horizontal line.

I am pleased to submit the 2023 Senate Graduate Studies Committee Annual Report.

The Senate Graduate Studies Committee is charged by Senate with the following terms of reference:

1. *To maintain the academic standards established by Senate.*
2. *To review and make recommendations to Senate concerning new graduate programs.*
3. *To review and make recommendations to Senate concerning major changes to graduate programs.*
4. *To review and approve all proposed new graduate courses, course deletions, and minor changes to programs. These changes shall be reported to Senate in summary form.*
5. *To administer, review and make recommendations to Senate concerning Graduate General Regulations.*
6. *To consider matters concerning Graduate Studies referred to the Committee, and to make recommendations to the appropriate bodies.*
7. *To consider and decide on policy recommendations concerning graduate course registration, course and program withdrawal procedures, and on the administration of graduate records.*

This report covers the period of January 1, 2023 to December 31, 2023, during which SGSC held 11 meetings.

### SGSC Appeal subcommittee (Unsatisfactory Progress under GGR 1.8.2)

There were two appeals in 2023.

### SGSC Individualized Interdisciplinary Studies Steering Committee

In 2023, eight applications were reviewed, seven students were offered admission and six accepted. A total of 4 INS students graduated in 2023, and as of the end of 2023, there are 36 active INS students.



### Discussions on Graduate Education

SGSC discussed various issues including guaranteed minimum funding, competency based grading and English Language competency. Among other issues reviewed were revisions to graduate units and credit hours. The committee also discussed Leave of Absence Policy, changes to the course withdrawal deadline, micro credentials, advertising proposed programs and guidelines on naming degrees. SGSC reviewed, recommended, approved and submitted to Senate, curriculum changes related to the addition, deletion and modification of programs and courses.

### Revisions to Policies and Programs

- a) Graduate General Regulations:
  - GGR 1.10.2 Classification of Thesis, GGR 1.5.2 Competency grading basis, GGR 1.17 Minimum Funding, GGR 1.3.3 English Language Competence
- b) FAS: Engineering Science MSc, Sustainable Energy Engineering MSc, Sustainable Energy Engineering PhD, Computing Science MSc, Computing Science PhD, Professional Computer Science MSc
- c) FASS: English MA, Psychology PhD, Economics MA, Linguistics MA, Liberal Studies MA, History MA, Political Science MA
- d) FCAT: Digital Media MDM, Publishing MPub,
- e) BUS: Executive MBA, Business Administration PhD, Management Graduate Diploma, Management of Technology MBA, Finance MSc
- f) SCI: Chemistry MSc, Earth Sciences PhD, Physics PhD

### New Programs Approved and Recommended

FAS: Sustainable Energy Engineering MEng FPP

### Curriculum Changes Approved

Program Changes	New Courses	Course Changes	Courses Temporarily Withdrawn	Courses Reinstated	Courses Deleted
25	39	53	1	3	4

### Graduate Admissions, Enrolments and Credentials Awarded

In 2022/23, the overall number of applications decreased by 12%, with a 10% decrease in international applicants compared to the previous academic year and a 17% decrease in the number of domestic applicants. The overall number of applications remain 2% above the four-year average, supported by a 12% increase from the 2019/20 academic year.

From 2021/22 to 2022/23 the number of offers extended decreased by 11% and new enrollments saw an equivalent decrease. The number of offers accepted remained constant, 77% compared to 78% the previous year. The total headcount of doctoral students increased by 0.5%.

There was a 13% increase in the total number of credentials awarded with a 16% increase in Doctoral degrees awarded in 2023.

<b>Graduate Admissions</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>
Applications	9244	9287	11895	10431
International	6426	6881	8532	7657
Domestic	2818	2406	3363	2774
Offers	2790	2812	2976	2642
Accepted offers	2110	2156	2312	2029
New Enrollments	1871	1919	2027	1788

<b>Enrollments</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>
<b>Total*</b>	4310	4370	4446	4255
<b>Degree**</b>	3702	3763	3852	3786

\*Total headcount of all graduate students (degree, certificate, diploma, exchange and qualifying)

\*\* Total headcount of master's and doctoral students

<b>Credentials Awarded</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Masters (M)</b>	1269	1291	1126	1242
<b>Doctoral (D)</b>	185	174	170	197
<b>Total</b> (including certificates and diplomas)	1777	1738	1547	1753

SGSC members during 2023 were:

- J. Derksen, Chair, Dean and Associate Provost of Graduate and Postdoctoral Studies
- M. O'Brien, Chair, Dean and Vice Provost of Graduate Studies
- G. Agnes, R. Panchasi, Associate Dean(s), Graduate and Postdoctoral Studies
- P. Saeedi, Chair FGSC, Applied Sciences
- K. Slaney, Chair FGSC, Arts and Social Sciences
- A. Gemino, S. Gupta, Chair (s) FGSC, Business
- A. Eigenfeldt, Chair FGSC, Communication, Art and Technology
- L. Le Mare, Associate Dean, Graduate Studies in Education

- V. Crooks, C. Giovas, Chair FGSC, Environment
- L. McCandles, Director of Graduate Programs, Health Sciences
- V. Williams, Chair FGSC, Science
- C. Lacroix, GSS Executive Representative
- M. Grahame, Associate Director, Admissions & Records
- N. White, University Librarian designate
- A. Walter, R. Faris, Graduate Students
- H. Buteau, Z. Ahmed, Manager, Graduate Curriculum & Policy (non-voting)
- S. Juriga, Recording Secretary (non-voting)

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**MEMORANDUM**

**ATTENTION** Senate  
**FROM** Mary O'Brien,  
Chair of Senate Graduate Studies  
Committee (SGSC)  
**RE:** Program Changes

**DATE** February 15, 2024



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**For information:**

Acting under delegated authority at its meeting of February 6, 2024, SGSC approved the following curriculum item, effective **Fall 2024**:

**Faculty of Arts and Social Sciences**  
Department of Linguistics

- 1) Program Change: Linguistics MA

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**MEMORANDUM**

**ATTENTION** Senate

**DATE** February 15, 2024

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

**RE:** Course Changes



**For information:**

Acting under delegated authority at its meeting of February 6, 2024, SGSC approved the following course changes, effective **Fall 2024**:

**Beedie School of Business**

- 1) Course Change: (Equivalency): Multiple (see attached)

**Faculty of Environment**

School of Resource & Environmental Management

- 1) Course Change (Prerequisite): REM 602
- 2) Course Change (Units): REM 699

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**MEMORANDUM**

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

**DATE** February 15, 2024



**For information:**

Acting under delegated authority at its meeting of February 6, 2024, SGSC approved the following course deletion, effective **Fall 2024**:

**Faculty of Environment**

School of Resource & Environmental Management

Course Deletion

- 1) REM 601 Social Science of Natural Resources Management

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**MEMORANDUM**

**ATTENTION** Senate

**DATE** February 15, 2024

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

**RE:** Course Reinstatement



**For information:**

Acting under delegated authority at its meeting of February 6, 2024, SGSC approved the following course reinstatement, effective **Fall 2024**:

**Faculty of Communication, Art & Technology**  
School for Interactive Arts and Technology (SIAT)

- 1) Course Reinstatement: IAT 811 Computational Poetics



**SIMON FRASER UNIVERSITY**  
ENGAGING THE WORLD

To: Senate

From: Kris Nordgren, Secretary  
Senate Nominating Committee

Date: February 16, 2024

Subject: Senate Committee Elections

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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 4, 2024. An email will be sent to all Senators with information about the candidates and a link to the online voting system. Voting will be permitted for 48 hours and election results will be released within three days of the end of voting

COMMITTEE	POSITION	TERM (from June 1, 2023)	NOMINATIONS RECEIVED (after February Senate Elections)	CANDIDATES ELECTED (from February Senate Meeting)
DQAC	Undergraduate Student	1 year		
ESC	Senator	1 year		
	Senator	1 year		
SAB	Graduate Student (Alternate)	1 year		
SCAR	Student Senator	2 years		
SCCS	Student (Alternate)	1 year		
SCEMP	Graduate Student (at-large)	1 year		
SCIA*	Faculty Member (Arts and Social Sciences)	2 years		
	Faculty Member (Environment)	2 years		
	Faculty Member (Health Sciences)	1 year		
	Graduate Student (at-large)	2 years		
SCUH	Faculty Senator (Applied Sciences)	1 year		
	Faculty Senator (Education)	1 year	Jeannie Kerr	
SCUP	Faculty Senator (Communication, Art & Technology)	2 years	Brian Fisher	



	Graduate Student Senator (Alternate)	1 year		
SCUS	Undergraduate Student	1 year		Mishael Abu-Samhan
SCUTL	Faculty Member (Arts and Social Sciences)	3 years		Dai Heide
SGAAC	Graduate Student (Alternate)	1 year		
SLC	Faculty Member (Education)	1 year		Michèle Schmidt
	Faculty Member (Environment)	2 years		
	Faculty Member (Health Sciences)	2 years		
SLC/LPAC	Graduate Student (Alternate)	2 years		
SNC	Faculty Senator (Arts and Social Sciences)	1 year		
	Faculty Senator (Business)	2 years		
	Faculty Senator (Communication, Art and Technology)	2 years		
	Faculty Senator (Education)	1 year		
	Faculty Senator (Environment)	1 year		
	Faculty Senator (Health Sciences)	2 years		
SPCSAB/SGAAC	Graduate Student (Alternate)	2 years		
SUAAC	Undergraduate Student (Alternate)	1 year		

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

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