1. Approval of the Agenda

2. The Minutes of the Open Session of May 16, 2022 will be considered for approval at the Senate meeting on July 4, 2022

3. Business Arising from the Minutes

4. Report of the Chair

5. Question Period *

6. Reports of Committees

   A) Senate Committee on University Priorities (SCUP)
      i) Annual Report 2021-2022 (For Information) S.22-71

   B) Senate Committee on Undergraduate Studies (SCUS)
      i) Program Changes (For Information) S.22-72
      ii) New Course Proposals (For Information) S.22-73
      iii) Course Changes (For Information) S.22-74

   C) Senate Committee on University Teaching and Learning (SCUTL)
      i) Adoption of a Statement in Support of Open Educational Resources S.22-75
      ii) Educational Goals and Assessment Plan (For Information) S.22-76

   D) Senate Nominating Committee (SNC)
      i) Senate Committee Elections (For Information) S.22-77

7. Other Business

8. Information
   i) Date of the next regular meeting – Monday, July 4, 2022
Agenda items and papers for the July meeting will be required by the Secretary at noon on Thursday, June 16, 2022. Submissions may be emailed to senate@sfu.ca, but must be followed up by a signed paper submission. These items will be considered by the Senate Committee on Agenda and Rules on Tuesday, June 21, 2022 with Senate distribution on Friday, June 24, 2022.

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) with “Senate Question” in the subject line by Wednesday, June 1st at 9:00 am.
MEMORANDUM

ATTENTION: Senate

FROM: Catherine Dauvergne, Vice-President, Academic and Provost, and Chair, SCUP

RE: Annual SCUP Report for April 2021 to March 2022 (SCUP 22-11)

DATE: May 12, 2022

PAGES: 1/1

SCUP reviewed the Annual SCUP Report for April 2021 to March 2022 (SCUP 22-11). It is attached for the information of Senate.
I. Principal Responsibilities

The principal responsibilities of SCUP include:

- The operation of the system of academic planning;
- To recommend the priorities that should be attached to the central allocation of resources required to implement approved new programs and strengthen existing programs;
- To review and approve notices of intent and full program proposals for submission to the provincial degree program approval process;
- To consider and make recommendations to Senate on proposals for new undergraduate and graduate programs and the discontinuance of programs;
- To be responsible for the operation of the system of external review of academic units set out in the Senate Guidelines for External Reviews;
- To receive and review recommendations for the establishment and disestablishment of academic departments, research units, centres and institutes under Policy R40.01, and forward recommendations to Senate;
- To provide advice to the President on the annual operating budget, annual capital budget and Five-Year Capital Plan before they are submitted to the Board of Governors for their approval.

II. Meetings Held

- April 21, 2021
- June 2, 2021
- July 14, 2021
- October 6, 2021
- October 20, 2021
- November 3, 2021
- November 17, 2021
- January 5, 2022
- February 2, 2022
- March 9, 2022

III. Academic Planning

SCUP considered the following document for information:

- Strategic Research Plan Progress Report (February 2, 2022)
IV. Proposed Programs Approved for Further Planning

SCUP considered and approved the following program proposals for further planning:
- Public Policy Minor (April 21, 2021)
- Joint Major French and World Literature (June 14, 2021)
- Master of Engineering in Sustainable Energy Engineering (October 20, 2021)
- Joint Major English and World Literature (November 17, 2021)
- Major and Minor in Urban Change (January 5, 2022)
- Major and Minor in Urban Communities and Society (January 5, 2022)

V. New and Revised Programs

SCUP considered, approved, and recommended to Senate the following new programs:
- Master of Arts in Indigenous Languages and Linguistics (April 21, 2021)
- Graduate Certificate in Business Analytics (June 2, 2021)
- Graduate Certificate in Digital Innovation (June 2, 2021)
- Honours in Sustainable Energy Engineering (July 14, 2021)
- Climate Change and Society Minor (November 3, 2021)
- Public Policy Minor (November 17, 2021)
- Master of Science in Professional Cybersecurity (November 17, 2021)
- Master of Science in Professional Visual Computing (November 17, 2021)

VI. Program Suspensions and Terminations

SCUP considered, approved and recommended to Senate the following suspensions of admission, and program terminations:
- Suspension of Admission to the Creative Writing Certificate (April 21, 2021)
- Termination of the Asia-Canada Extended Minor (April 21, 2021)
- Termination of the Multimedia Computing Specialist Major (June 2, 2021)

VII. External Reviews

SCUP received external review reports and related comments, and developed recommendations for priority action items in relation to the following:
- Department of Physics (October 6, 2021)
External review mid-cycle reports were received from the following academic units:
- School of Mechatronic Systems Engineering (March 9, 2022)
- Department of Economics (March 9, 2022)
- Department of Biomedical Physiology and Kinesiology (March 9, 2022)

VIII. Centres and Institutes

SCUP approved and recommended to Senate the establishment of the following Institutes:
- Institute for Neuroscience and Neurotechnology (November 17, 2021)

SCUP reviewed and approved the dissolution of the following centres:
- Centre for Policy Research on Science and Technology (July 14, 2021)

SCUP approved the renewal of the following Centres or Institutes for a five-year term (October 20, 2021):
- Pacific Water Research Centre (PWRC)
- Centre for Restorative Justice
- Centre for Scottish Studies
- First Nations Language Centre
- Institute for Humanities
- Mental Health, Law and Policy Institute
- Stavros Niarchos Foundation Centre for Hellenic Studies
- Charles Change Institute for Entrepreneurship
- Centre for Education, Law and Society
- Cooperative Resource Management Institute
- Centre for Experimental and Constructive Mathematics
- Indigenous Research Institute
- Institute for Transpacific Cultural Research (ITCR)
- Pacific Institute for Mathematical Sciences (PIMS)
- Western Canadian Universities Marine Sciences Society (Bamfield)

SCUP reviewed and approved the renewal of the following centres for a one-year term:
- Institute of Governance Studies (November 17, 2021)

SCUP considered the following document for information:
- Centres and Institutes Report (October 20, 2021)

IX. Budget and Financial Issues

SCUP received regular updates and various documents in order to gain a familiarity with the operating and capital budget issues at the University, and to enable SCUP to discharge its advisory responsibilities.
Documents received for information:
- 2022/23 Budget Consultation (October 6, 2021 and March 9, 2022)

After a review of the available information in relation to the proposed 2022/23 University Budget, SCUP provided its comments to the President.

X. Establishment of Committees

No committees were established in this reporting year.

XI. Establishment of Chairs and Professorships

SCUP was consulted on and/or considered the naming of or revisions to the naming of and/or terms of reference for a Chair and/or Professorship:
- Terms of Reference for a Chair (closed session July 14, 2021)
- Terms of Reference for a Chair (closed session February 2, 2022)

XII. Named Recognition of Buildings, Academic Endowments and Academic Units

SCUP was consulted on the naming of or revisions to the name of a building, academic endowment and/or academic unit:
- Name Change the Department of Humanities (November 17, 2021)

XIII. Other Matters Considered by SCUP

SCUP was consulted on, and/or considered, approved and recommended to Senate the following:
- Name Change of the Graduate Certificate in Linguistics of a First Nations Language (April 21, 2021)
- Name Change of the following programs (November 17, 2021):
  - Humanities Major
  - English and Humanities Joint Major
  - French and Humanities Joint Major
  - History and Humanities Joint Major
  - Humanities and Gender; Sexuality, and Women’s Studies Joint Major
  - Philosophy and Humanities Joint Major
  - Humanities Minor
  - Humanities Extended Minor
  - Humanities Post-Baccalaureate
- Name Change of the Humanities Co-operative Education Program (February 2, 2022)
- Name Change of the Spanish Language Certificate (February 2, 2022)
- Name Change of the Physical Education Minor (February 2, 2022)
### XIV. Committee Memberships

#### April 2021 – May 2021

<table>
<thead>
<tr>
<th>(Chair)</th>
<th>W. Parkhouse</th>
<th>T. Brennand</th>
<th>G. Chapman</th>
<th>J. Denholm</th>
<th>J. Derksen</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Dauvergne</td>
<td>C. Walsby</td>
<td>A. Wong</td>
<td>K. Whittle (Secretary)</td>
<td>J. Sutherland (Recording Secretary)</td>
<td></td>
</tr>
<tr>
<td>E. Fiume</td>
<td>D. Laitsch</td>
<td>G. Myers</td>
<td>Z. Naqvi</td>
<td>D. O’Neil</td>
<td>A. Parmar</td>
</tr>
<tr>
<td>J. Pulkingham</td>
<td>S. Raza</td>
<td>M. Roman</td>
<td>C. Shaw</td>
<td>S. Spector</td>
<td>P. Tingling</td>
</tr>
<tr>
<td>K. Verkerk</td>
<td>G. Bird</td>
<td>T. Brennand</td>
<td>G. Chapman</td>
<td>J. Derksen</td>
<td></td>
</tr>
</tbody>
</table>

#### June 2021 – March 2022

<table>
<thead>
<tr>
<th>(Chair)</th>
<th>W. Parkhouse</th>
<th>G. Bird</th>
<th>T. Brennand</th>
<th>G. Chapman</th>
<th>J. Derksen</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Dauvergne</td>
<td>M. Roman/K. Fong</td>
<td>D. Laitsch</td>
<td>C. Liu</td>
<td>B. Malott</td>
<td>D. Murphy</td>
</tr>
<tr>
<td>G. Myers</td>
<td>S. Spector</td>
<td>C. Walsby</td>
<td>J. Sutherland (Secretary)</td>
<td>M. Grahame (Recording Secretary)</td>
<td></td>
</tr>
<tr>
<td>J. Pulkingham/P. Hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted to Senate by:

Catherine Dauvergne  
Chair, Senate Committee on University Priorities
For information:

Acting under delegated authority at its meeting of May 12, 2022 SCUS approved the following curriculum revision effective Spring 2023.

a. Faculty of Arts and Social Sciences (SCUS 22-37)

1. Department of English

   (i) Lower division requirement changes to the:
   - English Major
   - English and Communication Joint Major
   - English and French Literatures Joint Major
   - English and Gender, Sexuality, and Women’s Studies Joint Major
   - English and History Joint Major
   - English and Global Humanities Joint Major
   - English Honours

2. Department of Philosophy

   (i) Requirement changes to the Ethics Certificate

3. School of Criminology

   (i) Requirement changes to the:
   - Police Studies Certificate
   - Police Studies Minor
b. Beedie School of Business (SCUS 22-38)

(i) Upper division requirement changes to the:
- Business Technology Management Certificate
- Business Minor (Fall 2023)
- Business Honours (Fall 2023)

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

ATTENTION: Senate
FROM: Elizabeth Elle, Vice-Chair
Senate Committee on Undergraduate Studies
RE: New Course Proposal

DATE: May 13, 2022
PAGES: 1/1

For information:

Acting under delegated authority at its meeting of May 12, 2022 SCUS approved the following curriculum revision effective Spring 2023.

a. Faculty of Environment (SCUS 22-35)

1. School of Environmental Science

   (i) New Course Proposals:

   • EVSC 445-4, Environmental Data Analysis
   • EVSC 460-4, Ecogeomorphology

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

ATTENTION: Senate
FROM: Elizabeth Elle, Vice-Chair
Senate Committee on Undergraduate Studies
RE: Course Changes (SCUS 22-34)

DATE: May 13, 2022
PAGES: 1/1

For information:

Acting under delegated authority at its meeting of May 12, 2022 SCUS approved the following curriculum revisions effective Spring 2023.

a. Faculty of Applied Sciences

1. School of Computing Science

   (i) Equivalent statement changes for CMPT 272
   (ii) Temporarily withdraw CMPT 470 and 165

b. Faculty of Communication, Art and Technology

1. School for the Contemporary Arts

   (i) Description changes for CA 170, 186 and 319W
   (ii) Title, description and prerequisite changes for CA 210W
   (iii) Title and description change for CA 289 and 389

c. Faculty of Environment

1. Department of Geography

   (i) Prerequisite change for GEOG 381 and 381W

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

ATTENTION: Senate

FROM: Elizabeth Elle, Vice-Provost, Learning & Teaching and Chair, Senate Committee on University Teaching and Learning

RE: Adoption of a statement in support of Open Educational Resources

DATE: 12 May 2022

At our meeting of 11 May, 2022, SCUTL passed a motion strongly supporting the following statement on Open Education at SFU, and recommending endorsement by the university Senate. This statement has been developed by the library in collaboration with faculty, staff, and students, including members of SFU’s ad hoc Open Education Working Group, and has the endorsement of deans and other administrative leaders at the institution.

The statement acts on one recommendation arising from a library report on future directions for Open Education at SFU. Further information will be provided to Senate as the work progresses.

Motion:
That Senate endorse the statement in support of open education.

Statement in Support of Open Education

Simon Fraser University's commitment to being Canada's leading engaged university invites us to find ways of contributing to public knowledge and global education. Open education is a growing movement that seeks to advance affordable and accessible teaching and learning worldwide through the development and use of open educational resources (OER) and open pedagogy.

OER are teaching and learning resources created with the intention of being freely accessible to all. Most are developed by expert educators, and are covered by Creative Commons (CC) licenses that permit users to reuse, remix, and share their content. Open pedagogy, also known as open educational practices (OEP), refers to a set of innovative teaching approaches and methods made possible through the use of OER in the classroom. In practice, this involves designing learning experiences that empower students to make meaningful contributions to public knowledge.

SFU recognizes the value of open education as a means of strengthening community connections and collaborations within and beyond the university. SFU also recognizes the right of instructors to choose, develop, and adapt teaching materials for their classes as appropriate.

SFU supports the development and use of OER as a means of:

- assuring access to flexible learning materials that can be customized by instructors as needed to support curriculum and open pedagogy
• improving access to learning materials for students
• fostering innovative and open learning experiences that empower students to actively engage with communities beyond the classroom
• removing financial barriers to student learning and success
• increasing the visibility and impact of SFU teaching excellence in open education
SCUTL recommends the attached Educational Goals for SFU Undergraduates, and associated assessment plan, to Senate for adoption.

The Educational Goals were brought to Senate for discussion last year, and were largely positively received. Feedback from that meeting, from further consultation with the Department of Indigenous Studies, and from a websurvey opened to the SFU community was incorporated into the goals. The proposed assessment plan includes some general principles for how assessment should occur, and an initial exploration of the landscape of what students have the opportunity to learn during their time at SFU. We anticipate making regular updates to Senate as the work progresses.
Proposed Institutional Educational Goals
for Simon Fraser University Undergraduates

Preamble:
As an institution, we are dedicated to preparing students for lifelong learning, and to producing community-engaged and responsible citizens who demonstrate integrity and ethical behavior. We value a community founded on principles of respect for knowledge, truth, and scholarship. Our graduates are critical and creative thinkers, skilled at problem solving and equipped for the challenges of the future.

A. Our students are practical, creative, and critical thinkers.
They have the capacity to:
   1) Articulate broad and deep knowledge of a field of study, including core assumptions, key concepts, standard methodologies, and common approaches, both theoretical and applied.
   2) Pose thoughtful questions, analyze and interpret information and arguments, and apply information from multiple disciplines to solve problems.
   3) Engage critically in experiential activities to demonstrate a reflective and integrated understanding and develop practical, creative, and scholarly solutions.

B. Our students are strong, purposeful, and inclusive communicators.
They can:
   1) Analyze and interpret ideas through various media, including but not limited to effective written, verbal, quantitative, and visual arguments.
   2) Evaluate and use source materials effectively and ethically to support and advance ongoing and new knowledge.
   3) Promote inclusive, collaborative problem-solving through respectful interpersonal communication.

C. Our students are community-engaged individuals.
They have learned to:
   1) Respect Indigenous communities’ goals of self-determination and well being, and actively engage in SFU’s collective responsibility of working towards Reconciliation.
   2) Understand and respect diversity, practice inclusion, work towards equity, and gain and promote understanding of local, regional, and global communities.
   3) Evaluate ethical values and the social context of problems; apply diverse perspectives in scholarship.
   4) Contribute to the communities in which they work and live through reciprocal and respectful relationship building, and participate in community-embedded challenges or opportunities.
Assessment of Institutional Educational Goals

Principles

- SFU aims to improve the undergraduate experience by identifying and assessing institutional Educational Goals (EGs). The EGs are meant to capture our commitments to and aspirations for undergraduate education at SFU. EGs should be thoughtfully re-examined on a regular basis.
- Our Educational Goals were developed in consultation with the university community, and our assessment plan must likewise be developed in consultation with our community. The assessment plan should, like the EGs themselves, be regularly re-examined and updated.
- We do not anticipate that all institutional EGs will be addressed within all undergraduate programs, nor do we expect programs to align their EGs to the institutional EGs. Our general education requirements (including Writing, Quantitative, and Breadth courses) and students’ co-curricular experiences (co-op, student governance, etc.) contribute to preparing our graduates for life after university.
- The assessment work associated with institutional EGs will not be the responsibility of departments/schools or Faculties, but will be carried out by central units such as the offices of Learning Experiences Assessment and Planning, Institutional Research and Planning, and University Curriculum and Institutional Liaison. However, if programs are interested and data are available (for instance, from external reviews) and articulate well with institutional EGs, such data could be used to highlight departmental efforts and student achievements. Piloting this approach by partnering with a few interested departments/faculties would be useful.
- The student voice must be included in our assessment, through existing surveys (e.g. UGSS) or other instruments aimed at understanding the experience of students and/or alumni.
- Learnings from assessment of EGs should circle back to action, again with the goal of improving undergraduate education at SFU. The timeline should reflect the normal timeline for external reviews at SFU, with a 7 year cycle and reporting in years 4 and 7.

Background

Measuring the effectiveness of the institution in educating students and preparing them for success after graduation is important, but also complex. Institutional assessments often include information from multiple sources including programs (who self-assess regularly as part of our external review process), required general education courses, and students’ reflection on their learning.

The assessment of EGs involves the collection and analysis of direct evidence (e.g. student performance on a particular learning task, such as course work) and indirect evidence which is often student self-assessment of achievement (e.g. data from surveys or focus groups with students or alumni). We can also consider learning opportunities linked to particular goals, either within students’ programs, through our general education requirements (W, Q, B courses), or via co-curricular activities.

SFU is new to the process of assessing Institutional Educational Goals, which are still undergoing an approval process. Our initial assessment plan must therefore include at least two stages.

Understand the landscape. We need to begin by analyzing learning opportunities, considering available indirect evidence such as survey instruments, and discussing with departments and faculties the availability and form of direct evidence from their programs they might be willing to share. These aspects of our landscape are presented in more detail in the next section.
To parallel the previous research that examined the EGs set by other institutions, SFU should also review assessment plans for university-level goals that are in use by the sector, where these are available; an initial scan suggests that program information tends to be used to evaluate institutional EGs.

**Refine the plan.** Findings from both our internal work on learning opportunities and our external scan of other institutions will be used to create a more refined plan for EG assessment and institutional improvement. We may also learn new things about the proposed EGs during this process that may lead to refinement or adaptation of our educational goals.

**First Steps: Understanding the Landscape**

1) **Learning Opportunities Analysis**
Program Educational Goals are included in the public external review reports brought to Senate. Now that all programs have set EGs we have compiled them, and are mapping them to Institutional EGs. This mapping will improve our understanding of how many of the Institutional EGs are included in some form as part of the expectations of undergraduate programs.

We currently require students to take Breadth (B) courses in Science, Social Science, and Humanities, as well as Quantitative (Q) and Writing-Intensive (W) courses. Some of the Institutional EGs are likely to be addressed through these general education requirements, so a review of W, Q, and B course expectations will provide useful information.

Students also have important learning experiences outside of the classroom. The Co-Curricular Record (CCR) provides insight into the learning outcomes of co-curricular activities. These will be mapped against the proposed Institutional EGs.

2) **Surveys as Indirect Evidence**
We currently ask students to complete multiple surveys about their learning experiences. These include the internal Undergraduate Student Survey, as well as Province- and Nation-wide surveys (BC Baccalaureate Graduate Survey, Canadian University Survey Consortium, National Survey of Student Engagement). An exploration of how existing survey questions map onto our proposed Institutional EGs will improve our understanding of available indirect evidence. Existing surveys are preferable when available so students are not asked to complete additional surveys.

3) **Collaborating with Programs**
Departments assess student achievement in their programs as part of SFU’s external review process, or for accreditation. Some units additionally have close ties to employers or alumni who might provide useful information. As part of building our new process, SFU should work with willing departments to explore how their data might inform our interpretation of institutional effectiveness at supporting student learning, and provide insight into how we can improve undergraduate education at SFU.

4) **Other Metrics**
Some institutions consider enrollment and graduation data as indicators of success. We have significant information about our institution and our students, collected and analyzed by the Institutional Research and Planning office. Whether these data are fit for our purpose needs further exploration.

5) **What do other institutions do?**
An initial scan suggests that many institutions rely on indirect evidence to assess educational goals. Some institutions require programs to collect direct evidence relevant to institutional goals, as well as any evidence
collected to assess program goals. A more fulsome understanding of what comparator institutions do will be useful as we refine our assessment plan in alignment with the principles in this document.
To: Senate

From: Kris Nordgren, Secretary
Senate Nominating Committee

Date: May 20, 2022

Subject: Senate Committee Elections

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

All nominations must be received by the Senate Office from the Nominating Committee in time to be included in the documentation sent out for the next Senate meeting. Senators will be informed that further nominations may be made by individual members of Senate. Any such nominations must reach the Committee Secretary the Friday before the meeting of Senate, and no further nominations will be accepted after this time. The Committee Secretary will provide members of Senate at the Senate meeting with such further nominations as may have been received. Oral nominations during the meeting of Senate will not then be allowed.

If only one nomination is received for a position, the position will be elected by acclamation. If more than one nomination is received for a position, online voting will be held during the week following the Senate meeting on Monday, June 6, 2022. An email will be sent to all Senators with information about the candidates and a link to the online voting system. Voting will be permitted for 48 hours and election results will be released within three days of the end of voting.

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>POSITION</th>
<th>TERM</th>
<th>NOMINATIONS RECEIVED</th>
<th>CANDIDATES ELECTED/ELECTED BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC</td>
<td>Student Member</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DQAC</td>
<td>Faculty Member</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESC</td>
<td>Senator</td>
<td>2 years</td>
<td></td>
<td>Stephen Spector</td>
</tr>
<tr>
<td></td>
<td>Senator</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Senator</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAB</td>
<td>Faculty Member</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Student</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Student (Alternate)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCAR</td>
<td>Senator</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senator</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Senator</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Senator (Alternate)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCCS</td>
<td>Faculty Senator</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senator</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Position</td>
<td>Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------</td>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCEMP</td>
<td>Faculty Member</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student (Alternate)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIA</td>
<td>Faculty Senator (Business)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member (Communication, Art and Technology)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member (Education)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member (Health Sciences)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member (Science)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Member (Lifelong Learning)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Student (at-large)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCODA</td>
<td>Faculty Member</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCUH</td>
<td>Faculty Senator (Applied Sciences)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senator (Arts and Social Sciences)</td>
<td>3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senator (Business)</td>
<td>3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senator (Education)</td>
<td>3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Senator</td>
<td>3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senator (at-large)</td>
<td>3 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCUP</td>
<td>Faculty Senator (Applied Sciences)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senator (Arts and Social Sciences)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senator (Business)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senator (Environment)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senator (Health Sciences)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senator (Science)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate Student Senator</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Student Senator</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCUS</td>
<td>Undergraduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Role</td>
<td>Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Member (Applied Sciences)</td>
<td>3 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Member (Business)</td>
<td>3 years</td>
<td>Kathleen Burke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCUTL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SGAAC</td>
<td>Graduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SGAAC</td>
<td>Graduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SGC</td>
<td>Graduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLC/LPAC</td>
<td>Undergraduate Student (Alternate)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLC/LPAC</td>
<td>Graduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Faculty Senator (Applied Sciences)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Faculty Senator (Arts and Social Sciences)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Faculty Senator (Business Administration)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Faculty Senator (Communication, Art and Technology)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Faculty Senator (Education)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Faculty Senator (Environment)</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Faculty Senator (Health Sciences)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Faculty Senator (Science)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Student Senator</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC</td>
<td>Graduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCSAB</td>
<td>Faculty Senator</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCSAB/SGAAC</td>
<td>Faculty Member</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCSAB/SGAAC</td>
<td>Graduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCSAB/SGAAC</td>
<td>Graduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCSAB/SGAAC</td>
<td>Faculty Member</td>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCSAB/SGAAC</td>
<td>Undergraduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCSAB/SGAAC</td>
<td>Undergraduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUAAC</td>
<td>Undergraduate Student</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUAAC</td>
<td>Undergraduate student (alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice Chair of Senate</td>
<td>Senator</td>
<td>1 year</td>
<td>Stephen Spector</td>
<td></td>
</tr>
</tbody>
</table>

* 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
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAB</td>
<td>Senate Appeals Board</td>
</tr>
<tr>
<td>SCAR</td>
<td>Senate Committee on Agenda and Rules</td>
</tr>
<tr>
<td>SCCS</td>
<td>Senate Committee on Continuing Studies</td>
</tr>
<tr>
<td>SCEMP</td>
<td>Senate Committee on Enrolment Management and Planning</td>
</tr>
<tr>
<td>SCIA</td>
<td>Senate Committee on International Activities</td>
</tr>
<tr>
<td>SCODA</td>
<td>Senate Committee on Disciplinary Appeals</td>
</tr>
<tr>
<td>SCUH</td>
<td>Senate Committee on University Honours</td>
</tr>
<tr>
<td>SCUP</td>
<td>Senate Committee on University Priorities</td>
</tr>
<tr>
<td>SCUS</td>
<td>Senate Committee on Undergraduate Studies</td>
</tr>
<tr>
<td>SCUTL</td>
<td>Senate Committee on University Teaching and Learning</td>
</tr>
<tr>
<td>SGAAC</td>
<td>Senate Graduate Awards Adjudication Committee</td>
</tr>
<tr>
<td>SGSC</td>
<td>Senate Graduate Studies Committee</td>
</tr>
<tr>
<td>SLC/LPAC</td>
<td>Senate Library Committee/Library Penalties Appeal Committee</td>
</tr>
<tr>
<td>SNC</td>
<td>Senate Nominating Committee</td>
</tr>
<tr>
<td>SPCSAB</td>
<td>Senate Policy Committee on Scholarships, Awards &amp; Bursaries</td>
</tr>
<tr>
<td>SUAAC</td>
<td>Senate Undergraduate Awards Adjudication Committee</td>
</tr>
</tbody>
</table>