SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Minutes of a Meeting of the Senate of Simon Fraser University held on
Monday, July 6, 2020 at 5:30 pm via Zoom Video Conferencing

Open Session

Present: Andrew Petter, Chair

Agnes, George
Andreoiu, Corina
Bartram, Lyn
Bird, Gwen
Brennand, Tracy
Bubela, Tania
Chapman, Glenn
Chenier, Elise
Coleman, Gordon
Collard, Mark
Daniel, Bryan
Denholm, Julia
Derksen, Jeff
Driver, Jon
Elle, Elizabeth
Favere-Marchesi, Michael
Fiume, Eugene
Gildersleve, Corbett
Hall, Peter
Hendrigan, Holly
Hoffer, Andy
Kench, Paul
Kim, Woo Soo
Krauth, Brian
Krogman, Naomi
Lam, Allan
Lam, Daniel
Laitsch, Dan
Liosis, Gabe
Luu, Susan
Martell, Matt
Masri, Kamal
McTavish, Rob
Mirhady, David
Modi, Nafoni
Mohamed, Osob
Nepomnaschy, Pablo
O'Neil, Dugan

O'Neill, Susan
Parkhouse, Wade
Parmar, Abhishek
Percival, Colin
Plettner, Erika
Pulkingham, Jane
Raza, Samad
Shaw, Chris
Spector, Stephen
Tingling, Peter
Underhill, Owen
Vrooman, Tamara
Walsby, Charles
Wong, Alan

Absent:

Burley, David
Dastmalchian, Ali
Everton, Mike
Gray, Bonnie
Gunn, Alexandra
Hogg, Robert
Johnson, Joy
Lord Ferguson, Sarah
Myers, Gord
Nguyen, Candy
Planchenault, Gaelle
Singh, Harry Preet
Singh, Tanishvir
Stockie, John
Weldon, Steve

In Attendance:

Dickinson, Peter
Hedberg, Nancy
Roman, Mark

Kris Nordgren, Senate Secretary pro tem
Steven Noel, Recording Secretary

1.   **Approval of the Agenda**
     The agenda was approved as distributed.

2.   **Approval of the Minutes of the Open Session of May 19, 2020**
     The minutes of the open session on May 19, 2020 were approved as distributed.

3.   **The Minutes of the Open Session of June 8, 2020 will be considered for approval at the Senate meeting on September 14, 2020**

4.   **Business Arising from the Minutes**

     i)   At the May meeting Senator Bartram asked a question about the Full Program Proposal for a Geographic Information Science Minor and if consideration was given to requiring at least some cross-over to non-spatial analytics. Senate was informed that the Geographic Information Science Minor focuses on spatial data analysis and visualization and within the minor there are several courses that directly address statistics and most of the courses address spatial data analytics in one form or another. There was a desire to keep this program distinct from FASS' Social Data Analytics Minor and to have it accessible to students across the university. It was noted that consideration would be given to other courses falling within the program's criteria.

5.   **Report of the Chair**
     The Chair reported that efforts to address challenges resulting from COVID-19 and its consequences are ongoing:

     - The administration, aided by a number of working groups, continues to implement measures to enhance safety, provide guidance to faculty, staff and supervisors, and plan for recovery.
     - The University continues to be guided by health authorities, the Province and Worksafe BC.
     - Most staff and faculty continue to work remotely – with the exception of those required to work on campus to support essential services and on-campus research.
     - Steps are underway to allow more on-campus research, and decisions have been made to allow a limited number of in-person classes in the fall, where in-person instruction is essential and can be safely delivered (e.g. labs requiring the use of equipment).
     - The Centre for Educational Excellence continues to provide guidance and resources to instructors and students engaged in remote instruction. Such efforts have improved the quality of remote instruction as faculty and students have become more familiar with the technology and its potential.
     - Students Services continues to provide information, counselling and financial support to students using predominantly virtual means.
     - In terms of financial support, SFU's COVID-19 Student Urgent Response Fund has grown to over $350,000. Drawing upon this fund, along with SFU's own resources, over $3 million in financial aid has been provided to students in need.
     - The University has developed a COVID-19 impact scale which identifies four distinct recovery phases. The scale will aid in the recovery planning and implementation as the

university responds to the external decisions and indicators to either loosen or tighten the operations in an orderly and coordinated way.

- Maintaining good communications has been crucial in this environment, and SFU's communications team has done an excellent job of keeping the university community informed about COVID-19 and other developments.
- With respect to COVID-19, in addition to daily communications via the website, social media and email, the University have held two virtual town hall forums: one for students and one for staff and faculty.
- In terms of advocacy with government, the Research Universities Council of BC recently presented four urgent recommendations to the legislative committee advising the Province on its budget:
  - o an increase in targeted needs-based emergency financial assistance for students with limited resources;
  - o increased provincial funding to address the health needs of students, including mental-health supports;
  - o additional resources to help students succeed in an online learning environment; and
  - o increased and ongoing graduate student scholarship funding.
- The Chair, in his role as President, has written op-eds and given interviews urging the federal and provincial governments to pursue economic recovery strategies that harness the capacities of post-secondary institutions to develop human capital, increase social equity and advance climate goals.

The Chair, in his role as President, reported that in the wake of racist incidents in United States and Canada, issued strong statements condemning discrimination and violence directed against Asian, Black and Indigenous peoples, and calling upon the university community to support our continuing efforts to counter systemic discrimination and to promote Equity, Diversity and Inclusion.

The Chair reported that due to health and safety requirements associated with COVID-19, SFU has hosted a variety of virtual events, the most ambitious of which was the virtual Convocation celebration which was well attended and well received, and included a watch party for special guests at which tribute was paid to the outgoing chancellor. Other virtual events have included an Honouring Ceremony for Indigenous Graduates, the Alumni AGM, and an event for foreign diplomats. The only in-person events held were the announcement on June 19th by Advanced Education Minister Melanie Mark of $6.4 million in funding for the First People's Gathering House and a Ground-breaking Ceremony on July 3rd hosted by members of the Tsleil-Waututh Nation for an Indigenous Garden and Outdoor Classroom beside the Education Building.

The Chair reported that SFU has been ranked 34th most innovative university in the world, and seventh in the world for entrepreneurial spirit, in the World's Universities with Real Impact (WURI) ranking. The WURI is a new ranking system developed by the Institute for Policy and Strategy on National Competitiveness to evaluate universities based on their *real contributions to society*. While SFU consistently fares well in traditional academic rankings, the University has demonstrated even greater strengths in rankings which measure universities' impacts on society.

The Chair congratulated the following individuals:

- Dugan O'Neil, who assumed the position of Vice-President Research and International (pro tem) on July 1st.
- Angela Brooks-Wilson, who assumed the position of Associate Vice-President Research (pro tem) on July 1st.
- Rummana Khan-Hemani, who has been appointed Vice-Provost and Associate Vice-President Students & International, effective September 1st.
- Catherine Dauvergne, Dean of Law at UBC, who has been appointed Provost and Vice-President Academic, effective November 23rd.
- Jon Driver, who agreed to continue in his capacity as Provost and Vice-President Academic (pro tem) until Professor Dauvergne's appointment begins.

6.   Question Period

i)   Senator Daniel submitted the following questions, which were answered by Jon Driver, Vice-President, Academic, and Mark Roman, Chief Information Officer:

1. *Has the usage of Zoom and on issues of legal liability been vetted or approved by either SFU's In-House or outside Legal Counsel?* SFU's Office of General Counsel has reviewed the use of Zoom with regards to impacts on privacy and has determined that the legal risks are within an acceptable range. Consideration was also given to the University's insurance coverage.

2. *What steps has SFU undertaken to mitigate the risk posed by Zoom?* Many of the publicly discussed issues relating to Zoom are directed towards the free version of Zoom, which is the not the software purchased by the University. SFU purchased the Enterprise version, which is built with large organizations in mind, and contains enhanced security and privacy features. The Enterprise version allows full administrative management and control over which features are available to users. This has been used to password protect meetings as a default and limit access to recordings.

3. *How is SFU (and its IT Dept.) ensuring the security of broadcasting and recordings, and who oversees the deletion of recordings.* Security has been implemented using single sign-on authentication through SFU's identity and access management system. This enables an identity-based waiting room ensuring only approved users can participate. Centralized logging of authentication also allows analytics to look for patterns for detection of possibly compromised accounts. The Enterprise version of Zoom stores recordings locally and not on Zoon servers. These recordings and all administrative activities are managed by SFU employees and deletions are managed by the local computer user and are expected to follow SFU's records retention policies.

4. *Who made the final decision that it would be acceptable to use Zoom on a university wide scale, including instruction?* A senior management decision was made very early that it would be acceptable to use video conferencing as part of SFU's instructional methods. Regarding Zoom, the pilot was implemented on March 18th consisting of a

graduated process for moving to production and the purchase order was signed on April 20th.

5. *Did counsel elaborate how Zoom would be compliant with BC and Canadian Privacy Acts?* Currently under Ministerial Order No. 85 a completed privacy impact assessment is not required prior to using a system.

6. *Which firm did SFU retain to write our cyber policies, with respect to the adoption and use of Zoom?* SFU does not have cyber polices and therefore no one was retained to write them.

7. *Which firm did SFU retain to write our broader COVID policies?* No one was retained to write the policies.

ii) Senator Daniel submitted the following questions, which were answered by Jon Driver, Vice-President, Academic:

1. *What level of openness is the University expecting starting in September?* A decision has already been made that almost every class offered in the Fall will be held through remote instruction. A small number of classes will be allowing limited in-person activities. This was done through a central process managed by the Fall 2020 Planning Committee. Strict criteria were used for allowing in-person instruction in that it had to be essential to the learning outcomes of the course and done so in a way that maximized the safety of those involved. A very small percentage of courses have been approved for in-person instruction and most of the ones that have been approved will only feature designated in-person components.

2. *Due to the possibility of a resurgence in the winter, what are the plans for the Spring term?* At this time a decision has not been made as to what will be done for the Spring 2021 term. That decision will likely be made in late summer or early fall and will largely depend upon advice from health authorities and upon the trajectory of the pandemic. Consideration must be given to the workload of instructors who should not have to prepare two versions of the same course and to students who may not feel comfortable returning to campus in-person and to international students who may experience difficulties in accessing in-person courses.

iii) Senator Plettner submitted the following question, which was answered by the Chair, in his role as President:

There are concerns in the SFU community regarding the name of our sports teams (The Clan). We ask what efforts to change that name have been initiated and what the approximate timeline of such a change would be. The word "clan" refers to a group of persons united by descent, which makes the term highly excluding. This, in turn, contradicts our equity, diversity and inclusion efforts. Many students, faculty and staff have asked for a name change of the sports teams.

Senate was informed that last year there was a student survey conducted showing a high level of support for a process to initiate a name change and in response to that result, the University began to initiate a process to consider such a change. It started in January, and though it was delayed because of COVID-19, it is continuing and involves consultation with student athletes, coaches, Recreation and Athletics staff, faculty, and a broad range of the SFU community, including the SFU EDI Council. This process is due to result in a report by the end of July or early August, at which time the Chair, in his role as President, will be in a position to respond to that report. The guiding factors in this process will be the experiences and perspectives of student athletes and their well-being.

iv) Senator Liosis submitted the following questions, which were answered by Jon Driver, Vice-President, Academic:

1. *Mr. Chair, students are facing ongoing concerns around the use of exam proctoring software in their courses. Students were under the assumption that if they were required to download exam invigilation software for online evaluations, and required a mic and webcam to do so, this would have been communicated to students before the withdrawal deadline. However, this does not appear to be the case anymore. Students are reporting in high numbers that their instructors, very suddenly, and mid semester (way past the withdrawal deadline), are requiring their students to have a webcam, and to download software for the purposes of invigilating an exam. Students who stayed enrolled in a class after the withdrawal deadline, under the assumption that they were not being required to use any type of software for exams, have no choice but to do so. Online exam proctoring is not the same as writing an exam in a lecture hall, and having an instructor or TA simply scan the room to make sure students are not cheating. These are students' private homes. Lots of students don't have access to a space where they can write a three-hour exam with zero distractions, requiring room scans is an invasion of privacy (and simply makes students feel deeply uncomfortable), and is a major issue for students with inadequate Wi-Fi connections.*

   My question is two parts:
   - *Why are instructors allowed to announce the requirement for exam invigilating software this late into the semester, when students understood that this announcement should have happened before the withdrawal deadline?*
   - *Going into the Fall 2020 and Spring 2021 semesters, what can be done to meet students' needs for different and non-traditional forms of examination to be used by instructors?*

On the issue of exam invigilation, it is both the responsibility and the right of the instructor to select the appropriate method of assessment for the courses for which they're teaching. There is also a strong expectation to use methods of assessment that limit or preferably eliminate opportunities for academic dishonesty. There is no requirement at SFU that students must be told the exact format of assessment prior to a course starting or before the withdrawal date. Instructors are required to explain on the course outline how grades will be distributed, but the exact methods of assessment need not to be provided to the students at the start of class. For the Summer 2020 term, under exceptional circumstances, SFU did

ask instructors to inform students if exams would be conducted using proctoring software. The reason for that instruction was due to these programs being more intrusive than students would normally experience in a final exam. The piloting of the use proctoring software has been delayed as of last week, due to concerns about student privacy and also compliance with BC privacy legislation. A distinction should be made between proctoring software and video conferencing technology such as Bluejeans or Zoom, which is what some instructors have implemented. Using video conferencing technology in which instructors simply observe student activity is no different than being in a classroom setting and is consistent with SFU policy and BC privacy legislation.

On the question of what can be done to meet student's needs for non-traditional forms of examination, the Centre for Educational Excellence (CEE) has been working with instructors to encourage them to look at different forms of student assessment other than final exams. Though some disciplines and some instructors may still require the use of traditional exam formats, the CEE will help instructors adopt alternate forms of assessment that more closely align to their intended learning outcomes.

2. *Mr. Chair, this is the first full semester that SFU has had to do remote learning, and this is to continue into the Fall semester, and very likely the Spring semester, depending on the rate of the spread of COVID-19. The Simon Fraser Student Society conducted a survey at the latter half of the Spring 2020 semester that found students are struggling greatly with the move to online classes. Based on the quantitative data received, the Simon Fraser Student Society has been calling on the University to mandate asynchronous learning in all courses that do not absolutely require an in-person or synchronous teaching method, such as labs or seminar-based courses. Thus far, the University has left the decision on running courses asynchronously up to individual professors. This stance is very troublesome for students, because it fails to recognize the diverse learning methods and needs of students, who are facing extreme difficulty trying to learn from home.*

   My question is: How can students' needs for asynchronous learning be accommodated in these situations, to ensure a stronger, more centralized approach to remote teaching at SFU?

SFU places responsibility on instructors to select the most appropriate method of instruction. The advantage of synchronous learning is that it provides ways for students to interact with each other and with their instructors as a cohort that is analogous to the more traditional expectations one has of a university education. The advantage of asynchronous learning relates to the fact that people are isolated or are living in different time zones, and their normal schedules may be disrupted so that it's more convenient for them to work on an asynchronous schedule. Under normal circumstances the university runs on both synchronous and asynchronous activity. It's not unusual to expect students to show up for certain events and to then have students manage their own time to do readings or assignments. With regard to the survey, the SFSS survey was done during the transition to remote learning at the end of the spring term. The more recent Student Online Learning Experiences survey was sent to all undergraduate students and relates to their experience in

the summer term when learning was fully remote. The survey is currently still open, and so far over 4,000 students have responded. Of those that have responded, 50% would prefer a mix of synchronous and asynchronous course components, 32% would like completely asynchronous, and only 15% would like completely synchronous. Given that the majority prefer a mix of synchronous and asynchronous learning, which is a reflection of how the university normally runs, the University will not be issuing instructions for all courses to be asynchronous. Instructors are encouraged, particularly those with large numbers of students not in the current time zone, to experiment more with asynchronous activity, but ultimately the instructor needs to determine what is best for their course.

7.   Reports of Committees

A)   Senate Committee on University Priorities (SCUP)
i)   External Review Mid-Cycle Report for the School of Criminology (S.20-78)
Senate received the External Review Mid-Cycle Report for the School of Criminology for information.

ii)   Full Program Proposal for a Doctor of Philosophy in Contemporary Arts (S.20-79)
Moved by J. Driver, seconded by O. Underhill

"That Senate approve and recommend to the Board of Governors the Full Program Proposal for a Doctor of Philosophy in Contemporary Arts in the School of Contemporary Arts within the Faculty of Communication, Art and Technology, effective Fall 2021."

Peter Dickinson, Professor and Graduate Chair - School for the Contemporary Arts, was in attendance to respond to questions.

A question was called and a vote taken.   MOTION CARRIED

iii)   Name Change of Certificate in First Nations Languages Proficiency (S.20-80)
Moved by J. Driver, seconded by A. Parmar

"That Senate approve and recommend to the Board of Governors the name change from Certificate in First Nations Languages Proficiency to Certificate in Indigenous Languages Proficiency, in the Department of Linguistics within the Faculty of Arts and Social Sciences."

Nancy Hedberg, Professor and Department Chair – Department of Linguistics, was in attendance to respond to questions.

A question was asked if this name change signifies a broadening of scope to indigenous peoples and languages around the world. Senate was informed there is a potential to broaden the scope to indigenous peoples and languages around the world, though this would likely be a long-term goal rather than a short-term one.

A question was called and a vote taken.   MOTION CARRIED

iv)   Name Change of First Nations Languages Proficiency Diploma (S.20-81)
Moved by J. Driver, seconded by S. Spector

"That Senate approve and recommend to the Board of Governors the name change from First Nations Languages Proficiency Diploma to Indigenous Languages Proficiency Diploma, in the Department of Linguistics within the Faculty of Arts and Social Sciences."

Nancy Hedberg, Professor and Department Chair – Department of Linguistics, was in attendance to respond to questions.

A question was called and a vote taken.   MOTION CARRIED

v)   Name Change of First Nations Languages Program (S.20-82)
Moved by J. Driver, seconded by A. Parmar

"That Senate approve and recommend to the Board of Governors the program name change from First Nations Languages Program to Indigenous Languages Program, in the Department of Linguistics within the Faculty of Arts and Social Sciences."

Nancy Hedberg, Professor and Department Chair – Department of Linguistics, was in attendance to respond to questions.

A question was called and a vote taken.   MOTION CARRIED

B)   Senate Committee on Undergraduate Studies (SCUS)
i)   Program Changes (S.20-83)
Senate received information that the Senate Committee on Undergraduate Studies, acting under delegated authority, approved program changes in the Faculty of Applied Sciences (School of Computing Science), the Faculty of Arts and Social Sciences (French), the Faculty of Environment (Geography), the Faculty of Health Sciences, and the Faculty of Science (Biological Sciences).

ii)   New Course Proposals (S.20-84)
Senate received information that the Senate Committee on Undergraduate Studies, acting under delegated authority, approved new course proposals in the Faculty of Environment (Geography), and the Faculty of Science (Biological Sciences, Physics).

iii)   Course Changes (S.20-85)
Senate received information that the Senate Committee on Undergraduate Studies, acting under delegated authority, approved course changes in the Faculty of Applied Sciences (School of Mechatronic Systems Engineering), the Faculty of Environment (School of Environmental Science, School of Resource and Environmental Management), the Faculty of Health Sciences, and the Faculty of Science (Biological Sciences, Chemistry, Physics).

C)   Committee on University Teaching and Learning (SCUTL)
i)   Annual Report 2019-2020 (S.20-86)
Senate received the Senate Committee on University Teaching and Learning (SCUTL) Annual Report 2019-2020 for information.

D)   Senate Graduate Studies Committee (SGSC)
i)   Program Changes (S.20-87)
Senate received information that the Senate Graduate Studies Committee, acting under delegated authority, approved a program change in the Faculty of Applied Sciences (School of Computing Science).

ii)   New Course Proposals (S.20-88)
Senate received information that the Senate Graduate Studies Committee, acting under delegated authority, approved a new course proposal in the Faculty of Applied Sciences (School of Computing Science).

iii)   Course Changes (S.20-89)
Senate received information that the Senate Graduate Studies Committee, acting under delegated authority, approved course changes in the Faculty of Applied Sciences (School of Computing Science).

iv)   Graduate General Regulation (GGR) Revisions (S.20-90)
Moved by G. Agnes, seconded by A. Parmar

"That Senate approve deletion of GGR 1.3.15 (Cohort Special Arrangements)."

A request was made to provide context as to why this program is being ceased at the request of the Ministry of Advanced Education, Skills and Training. Senate was informed that the Degree Quality Assessment Board granted SFU sole permission to run cohort special arrangements in the early 2000s. More recently, other institutions have raised concerns that this gave SFU an advantage and that they would no longer recognize programs offered under cohort special arrangements. As such, SFU has been instructed by the Ministry to cease this program.

A question was called and a vote taken.   MOTION CARRIED

E)   Senate Nominating Committee (SNC)
i)   Senate Committee Elections (S.20-91 Revised)
Senate received a summary of the nominations, positions elected by acclamation, positions requiring an online vote, and outstanding vacancies for Senate committees.

8.   **Other Business**

9.   **Information**
      i)   **Date of the next regular meeting – Monday, September 14, 2020**

Open session adjourned at 6:52 p.m.

Kris Nordgren
Senate Secretary pro tem