



SIMON FRASER UNIVERSITY  
ENGAGING THE WORLD

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

## Open Session

**Present:** Joy Johnson, Chair

Andreoiu, Corina  
Bartram, Lyn  
Bird, Gwen  
Brennand, Tracy  
Bubela, Tania  
Burley, David  
Chapman, Glenn  
Coleman, Gordon  
Collard, Mark  
Daniel, Bryan  
Denholm, Julia  
Derksen, Jeff  
Driver, Jon  
Elle, Elizabeth  
Everton, Mike  
Favere-Marchesi, Michael  
Fiume, Eugene  
Gedajlovic, Eric  
Gemino, Andrew  
Gildersleve, Corbett  
Hall, Peter  
Hendrigan, Holly  
Hoffer, Andy  
Kench, Paul  
Kim, Woo Soo  
Krauth, Brian  
Krogman, Naomi  
Lam, Allan  
Lam, Daniel  
Laitsch, Dan  
Leznoff, Daniel  
Liosis, Gabe  
Lord Ferguson, Sarah  
Luu, Susan  
Martell, Matt  
Masri, Kamal  
McTavish, Rob  
Mirhady, David  
Modi, Nafoni

Murphy, David  
Myers, Gord  
O'Neil, Dugan  
O'Neill, Susan  
Parkhouse, Wade  
Parmar, Abhishek  
Percival, Colin  
Pulkingham, Jane  
Raza, Samad  
Singh, Harry Preet  
Singh, Tanishvir  
Spector, Stephen  
Stockie, John  
Tingling, Peter  
Underhill, Owen  
Walsby, Charles  
Weldon, Steve  
Wong, Alan

**Absent:**

Chenier, Elise  
Gray, Bonnie  
Gunn, Alexandra  
Hogg, Robert  
Mohamed, Osob  
Nepomnaschy, Pablo  
Nguyen, Candy  
Shaw, Chris  
Vrooman, Tamara

**In Attendance:**

Chun, Wendy  
Allen, Doug  
Glasser, Uwe  
Khan Hemaini, Rummana  
Stewart, Arlette

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

**1. Approval of the Agenda**

The agenda was approved as distributed.

**2. The Minutes of the Open Session of September 14, 2020 will be considered for approval at the Senate meeting on November 2, 2020**

**3. Business Arising from the Minutes**

There was no business arising from the minutes.

**4. Report of the Chair**

The Chair welcomed new Senators Kendra Strauss - Arts and Social Sciences, Erica Gedajlovic – Beedie School of Business, David Murphy - Communication, Art and Technology, and Ralph Pantophlet - Health Sciences.

The Chair reported that SFU's Month of Welcome is now complete and thanks were extended to everyone who participated in welcoming students back this fall. Enrollment remains strong, with most classes and programming being offered online. One of the most heavily impacted groups is new students starting this September, as they have no previous experience of attending university in person. To help address this SFU launched the Hive Program, a new online initiative that has helped more than 4600 hundred new students meet up with their peers for ongoing connection and social opportunities.

The Chair reported that September 30<sup>th</sup> marked Orange Shirt Day, a day to remember the survivors of the residential school system. The Chair also noted that it was an honour to attend, in her role as President, the First Peoples' Gathering House Awakening Ceremony that also acknowledged Orange Shirt Day hosted by the Office for Aboriginal Peoples.

The Chair reported that consultations regarding the First Peoples Gathering House are being led by Eldon Yellowhorn, Associate Professor of First Nations Studies, and Ron Johnson, interim director of the Office of Aboriginal Peoples, and those consultations are continuing.

The Chair reported that many faculty and staff participated in the National Dialogue for Inclusive Higher Education and Communities on October 1<sup>st</sup> and 2<sup>nd</sup>. This year's dialogue and action focused on sharing experiences and ideas, exploring and learning best practices, and contributing to the formulation and implementation of actions that can address anti-black racism and drive meaningful black inclusion. The outcomes of the deliberations are informing the creation of a charter of principles and commitments which are going to support implementations of the actions that were identified through this national dialogue.

The Chair reported that last week SFU announced that it had been recognized by Fairtrade Canada and the Canadian Fair Trade Network as the first educational institution in Canada to obtain fair trade gold campus status, the highest level of designation for universities and fair trade. Fair trade aims to make a positive difference in the lives of farmers, workers and communities around the globe by paying fair prices and ensuring decent working conditions.

## 5. Question Period

i) Senator Liosis submitted the following questions:

1. *In Summer 2020, SFU decided to stop the piloting of online invigilating software, such as Proctorio, for instructors who wanted to invigilate an online student evaluations, due to a number of alarming security and privacy concerns that arose. However, SFU administration still expressed an intent on finding new software that did not demonstrate any security or privacy concerns, and to begin piloting this software in the Fall semester instead. Can the Senate be provided with an update on what exam invigilation might look like this Fall semester?*

Elizabeth Elle, Associate Vice-President, Learning and Teaching, responded to this question.

Senate was informed that last spring a working group comprised of students, faculty and staff strongly recommended that the University provide some sort of auto proctoring solution for SFU courses. Noting that there are some departments where courses require a final exam and there are others where alternative assessments can be used, the working group was concerned about how the move to remote instruction would change the assessment landscape in subdisciplines where final exams are needed but now need to be conducted online. In the Summer term a specific software was trialed, but did not move to full implementation because the vendor was unable to provide adequate information about what happened to student and instructor data to meet BC privacy laws. SFU is now piloting a different software with a different vendor who has been able to meet specified privacy requirements and also be fully integrated into SFU's learning management system. The teams in IT and in the Center for Educational Excellence have been working to get this trial underway in time for mid-term exams by training instructors in a dozen pilot courses and students enrolled in these courses should be able to test that the software works on their systems shortly.

2. *Recently, President Johnson stated in a Georgia Straight interview her intention to appoint an Associate Vice-President Equity, Diversity, and Inclusion. Can President Johnson provide the Senate with any further information of what this process might look like, and if there is a timeline associated with this process? Additionally, will the President consider appointing a full Vice-President Equity, Diversity, and Inclusion, rather than an Associate Vice-President?*

The Chair, in her role as President, responded to this question.

Senate was informed that consideration is being given to the structures that can be implemented to support equity, diversity and inclusion at SFU, and the possibility of adding a vice-presidential position has not been ruled out. Once consultation with the executive and other members across the University has been completed on what needs to be put in place, a conversation will take place with the Board of Governors. It was noted that any plans would be reported to Senate.

ii) Senator Myers submitted the following questions:

1. *I start with the assumption that our university's primary mission is the pursuit of truth (research) and the advancement of learning.*

*We have been falling in the Times Higher Education (THE) rankings for a decade. The fall is between 50 and 100 places. We have been falling in the QS rankings for six years straight and as of this year we have fallen more than 100 places. Besides suggesting we are failing to fulfil our potential on our very important societal mission, these results will certainly make recruiting staff and especially students and faculty more difficult.*

*Does the university executive have a plan to address this problem?*

Dugan O'Neil, Vice President, Research and International (pro tem), responded to this question.

Senate was informed that in the Times Higher Education ranking, SFU has been in the 250 to 300 bin for the last four years and five of the last six. In that time SFU's world rank has been relatively stable, with the ranking improving over that time. Over a longer period, SFU's drop from 94<sup>th</sup> in 2011 corresponded to a significant increase in the number of universities being ranked. The move from ranking a few hundred schools to over 1400 has compressed scores in the middle and made ranking much less stable in that small fluctuations in score can cause a large swing in ranking.

The QS rankings, which began in 2013 with SFU ranked 282<sup>nd</sup>, and has seen SFU drop down the last six years, including a recent drop of 100 places. This drop was due to the unique way QS counts faculty members as anyone who teaches or does research on a contract of at least three months and adjustments that SFU made in reporting faculty by including sessional instructors for the first time. It was noted that when talking about QS and the measurement of student-faculty ratio, two other effects should be considered. The first is that faculty-student ratios in Canada are significantly lower than the rest of the world on a 100-point scale. The world mean for the top 500 schools is 50, whereas the Canadian mean is 30. The second is that non-medical schools are greatly disadvantaged given that large medical schools have large numbers of clinician scientists who are counted as faculty that do not contribute significantly to the teaching burden of that university.

In terms of a plan to address falling rankings, and noting it is important to understand and improve SFU's rankings, internal analysis indicates that for both the QS and THE rankings, SFU's biggest issue is one of reputation. This has been measured by both agencies through surveys of academics and employers, both in Canada and internationally. Because reputation is a lagging indicator, it is very difficult to change over a short timescale. The University has carried out a reputation pilot project over the last year measuring the effect of targeted advertising in a particular discipline with promising results. However, the analysis of those results is still in progress and one year is insufficient to address the concern. In parallel over the last year, SFU participated in the THE Impact Rankings for the first time and ranked 19th out of more than 800 universities.

2. *I will offer one underlying example. Given that research and learning are central to our mission, the student to faculty ratio is central. Professors are key to research and students having real contact with professors is key to university learning. This explains why the student to faculty ratio has a 40% (of non-survey) weight in the QS university rankings. The 2021 QS university rankings report that more than 93% of the 1000 ranked universities have a better student to faculty ratio than SFU.*

*The number of professors (tenure-track---those with research as a primary component of their jobs) is almost completely unchanged in the 11 years between March 2009 and March 2020 (less than one third of one percent). During the same period, the number of students (total AFTE) has increased by 13.6%. This has been a known problem for more than six years, and we have not been making progress. The origin of the problem goes back to 2008 when there was a hiring freeze and the student to faculty ratio took a discontinuous jump over two years and then never recovered. During the same 11-year period the amount of tuition revenue has increased by 89% or \$138 million. Tuition revenue increased by \$16 million in just the last year. Tuition is just one source of our revenue and other sources are also increasing.*

*Last year in response to a related question, it was reported that there were 108-plus new positions available. But as of March 2020, we had made very little progress in tenure track positions. The \$16 million increase in revenue, in just the last year, in just tuition revenue, would cover the salary and benefits of more than 100 new professor positions.*

*What is the plan in specific regard to professor (tenure-track) hiring going forward?*

Wade Parkhouse, Associate Vice-President, Academic, responded to this question.

Senate was informed that planning for faculty hiring is undertaken on a regular cycle in the spring, and deans are asked to provide a list of proposed new faculty positions to be submitted to the Provost. These are assessed against five primary criteria: student-faculty ratio; research priorities in the unit; ability of the unit to cover startup and continuing costs; space needs; and relevance to strategic priorities of the unit and the University. Tentative approvals are provided early in the summer so that planning can begin, but are subject to review in the fall. Formal approval for new positions is provided in the fall and searches are authorized, typically aiming for new hires to start in the next academic year. A formal faculty renewal plan is submitted to the Board of Governors in March for approval, and this sets a target for the size of the total faculty complement. An update is then presented to the Board in November on the approved faculty renewal plan from the previous March. A desire was indicated to the Board to increase the faculty complement from 970 to 1050 over a four-year period and had instituted a process to be more responsive to faculty attrition to address the need for more faculty. As of March 2020, numbers do not show much change, but most hires start either in July or September from the previous recruitment cycle. This means that the March 2020 faculty numbers would reflect the 2018 nineteen recruiting year. It can be reported that as of September, SFU has 1013 faculty, a

net gain of over 30 from September of last year and have exceeded the target growth for this period. Such numbers indicate that the University is moving in the right direction.

## 6. Reports of Committees

### A) Student Discipline Matters

#### i) Revision Annual Report 2018-2019 (S.20-106)

Senate received the Student Discipline Matters Annual Report 2018-2019 for information

Rummana Khan Hemani, Associate Vice-President, Students and International, Arlette Stewart, Academic Integrity Coordinator, and Doug Allen, SCODA Chair, were in attendance to respond to questions.

Senator Gedajlovic submitted the following questions, which were answered by Jon Driver, Vice-President, Academic (pro tem) and Rummana Khan Hemani, Associate Vice-President, Students and International:

1. *Since the move to remote education in March 2020, there have been alarming reports from across the university of wide-spread cases of suspected academic dishonesty involving up to 40-50 students in a single course. Situations such as these place immense burdens on individual instructors who wish to protect the integrity of the learning environment, the value of SFUs degrees and reputation and to ensure that honest hardworking students are not disadvantaged by classmates who may engage in academic misconduct.*

*How many academic misconduct cases involving multiple students have been reported through CourSys since March 2020?*

Senate was informed that there are growing concerns being raised by both faculty and students about academic integrity. Given these concerns, and the fact that teaching is likely to remain online for at least another seven or eight months, the Associate Vice-President, Learning and Teaching and the Associate Vice-President, Students and International have proposed the establishment of a working group to examine issues relating to academic dishonesty and to recommend additional tools and mechanisms to address any gaps in current policies and procedures. Another step has been to expand the membership of the University Board on Student Discipline to help address the increased number of cases being brought forward. Also, because online exams are particularly susceptible to academic dishonesty, instructors are strongly encouraged to consider alternative forms of assessment.

In terms of academic dishonesty reporting since March 2020, both the Spring and Summer terms saw an increase in reporting. In Spring 2019 there were 167 reports of academic dishonesty, while in Spring 2020 that number had risen to 281. The Summer 2020 also saw an increase in reports, with 275. Of these reports, over 80% were for cheating. It has been determined that in over 40% of cases there was a single student involved. Of the 126 courses featuring incident reports there was 2 courses that had incidents involving over 20 students, 1 course involving 16 to 20 students, and 46 courses involving 2 to 5 students. Of

all the reports, there was only 2 that would be categorized as mass cheating, both of which were 100-level quantitative courses.

2. *Our system at SFU requires that individual instructors take on the primary responsibilities for following up on suspected cases of academic misconduct. Can you clarify what steps the university is expecting instructors to follow with respect to suspected cases of academic misconduct?*

Senate was informed that the procedures for academic misconduct in terms of steps for individual instructors are set out in procedures documents in the S10 policies. A user-friendly version of this has been placed on Academic Integrity website, including a sample email that instructors can use if they have students that they suspect of academic dishonesty. It was added that the Academic Integrity Coordinator in the Registrar's Office and departmental academic integrity advisors are an important resource for faculty members dealing with academic integrity cases.

3. *How much time (on average) does the university estimate that instructors will need to devote to following this process for each student suspected of academic misconduct? How many hours can an instructor expect to devote to cases involving 40-50 students?*

Senate was informed that it is very difficult to determine how much time faculty are spending on academic dishonesty cases. Instructors should document the amount of time spent on cases, especially when the nature of the case impacts heavily on overall workload.

4. *Has there been any assessment of the prevalence of unreported cases of suspected academic misconduct at SFU? If so, has the rate of unreported cases changed since March 2020?*

Senate was informed that it is difficult to assess levels of unreported academic misconduct cases, leaving one to rely on speculation. Some research, not specifically at SFU, but generally in the North American university system, cite figures as low as 20% and as high as 50 or 60% of students have either cheated or plagiarized at some point in their academic career. Going back to the 2018-2019 reporting period, less than 1% of the SFU student body was reported for academic dishonesty, which suggests that some cases are being missed.

5. *What guidance is the university providing TPC's and Deans with respect to factoring the additional workload individual faculty members are facing in terms of dealing with academic misconduct cases when their records are being evaluated for Biennial Salary Reviews and tenure and promotion?*

Senate was informed that the University is currently in discussion with the faculty union concerning performance management and reviews of faculty members generally as the result of changes and disruptions due to COVID-19. It was noted that that everyone involved in the negotiations recognizes the importance of documenting extra work and

changes in work and that such factors have to be considered when faculty performance reviews are done.

6. *Given the reliance of our academic misconduct process at SFU on individual instructors, students suspected of similar types of academic misconduct can expect vary different treatment depending on the choices made by their particular instructor. How is such a process consistent with procedural justice and fairness?*

Senate was informed that the S10 policies set expectations around procedural justice and fairness and that the Academic Integrity website contains a FAQ page outlining procedural fairness and lists what factors should be considered when determining a penalty. It was added that instructors are encouraged to work with their departmental academic integrity advisors and/or the Academic Integrity Coordinator in the Registrar's Office when seeking advice on individual cases or information on penalties in previous cases.

7. *What additional forms of support is the university planning to offer instructors dealing with multiple cases of suspected academic misconduct in their classes?*

Senate was informed that the Academic Integrity Coordinator is available to work with individual instructors and in cases mass cheating, where it can be difficult to determine what happened, the Student Conduct Office is also available to provide investigative support. The Academic Integrity Officer can also work in consultation with the Registrar to determine if more support needs to be provided to individual instructors or if the reporting of mass cases can be streamlined.

A question was asked if the terms of reference for the proposed working group are available to the University community. Senate was informed that the terms of reference are being finalized and should be available later in the week.

**B) Senate Committee on University Priorities (SCUP)**

**i) Establishment of the Digital Democracies Institute (S.20-107)**

Moved by J. Driver, seconded by A. Parmar

“That Senate approve the establishment of the Digital Democracies Institute as a research institute for a 5-year term.”

Wendy Chun, Canada 150 Research Chair and Professor – School of Communication, was in attendance to respond to questions.

A comment was made to clarify that future directors and associate directors will be nominated by SFU faculty members and not by affiliates, as is suggested in the current language.

A question was called and a vote taken.

**MOTION CARRIED**



**ii) Full Program Proposal for a Master of Engineering in Smart Manufacturing (S.20-108)**

Moved by J. Driver, seconded by S. Spector

“That Senate approve and recommend to the Board of Governors the full program proposal for a Master of Engineering in Smart Manufacturing and Systems within the School of Mechatronic Systems Engineering in the Faculty of Applied Sciences, effective Fall 2021.”

Uwe Glasser, Professor - School of Computing Science, was in attendance to respond to questions.

A question was called and a vote taken.

MOTION CARRIED

**C) Senate Committee on Undergraduate Studies (SCUS)**

**i) Program Changes (S.20-109)**

Senate received information that the Senate Committee on Undergraduate Studies, acting under delegated authority, approved program changes in the Faculty of Environment (Geography), and the Faculty of Science (Biomedical Physiology and Kinesiology).

**ii) Course Changes (S.20-110)**

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 Sustainable Energy Engineering), the Faculty of Environment (Archaeology), and the Faculty of Science (Biomedical Physiology and Kinesiology, Statistics and Actuarial Science).

**iii) English Language Requirement (S.20-111)**

Moved by W. Parkhouse, seconded by A. Parmar

“That Senate approve the removal of the Test of English as a Foreign Language ComputerBased Test (TOEFL CBT) as an accepted English Language Requirement (ELR) exam from the SFU Academic Calendar.”

A question was called and a vote taken.

MOTION CARRIED

**iv) SAT/ACT Exam (S.20-112)**

Moved by W. Parkhouse, seconded by J. Denholm

“That Senate approve the following revisions for the 2021 admissions cycle (i.e. Spring, Summer and Fall 2021 admission terms), that the Scholastic Assessment Test/American College Testing (SAT/ACT) admission requirement for applicants with an American basis of admission (i.e. US12) will be optional rather than required.”

A question was called and a vote taken.

MOTION CARRIED

**D) Senate Graduate Studies Committee (SGSC)**

**i) Program Changes (S.20-113)**

Senate received information that the Senate Graduate Studies Committee, acting under delegated authority, approved program changes in the Faculty of Arts and Social Sciences (Psychology).

**ii) New Course Proposals (S.20-114)**

Senate received information that the Senate Graduate Studies Committee, acting under delegated authority, approved new course proposals in the Faculty of Applied Sciences (School of Computing Science).

**iii) Course Changes (S.20-115)**

Senate received information that the Senate Graduate Studies Committee, acting under delegated authority, approved course changes in the Beedie School of Business, and the Faculty of Communication, Art and Technology (School of Publishing).

**E) Senate Nominating Committee (SNC)**

**i) Senate Committee Elections (S.20-116 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, November 2, 2020**

Open session adjourned at 6:34 p.m.

Kris Nordgren  
Senate Secretary pro tem