July 24, 2012

The Honourable Naomi Yamamoto, MLA
Minister of Advanced Education
PO Box 9080, Sm Prov Govt
Victoria, BC V8W 9E2

Dear Minister Yamamoto,

We are pleased to present Simon Fraser University’s Institutional Accountability Plan and Report for the period 2012/13 – 2014/15. The document was reviewed and approved by the senior administration of SFU and by our Board of Governors on July 24, 2012.

We welcome the opportunity to work with the Ministry pursuant to our common mandates to provide the highest quality education, research, and community service to the citizens and communities of British Columbia.

As Board Chair and President, we accept accountability for this plan and look forward to its implementation.

Sincerely,

Brian E. Taylor   Andrew Petter
Chair, Board of Governors President and Vice-Chancellor

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Brian E. Taylor    Andrew Petter
Chair, Board of Governors  President and Vice-Chancellor

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1. Executive Summary

SFU's goals and objectives originate from the SFU vision and are further developed in the Planning Framework, the Three Year Academic Plan and the Five Year Strategic Research Plan. These documents form the foundations of SFU’s planning and are referred to as the basis for accounting to Government. These goals support and contribute directly to those goals espoused by the Ministry of Advanced Education for the post-secondary education system in British Columbia. This report outlines a record of significant achievement in keeping with these goals.

SFU's vision is to be the leading engaged university, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement. It clearly identifies three strategic goals which guide all new planning at all levels within the institution. These goals are: 1) equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing world, 2) being a world leader in knowledge mobilization, building on a strong foundation of fundamental research, and 3) being Canada's most community-engaged research university.

Over the past few years SFU has experienced exceptional growth in support of the accessibility agenda of the Province of British Columbia. Total student FTE enrollment has grown by 58% during the period from 2001/02 to 2011/12, with undergraduate domestic students growing by 28.6%, undergraduate international students by 396% and graduate students by 64.8%. Growth has been strategically directed towards targeted programmes that meet the urgent needs of British Columbia’s growing economy in areas such as information technology and engineering science, interactive arts, digital media and technology, health sciences, and environmental studies. To address the diverse needs of learners, distributed options for learning, including distance education and blended models, have been developed. This growth has partially addressed regional inequalities in access to higher education and research, with the very successful development of SFU’s Surrey campus. In addition to the ongoing development of the Surrey campus, SFU’s campus infrastructure has grown with the addition of four new academic buildings on Burnaby Mountain and the Goldcorp Centre for the Arts at the Vancouver campus.

This record of growth in accessibility and infrastructure is a consequence of very significant investment by the Province of British Columbia in SFU. However, despite these investments, growth on this scale has generated significant challenge and stress. The University faces enormous financial pressure to ensure academic standards are maintained, the operational costs of the new buildings are funded and the government-mandated FTE targets are met, all in an environment where revenue, in real terms per student enrolled, has declined. Neither tuition fees nor the government grant has increased sufficiently to cover the inflationary and growth pressure being experienced.

SFU has successfully taken a series of steps to manage these financial pressures, including reducing expense budgets, using up cash reserves, slowing the recruitment of faculty and staff, and in the last few years making strategic budget allocations to differentiate the rate of growth between programs. In addition, revenues have been supplemented by enrolling increasing numbers of international students, which has placed pressure on the faculty as well as facilities and services. SFU remains committed to foster a positive culture for all international students. Despite these measures, SFU will continue to endure significant pressures in these areas, which in the long term will have a detrimental impact on its ability to carry out its mandate as a major research university in BC’s postsecondary system. In particular, solutions to two major financial challenges need to be found, namely, the growing deferred maintenance on our Burnaby campus buildings and the affordability of the defined benefit pension plan for staff.

SFU looks forward to working with the Ministry to achieve our shared mandate of providing the highest quality teaching, research and community service to the citizens and communities of British Columbia. SFU will continue to support the priorities identified in the documents “Skills for Growth – British Columbia’s Labour
Market Strategy to 2020” and “The BC Jobs Plan” by being responsive to: student, employer and regional economic needs. SFU will make BC a preferred choice for international students, and to expand research, scientific discovery and commercialization where possible.
2. Introduction

This document has been prepared in response to a request from the Ministry of Advanced Education and follows the Institutional Accountability Plan 2011/12 – 2013/14 submitted last year.

2.1. Institutional Overview

From its beginning in 1965, SFU has redefined the academic status quo with a commitment to innovate rather than replicate, to embrace bold initiatives, and to reach out to the wider community. In just four decades, SFU has earned an international reputation for setting standards in innovative teaching, research, athletics, and community involvement.

SFU enjoys three distinctive campuses: the original and main campus atop Burnaby Mountain, the Vancouver Campus which includes Harbour Centre, the Segal Graduate School of Business, the Morris J. Wosk Centre for Dialogue and the Goldcorp Centre for the Arts, and a campus located in an award-winning tower in Surrey’s Central City area.

SFU employs over 945 continuing faculty, over 2,840 instructors and assistants, over 1,750 administrative and support staff, and enrolls more than 35,560 undergraduate and graduate students in the following eight Faculties:

**Applied Sciences**

The Faculty currently comprises the schools of Computing Science and Engineering Science, each with an international reputation for teaching and research excellence. A new school of Mechatronic Systems Engineering will be established in April 2013. All undergraduate programs in Engineering Science and Mechatronic Systems Engineering have been accredited by the Canadian Engineering Accreditation Board (CEAB). A program in entrepreneurship is offered to engineering students in collaboration with Beedie School of Business. Computing Science has unique dual degree programs at the undergraduate and graduate levels with Zhejiang University in China that emphasize both academic excellence and cross-cultural experience. In addition, Computing Science offers joint undergraduate degrees in several disciplines. Faculty members attract substantial funding to support research in a wide range of areas including biomedical technology, data mining, visualization and imaging, clean energy, communications, social networks, micro- and nano-technologies and theoretical computing science. Throughout the Faculty, scholarship is advanced by learning beyond the lab and lecture hall, and through the invaluable experience of national and international co-operative work terms. The Faculty has forged strong industry and community partnerships to create experiential learning opportunities and to conduct advanced research with real-world applications.

**Arts and Social Sciences**

The Faculty of Arts and Social Sciences celebrates the richness of the human experience across region, culture, and time by uniting research and instructional excellence. The Faculty fosters a diverse environment that promotes questioning and discovery within and across the humanities and social sciences. With its 25 departments, schools and programs, more than 300 full-time faculty members, and over 13,000 undergraduate and graduate students, the Faculty of Arts and Social Sciences has a presence at all three campuses and is engaged with communities both local and global. Psychologists, economists and criminologists rub shoulders with historians, writers, political scientists and philosophers, to mention but seven of the disciplines found in the largest Faculty at SFU.
**Business Administration**

The Beedie School of Business provides management education at every level, from undergraduate business programs to MBA, Master’s, Diploma and Executive programs at the graduate level, as well as a Ph.D. in Business Administration. SFU Business has been accredited by the world’s top accrediting bodies, the European Federation for Management Development (EFMD) and the Association for the Advancement of Collegiate Schools of Business (AACSB). This achievement places SFU Business among the top tier business schools in the world.

**Communication, Art and Technology**

The Faculty brings together three Schools and two professional programs. The School of Communication at SFU Burnaby and SFU Vancouver includes courses covering media and culture, technology and society, communication policy, and political economy. The School for the Contemporary Arts at the Goldcorp Centre for the Arts in Vancouver offers programs in art and culture studies, dance, film, music, theatre, and visual art focused on developing creative artists and scholars with diverse skills. The School of Interactive Arts and Technology (SIAT) at SFU Surrey, is a future-focused school where technologists, artists, designers and theorists thrive in collaborative research, invention and theoretical thinking. The Publishing Program at SFU Vancouver offers a professional Masters in Publishing as well as an undergraduate minor in publishing. The Masters in Digital Media at Great Northern Way Campus offers a master’s degree with full-time and part-time options, in collaboration with University of British Columbia, British Columbia Institute of Technology, and Emily Carr University of Art + Design.

**Education**

The Faculty of Education offers undergraduate programming for those interested in teaching and other education related service fields, Professional Development Programs for future teachers, Field Programs for the professional development of in-service teachers, and graduate programs including a variety of research-intensive and applied practice Master's and Doctoral programs. The diverse community of scholars and educators endeavour to promote innovation in the way teachers teach and learners learn. Faculty members are recognized for their work in developing, advancing, and enacting knowledge that makes a difference in public education and the Faculty follows a rigorous research program to investigate theory and provide innovative leadership in issues of educational pedagogy.

**Environment**

The Faculty of Environment encompasses the School of Resource and Environmental Management, the Department of Geography, the Department of Archaeology, the Environmental Science program, the Centre for Sustainable Community Development, The Centre for Coastal Science and Management, and the Graduate Certificate in Development Studies. Students can acquire competencies in core areas of environmental study, and foundational skills in communications, critical thinking and analysis.

**Health Sciences**

Health Sciences offers a BA and a BSc in Health Sciences, a Master of Public Health (MPH) and a Master of Science (MSc) and a PhD in Health Sciences. The MPH is a practice-based program that integrates core public health knowledge with the attainment of professional skills as a public health practitioner. Concentrations have been established in population health, global health, environmental and occupational health, and social inequities and health disparities.
**Science**

The Faculty offers a comprehensive suite of undergraduate programs leading to the BSc degree including Actuarial Science, Molecular Biology and Biochemistry, Behavioral Neuroscience, Biological Sciences, Biomedical Physiology, Kinesiology, Chemistry, Earth Sciences, Management and Systems Science, Mathematics, Physics, Statistics, Operations Research and a full range of interdisciplinary programs including Chemistry and Earth Science, Biological Physics, Molecular Biology and Biochemistry and Business Administration and Molecular Biology and Biochemistry and Computing Science. A full range of graduate programs is also offered.

**Lifelong Learning**

Lifelong Learning is central to SFU’s mission. Its programs introduce many adult working students and non-traditional learners to a university environment, act as a public showcase for the University’s teaching and research activities, present SFU’s professional and educational expertise to the wider community, create a positive public image of the University, and help build new and lasting partnerships. Courses and programs are offered face-to-face, online and through blended formats, making its credit and non-credit offerings widely available to people locally and across BC. Each year almost 20,000 students take part in continuing education activities at one of the three SFU campuses.

2.2. **Institutional Accreditation**

Because Canada has no equivalent quality-assurance organization for post-secondary institutions SFU is seeking formal accreditation from the Washington-based Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is one of six independent regional agencies officially sanctioned by the U.S. Department of Education to evaluate post-secondary school educational quality and institutional effectiveness.

The independent, non-profit NWCCU approved SFU’s application for accreditation in January 2009 and effective January 11, 2012 accepted SFU as a ‘Candidate’ for Accreditation at the doctoral degree level. ‘Candidate’ is a status of affiliation with the NWCCU which indicates that the institution has achieved initial recognition and is progressing toward accreditation.

The full accreditation process, which is based on a series of self-assessment studies and NWCCU member peer reviews, will take between five and seven years to complete. Upon completion, SFU will become the first major Canadian post-secondary research institution to be accredited. This will give SFU a distinct competitive advantage nationally and globally.

Other benefits of institutional accreditation include:

- Accreditation provides an accepted and broadly recognized set of best-practice standards which will enhance SFU’s reputation for academic quality by demonstrating accountability through improved institutional assessment and evaluation.
- Accreditation will help establish clearer benchmarks/standards for assessing learning outcomes and smooth the progress of curriculum reform and benefit students’ learning experiences.
- International accreditation will enhance the value of an SFU degree for alumni abroad.
- Accreditation will simplify relationships with U.S. institutions, including collegiate sports associations.
- The value of accreditation is not limited to quality assurance alone; it also fosters public confidence in an institution’s ability to fulfill its stated mission and goals.
3. Operational and Planning Context

3.1. Demand Driven Enrollment

Changes to the BC population demographics have been discussed in detail in previous plans but the major changes and their impact bears repeating. Although the population of the Lower Mainland will grow over the next number years for the cohort 18 - 29 years of age, the number of people between the ages of 18 and 21 will decrease except for those in the Surrey area. SFU remains committed to serving these growing communities south of the Fraser and sees the provision of advanced education to this area a priority.

The shrinking demographic of the 18 – 24 year olds in BC generally is SFU’s traditional market and the implications are that enrollment from school leavers and college students will decline while the need for post-secondary education for those over 24 years of age will increase. From a programming view this represents a growing need for continuing studies and professional programs and an opportunity for SFU to provide such programs. Blended learning models have been developed to accommodate adult learners and SFU continues to meet the rising demand for a new generation of highly qualified individuals to fill important educational, research and administrative positions in the public and private sectors by developing innovative research-intensive and professional graduate programs.

Table 1 shows SFU’s Ministry’s funded graduate and undergraduate enrollment growth to 2012/13.

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE Funded</th>
<th>FTE Actual</th>
<th>Performance Targets</th>
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</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>20,105</td>
<td>20,215</td>
<td>20,203</td>
</tr>
<tr>
<td>2010/11</td>
<td>21,866</td>
<td>22,388</td>
<td>22,796</td>
</tr>
<tr>
<td>2011/12</td>
<td>21,215</td>
<td>22,796</td>
<td>20,203</td>
</tr>
<tr>
<td>2012/13</td>
<td>22,796</td>
<td>20,203</td>
<td>TBA</td>
</tr>
<tr>
<td>2013/14</td>
<td>20,203</td>
<td>20,203</td>
<td>110.7%</td>
</tr>
<tr>
<td>2014/15</td>
<td>20,203</td>
<td>20,203</td>
<td>112.8%</td>
</tr>
</tbody>
</table>

* Source: Government Letter of Expectations, July 8, 2012

SFU has consistently exceeded its funded targets over the last five years.

3.2. International Students

As global forces reduce the size of the world and increase the need for culturally informed graduates, the internationalization of higher education in Canada has become an imperative. The universality of access to knowledge in the information age, the competitive nature of world trade, and the increasing rate of cultural exchange dictate that the international dimension of higher education must keep pace with global changes. SFU recognizes the importance of Internationalization and has made it an essential component of the university’s new Vision as an Engaged University. SFU will seek to engender an active global citizenship among its students, faculty, and staff, and to ensure that SFU is an engaged partner and contributor on the international stage.

Developing global citizens through higher education requires real global experience combined with a celebration of and commitment to diversity. By fostering a culture of inclusion and mutual respect that embraces the diversity and multi-ethnic character of today’s society, SFU welcomes international students from all countries. The richness of their international diversity strengthens SFU’s community and international students are a testament to the university’s Vision to be an “Engaged University.”

In 2005, SFU launched a Dual Degree Program in partnership with Zhejiang University (ZU) in China. This program has annual cohorts of Canadian and Chinese students from both SFU and ZU. Students alternate between terms of study at SFU and ZU, and at the completion of the five-year program they receive degrees.
from both universities. The first students graduated and received degrees in June 2009. Enrollment targets have been met and the program has been expanded. It has also served as a model for the development of other degree program partnerships with universities in Australia and France, in programs such as Business, International Studies, Communications, and Education. Enrollments in these partnership programs are in addition to the total international student enrollments, as set by Senate.

SFU has a contractual relationship with Navitas Education Ltd of Australia, a company that offers college level university-transfer programs. Fraser International College (FIC) is a private college adjacent to the Burnaby campus that provides transition programs for international students and has been fully operational since September 2006. In 2010, the contract was renewed for a ten-year term after the academic operations of the college underwent an external review. FIC has been successfully recruiting international students to study university preparatory courses who then transfer to SFU for degree completion. FIC now has a student body of approximately 1600 students. From fall 2007 to January 2012, approximately 1,437 students have transferred from FIC to SFU. Students from FIC are being carefully tracked to monitor their academic performance and retention at SFU, and these students continue to perform as well as or slightly better than other international students attending SFU.

SFU has established the administrative structures, fee arrangements, and admission policies to enable it to support its international students planned goal of 17.5% of domestic students. In 2011/12, SFU exceeded its intake target of 927 new international students. Due to a high number of qualified international students, SFU admitted 174.9% of its intake target or 1,621 new international students in 2011/12. With new initiatives to increase retention of international students, this student body now represents 20.2% of the total undergraduate population. This growth in enrollment of international students has resulted in additional revenue but has also placed additional pressure on faculty and the facilities and services provided to these students. In order to better manage the intake targets for international students, SFU will be applying differential admission standards for international students. SFU remains committed to attracting international students in disciplines aligned with regional labour market needs and fostering a positive culture for these students.

### Table 2: Total International Student Undergraduate Enrollment (FTE)

<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International UG - FTE</strong></td>
<td>1,501</td>
<td>1,812</td>
<td>2,417</td>
<td>3,103</td>
<td>3,756</td>
<td>3,671</td>
<td>3,810</td>
<td>3,924</td>
</tr>
<tr>
<td>% of AVED Funded UG FTE</td>
<td>9.00%</td>
<td>10.10%</td>
<td>13.20%</td>
<td>17.00%</td>
<td>19.70%</td>
<td>19.5%</td>
<td>20.4%</td>
<td>21.2%</td>
</tr>
</tbody>
</table>

### 3.3. Programming for the Future

SFU's strategic planning processes will continue to address the above mentioned (and other) demographic challenges through new and responsive programming, expanded infrastructure, new sources of revenue, and continued recruitment and retention of the best faculty, staff and students.

In the face of heightened pressure for universities to prepare students in all programs, SFU is working to ensure that its curriculum provides the knowledge and skills that students need to engage successfully as citizens in the global, knowledge-driven economy. Students should leave SFU having acquired the ability to think creatively, imaginatively and constructively. They should possess the ability to engage in dialogue and discussion, to reflect on the ideas of others, and to communicate their thoughts effectively using good judgment and sound argument. Graduates of SFU should also possess technological sophistication in their ability to use and adapt to emerging technologies and in their ability to evaluate the impact of those technologies on their lives and the world. The curriculum and internationalization strategies should provide graduates with an understanding of other cultures and an appreciation for the value, inevitability and complexity of interacting in a globalized environment. Students should also have acquired the ability to identify
and evaluate information resources. Their SFU experience will nurture the qualities and virtues imperative for a democratic society: compassion, empathy, ethical and moral values, and tolerance.

SFU NOW (Nights or Weekends) reflects SFU’s response to the demographic trends illustrating a need for more part-time credit studies for older adults. Within BC, there are only a few competing part-time degree studies programs for a learner seeking face-to-face experiences and little emphasis on non-cohort-based part-time degree studies for working adults. Since it began, SFU NOW (Nights or Weekends) has demonstrated steady growth, providing undergraduate education specifically for the working adult student who cannot attend classes during the day. All SFU NOW classes are scheduled on weekday evenings and weekends. This program allows students to earn a full Bachelor of Arts degree or take courses toward another degree program. The following departments currently partner with SFU NOW: Humanities, English, Sociology/Anthropology, Political Science, Communication, Criminology, Psychology, Economics, Philosophy, Geography, History, Computing Science, and Earth Sciences.

SFU continues to expand its close working and collaborative relationships with other post-secondary institutions. A number of Memoranda of Understanding have been signed or are now in operation, creating and further developing partnerships with BC colleges that support the smooth flow of students in specific disciplines between the partner institutions. Agreements allow for concurrent registrations and more effective use of teaching infrastructure, which benefits both students and the entire BC post-secondary system.

### 3.4. Faculty and Staff

SFU’s strengths are derived from the quality of its faculty and staff. Continued recruitment of top faculty is an imperative for SFU, especially with respect to establishing a reputation in the fields of health sciences and environment.

Faculty planning occurs annually with the development of a Faculty Renewal Plan. This plan identifies specific recruitment requirements for the next fiscal year and provides an outline of the achievements and proposed activities with respect to recruiting and retaining faculty.

Due to the current fiscal environment, it was decided at the beginning of the 2009/10 budget process, that newly vacated faculty positions would no longer be automatically refilled. Rather, the positions are considered by the Office of the Vice-President, Academic on the basis of strategic need as defined by the Faculty Renewal Plan, which is presented to and approved by SFU’s Board of Governors. Further, future growth in faculty numbers is now dependent on revenue growth or savings from new efficiencies.

### 3.5. Financial Projections

The University built upon its 2010/11 performance and has finished the 2011/12 fiscal year in a sound financial position. Contributing to these positive results was higher than anticipated tuition revenue, a continued recovery in the investment portfolio, and a sustained focus on controlling operating expenses. Reserves remain reasonably healthy and departmental balances are currently in surplus.

Despite these positive results, the University faces significant financial challenges. Deferred maintenance related to Burnaby campus buildings continues to grow and poses significant operational and financial risk. The actuarial results of our staff pension program reflect the need to create a financially sustainable solution. SFU is committed to working collaboratively with our employee groups to bring the plan in line with economic realities. At a macro level, the broader economic environment has shown signs of stabilization but still faces significant uncertainties as global demand for services remains stagnant and world markets continue to fluctuate.
SFU understands the current challenges facing the Ministry and acknowledges their funding support over the previous twelve months. However, with major expenditures, such as those noted above, anticipated to be incurred over the next one to two years, a close working relationship is required to address these concerns in a timely and effective manner.

4. **SFU’s Strategic Vision/Mission**

Following an extensive consultation process within and beyond the University, the SFU Vision/Mission was developed.

**SFU’s Vision/Mission**

*To be the leading engaged university, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement.*

- **ENGAGING STUDENTS**
  - Equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing world.

- **ENGAGING RESEARCH**
  - Being a world leader in knowledge mobilization, building on a strong foundation of fundamental research.

- **ENGAGING COMMUNITIES**
  - Being Canada’s most community-engaged research university.

The full details of the SFU Vision can be found at: [http://www.sfu.ca/engage.html](http://www.sfu.ca/engage.html)

The new vision, which focuses on SFU’s strengths and aspirations as an “engaged university,” represents the culmination of a year-long consultation process that included thousands of students and community members and hundreds of SFU faculty, staff and alumni.
5. SFU’s Strategic Goals and Underlying Principles

5.1. Goal 1 - To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

SFU will foster supportive learning and campus environments.

Combining the best traditions of academic and teaching excellence, SFU will provide students with diverse and transformative learning opportunities that enable them to gain the knowledge, critical capacities, research skills and civic understanding required to become engaged global citizens and to thrive and adapt in demanding and dynamic environments.

Students will have opportunities to participate in advanced research, thereby sharing in the labour and joy of creating and applying knowledge, while acquiring the skills for lifelong learning.

Students will have access to an unparalleled selection of experiential learning opportunities that allow them to apply knowledge, to grow as individuals, to engage with diverse communities, to develop entrepreneurial skills and to refine their sense of civic literacy.

5.2. Goal 2 - To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

SFU will leverage its fundamental research strengths, including interdisciplinary research, close community connections, and partnerships and collaborations to become a global leader in research mobilization.

SFU will support and promote the full continuum of research, from the fundamental generation of knowledge, through the dissemination of that knowledge within the academic community and beyond, to the application of transformative ideas for the benefit of society.

SFU will promote research excellence, supporting and encouraging all researchers, including undergraduates, graduate students, faculty, staff members and community partners who assist the research mission.

SFU will seek opportunities to transfer the results of its research to the broader society, including policymakers, civil society leaders, and the community.

5.3. Goal 3 - To be Canada’s most community-engaged research university.

SFU will maintain and expand its community connections as an integral part of its academic mission, creating opportunities for practical and experiential learning; informing and inspiring research; and contributing to its relevance and success.

SFU will develop partnerships and maximize the capacities of its three campuses to enhance the social, economic, environmental and cultural well-being of communities both locally and globally. The university will build respectful and mutually beneficial community relationships.

SFU will meet the lifelong learning needs of students, alumni and the community, and will respond with innovative programs and learning opportunities for academic, personal and professional development.
SFU will be BC’s public square for enlightenment and dialogue on key public issues, and will be known as the institution to which the community looks for education, discussion and solutions.

5.4. Underlying Principles

In addition to the above goals, SFU commits to the following underlying principles:

• **Academic and Intellectual Freedom**: SFU will be an open and inclusive university whose foundation is intellectual and academic freedom.

• **Diversity**: SFU will foster a culture of inclusion and mutual respect, celebrating the diversity and multi-ethnic character reflected amongst its students, staff, faculty and our society.

• **Internationalization**: SFU will value international knowledge, understanding and engagement, and will seek to engender an active global citizenship among its students, faculty and staff, and to ensure that SFU is an engaged partner and contributor on the international stage.

• **Respect for Aboriginal Peoples and Cultures**: SFU will honour the history, culture and presence of Aboriginal peoples. The university will welcome and nurture Aboriginal students and seek opportunities for greater representation of Aboriginal peoples amongst its faculty and staff.

• **Supportive and Healthy Work Environment**: SFU will recognize, respect and value the essential contribution made by staff and faculty, and will seek to build and sustain a work environment that is equitable, supportive, rewarding and enjoyable.

• **Sustainability**: SFU will pursue ecological, social and economic sustainability through its programs and operations. Through teaching and learning, research and community engagement, SFU will seek and share solutions. In its own operations, it will develop and model best practices, from minimizing its ecological footprint, to maximizing its social health and economic strength.
6. University Planning Framework

SFU’s vision and mission is achieved through the University Planning Framework, which sets institutional level Goals, the Academic Plan and the Strategic Research Plan. These three planning documents form the core of planning processes and guide the planning in Faculties and their Departments. All other functional plans are supportive in nature.

A depiction of the entire Planning Framework is presented below.
7. Strategic Directions

The SFU Vision/Mission identified three core themes for all other institutional planning to follow. The Planning Framework has developed a number of Outcomes for each of the Core Themes and the success in achieving these Outcomes, measured through associated Indicators will reflect SFU’s performance in achieving its Mission.

**CORE THEME OUTCOMES**

**SFU Core Theme 1 – Engaging Students**

1. Students gain the knowledge to complete degree requirements.
2. Students acquire skills necessary in an ever-changing world.
3. Students apply knowledge in the workplace or further studies.

**SFU Core Theme 2 – Engaging Research**

1. Research is at a high quality level.
2. Knowledge is mobilized through partnerships/collaborations with external partners.
3. Research is integrated into undergraduate learning and teaching.

**SFU Core Theme 3 – Engaging Communities**

1. SFU is engaged with its alumni.
2. SFU is engaged locally.
3. SFU is engaged globally.
7.1. Core Theme 1: Engaging Students

To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing world, requires that students participate in educationally effective practices, both inside and outside the classroom. This is characterized by two critical features: 1) the amount of time and effort students put into their studies and other educational activities and 2) how an institution deploys its resources, organizes curriculum, and supports learning with services and programs that lead to experiences and desired outcomes such as persistence, satisfaction, success, and completion.

To achieve this goal SFU has a strong focus on teaching and learning processes, providing interesting, desired and necessary programs and offering the opportunity to participate in research and apply knowledge at both the undergraduate and graduate levels.

Renewed Focus on Teaching and Learning

Teaching and learning are central to the mission of Simon Fraser University. SFU’s goal is to provide excellence in undergraduate and graduate teaching and learning across the wide spectrum of academic disciplines in various Faculties. This is coupled with a historic commitment to multidisciplinary learning and an obligation to respond to emerging areas of demand in higher education. As a comprehensive research university that respects and values diversity, SFU charges its academic units with planning their programs according to their disciplinary standards, evolving knowledge bases and pedagogical strengths, while supporting new program development in areas of demand and curricular relevance. Teaching and learning are seen as complex activities that may vary by discipline and they occur in a variety of environments, including traditional class-based courses and programs, cooperative education experiences, field studies, project-based assignments and in credit and non-credit contexts and through a wide variety of pedagogies and experiences. The University's goal is to develop knowledge and long-term capabilities in learning, analysis, problem resolution and communication among its students.

SFU continues to follow up on the implementation of enhancing teaching and learning following a review of these activities undertaken in 2009/10. Although implementation will require considerable time and commitment, activities to promote a culture of teaching and learning and to develop a new teaching and learning support system continue to be high priorities. The reorganization of the Teaching and Learning Centre is virtually complete, and a process to support outcomes-based assessment of teaching and learning is under development. Additionally, the sub-committee of Senate responsible for Teaching and Learning has been tasked with reviewing and improving the process for course-based instructor evaluations.

Programming

A. Development of Applied and Professional Programs

Success in a knowledge-based society requires the pursuit of life-long learning and results in increasing demand for applied and professional programs. At present, this demand is concentrated in four areas: high technology, business and public administration, health and the health professions, and teacher education. SFU is well positioned to respond to the demand in each of these four areas.

The Master of Public Policy program extends SFU’s tradition for interdisciplinary programming and provides critical links to faculty research. In conjunction with this program, the Faculty of Arts and Social Sciences has also created a Centre for Public Policy Research to focus, strengthen and stimulate research in the area.

Current levels of demand for undergraduate Business programs remain high, but enrollment for the MBA has leveled off considerably, creating fiscal challenges for the Faculty. The shortage of skilled faculty in the discipline makes the cost of attracting faculty very high.
It is anticipated that a significant teacher shortage will develop within BC over the next decade. To address this, the Faculty of Education will build on its reputation and its history of working creatively and collaboratively with school districts, universities and community colleges. A number of new professional program initiatives are under development in the Faculty of Education.

SFU acts in partnership with public schools to serve BC’s children and youth. As a major educator of teachers in the province, the Faculty of Education has a longstanding and personal relationship with those who teach and administer these schools. Over the years, thousands of BC K-12 teachers have become “faculty associates” at SFU, each spending two or more years in the Faculty of Education as teacher-educators. These working professionals have provided much of the staffing for SFU’s Professional Development Programs.

SFU’s graduate diploma field programs and graduate degree programs are other vehicles for connecting teachers and other school personnel with the Faculty of Education. The cohort-based doctoral program in educational leadership prepares leaders for all levels within the education sector as well as other human service organizations in Western Canada. This respected program is expanding its geographical reach around the Province while expanding its staffing to cover a wider range of leadership specializations.

**B. Health Sciences Programming**

The creation of the Faculty of Health Sciences has afforded many new opportunities for the development of health education and research at SFU. The research and teaching programs developed within the Faculty share its defining essential feature: the integration of social and natural science research with population outcomes, social application and policy analysis. By adopting this integrated approach, SFU is establishing itself as an innovative and important presence in health research and education.

Several graduate and undergraduate programs are in place. The Master of Public Health (MPH) was accredited by the Council for Education in Public Health in 2010 and includes concentrations in Population Health, Global Health, Environmental and Occupational Health and, Social Inequities and Health Disparities. An MSc and PhD program in health sciences has been introduced. At the undergraduate level a comprehensive undergraduate program offers both a Bachelor of Arts (BA) and a Bachelor of Sciences (BSc) degree in Health Sciences. The program is highly interdisciplinary and integrative with course offerings in epigenetics, immunology, virology, toxicology, population and public health, the social sciences, epidemiology, biostatistics and economics, together with courses in health policy and health administration. Areas of strength include prevention of infectious disease, mental health and addictions, chronic disease prevention and management, women’s and children’s health, and global health. Students take a common core of material with electives in either social science or natural science leading to BA or BSc degrees respectively. FHS has agreements and cross appointed faculty with the BC Cancer Agency, BC Centres for Disease Control, Child and Family Research Institute, St. Paul’s Hospital, Vancouver Coastal Health Authority and the Fraser Health Authority to collaborate on research and education. SFU intends to develop new health programming on the Surrey campus in close collaboration with the Fraser Health Authority.

This approach is producing graduates with a broader understanding of health and science who are well prepared to work in a multidisciplinary and inter-professional environment as public health professionals. Students are better prepared for graduate work as members of cross-disciplinary research teams, which increasingly are seen as critical to the success of solution-oriented research programs oriented to health system sustainability.

**C. Environmental Studies Programming**

SFU’s history of engaging with the local community to conduct research on relevant issues has resulted in a wealth of interdisciplinary expertise in areas related to managing British Columbia’s natural and environmental resources. The Faculty of Environment is building on the University’s important work in teaching and research related to environment and sustainability.
This Faculty brings together a breadth of environmental expertise from across the university, providing a strong base for evaluating and addressing vital environmental challenges that are profoundly affecting our world’s future. Combining this expertise into one Faculty enhances education, research and outreach programs in this critical area. As it grows over time, the Faculty will attract increased attention to internationally acclaimed research programs, and provide exciting new educational opportunities for students.

The Faculty of Environment currently offers programs and courses from the following academic units: Environmental Science; Geography; Resource and Environmental Management; Archaeology; Sustainable Community Development; Development and Sustainability Studies; and Coastal Studies. With these components, the vision is to build a Faculty that encompasses a truly interdisciplinary approach to environmental issues. The Faculty will further develop outstanding interdisciplinary initiatives that already exist, expanding opportunities for students to achieve breakthroughs beyond conventional approaches to environmental sustainability.

D. Programming in Surrey

SFU Surrey has launched over 30 academic programs and in 2011/12 exceeded the Ministry's first phase target of 2,500 FTE by 610 FTEs. Over 8,000 undergraduate and graduate domestic students have taken at least one course at the Surrey campus. This does not include over 2,000 registrants in over 80 Lifelong Learning programs and courses.

In 2010, SFU was successful in its bid for a $10 million Knowledge Infrastructure Program grant for Surrey expansion. The fit-out of this space was completed in March, 2011 and includes Chemistry, Biology, Physics, and Kinesiology teaching laboratories. Additional classrooms and research space will allow future growth of research and teaching at SFU Surrey.

Despite year after year increases in applications, for the fourth consecutive year, the first year intake of new students remains flat-lined. The Surrey Board of Trade released a position paper in 2010 as a call to action for further investment in K-12 and university education in Surrey.

SFU Surrey’s focus remains on planning for the second phase of growth outlined in the 2006 Memorandum of Understanding between SFU and the Ministry. Health and Engineering remain important priorities for this future program and research growth at SFU Surrey. A Bachelor of Science concentration in Exercise and another in Nutrition in Health and Disease was approved by SFU’s Senate in 2009 but has not yet been implemented. Planning has also continued for other innovative and distinctive programs including a collaborative medical education program with UBC in response to the Fraser Health Authority’s demand for family physicians and an energy systems engineering program that supports Provincial and City priorities for clean energy industry development and growth in use of clean energy approaches. In terms of capital for further facilities, as part of its capital plan, SFU has indicated its top priority of program and building expansion is at the Surrey campus.

Interplay of Research and Teaching

Investment in research enhances the teaching and learning experience for students, since research discoveries can be incorporated in curriculum topics, and student queries sometimes inspire research questions. Recruitment of stellar faculty who contribute not only to research programs but also to undergraduate and graduate teaching, motivate the next generation of scholars and encourage student participation in research. Such individuals tend to spark students’ interests by providing the latest research perspectives, and also attract outstanding undergraduate and graduate students. The top undergraduate students set the standard for their peers serving as role models, while the graduate students advance knowledge as research assistants and provide valuable instruction to undergraduates as teaching assistants. Furthermore, research-intensive faculty provide opportunities for undergraduate and graduate students to explore scholarly research through focused
course seminars, independent study semesters, and thesis supervision. The combination of these elements heightens the experience of both students and faculty and build loyal alumni.

**Student Experience and Success**

The “Student Experience” refers to the overall feelings students have regarding their time at the institution. It relates to the totality of students’ experience of the University, and includes their sense of how the University values them and, ultimately, defines their sense of connection with the institution. Student Experience has clear implications for a number of critical institutional issues and outcomes: among these are student recruitment and retention, institutional reputation, and alumni support. Student Experience and Success is built on a foundation of 1) an engaging student experience, fostered by 2) a supportive learning and living environment, that contributes to 3) a vibrant campus community.

Fostering an exceptional university experience while students pursue their academic career and related goals cuts across all aspects of university life and is a community responsibility. This includes providing support to assist students in being successful academically and fulfilling their academic goals in a timely manner, as well as providing programs and services that help identify and support students’ various needs during their tenure with SFU as learners. A student’s overall experience is therefore a reflection of what happens for them both inside the classroom (e.g. quality of teaching, class size, rigour and relevance of the curriculum, accessibility of professors, etc.) and outside of the classroom (e.g. access to courses; opportunities for experiential learning such as co-op programs, field schools, leadership programs; academic support such as advising, Student Learning Commons, Student Success Program, counseling, disability services; quality of ancillary services such as food, parking, etc). A variety of indicators are used to assess student experience, including surveys which reflect levels of satisfaction regarding various aspects of campus and academic life, as well as institutionally compiled retention and completion data.

At the operational level, “Student Success” is defined more narrowly as “academic success.” Recognizing that our students’ success is rooted in their collective experiences, and their success is of utmost importance to the entire institution, it would be challenging to uncouple experience from success. So, for the purposes of this assessment, these two concepts have been strategically entwined into a single theme: “Student Experience and Success.”

At SFU, student success is operationally defined in terms of academic success or being considered in “Good Academic Standing” (GAS), i.e. achieving a Cumulative Grade Point Average (CGPA) of 2.0 or greater. Programs such as the Student Success Program are aimed at supporting students who fall below good academic standing. The program was launched as a pilot in September 2007 and then expanded to the entire University in fall 2009. At present, more than 1000 students participate annually in the Back on Track (BOT) program with approximately 70% of those completing the program and achieving sufficient CGPA’s that no longer require them to withdraw. A customized version of the program was offered initially in 2009 to students on academic probation and this program has been very successful. All probationary and Required To Withdraw (RTW) students currently have the option of participating in the BOT programs which are now primarily self-funded.

The objectives, outcomes and indicators associated with this core theme are interwoven with the University’s other core themes and the assessment represented here is the work of a dedicated cross-institutional panel of participants that included faculty, staff and, perhaps most importantly, students. The evaluation of SFU’s progress in improving student experience and student success is ongoing and reflects the dynamic nature of institutional planning in a constantly changing market.
**Experiential Learning**

In recent years, experiential education has increased in significance and strategic importance for SFU. As an institution, SFU has been successful at articulating and leveraging the value of long-standing experiential learning opportunities such as Co-Operative Education and Field Schools. Small scale programmatic offerings such as the Semester in Dialogue are intensive, credit-bearing curriculum designed to be both experiential and interdisciplinary.

For the last two years the Experiential Education Project has been in place. This project was exploratory in nature, focused on documenting and promoting the use of course-based experiential education across all of SFU's academic Faculties. The findings of the project are that the use of Experiential Education pedagogies is widely present across SFU's credit-bearing courses, but truly immersive Experiential Education opportunities are located in upper division courses and as a result are not widely accessible to a majority of students. SFU will be considering the details and recommendations of the Experiential Education Report, which may include how best to expand experiential course offerings.

**Life-long Learning**

Lifelong Learning programming is central to SFU’s mission to provide high-quality learning experiences. As a significant presence on all SFU campuses, it is organized into 22 distinct program areas. Working closely with faculty and external partners from the public and private sectors, each program develops its own courses and other educational activities to provide university-level programming able to meet community needs and engaging students at all stages of their careers.

**7.2. Core Theme 2: Engaging Research**

As a comprehensive university, SFU champions the liberal arts and sciences and promotes individual and collaborative research. The University’s research environment has been developed, and is sustained by, the creativity and excellence of individual researchers, whose efforts the University will continue to support. Indeed, individual strength is a critical component of an effective thematic approach. SFU proposes to build on these strengths to define particular strategic research directions that will define SFU and give us a competitive edge. The Strategic Research Plan (SRP) identifies distinctiveness as well as excellence. In keeping with the character of the University, collaboration and synergy are strongly advocated, while selective investment of resources will always be consistent with the advancement of excellence.

SFU seeks to enhance its research environment to make it responsive to new challenges and opportunities. The University regularly offers social networking events to encourage the University community to share expertise from across the different sectors of the University. It is expected that promising collaborative efforts will be seeded and will continue to develop. Selected areas will be fostered through further education, for example by inviting internationally renowned academics to SFU for limited periods ranging from one month to one year. These individuals will act as catalysts for further development of strategic initiatives, and serve as mentors for faculty, postdoctoral fellows, and graduate and undergraduate students. SFU will invest in key faculty positions and in the recruitment of exceptional students as well as being opportunistic and taking full advantage of special situations and resources as they develop. The University will host colloquia and conferences to broaden knowledge of leading-edge research around the world and continue to participate actively in global initiatives and build bridges to international partners of exceptional calibre, facilitating faculty, postdoctoral and student exchanges, and supporting student internship programs in partner countries.

In this context, SFU’s Centres and Institutes play a critical role. SFU has close to 50 research centres that fall under the direct authority of individual Deans. There are also 25 research institutes that report to the Vice-President Research, have a University-wide mandate, and represent SFU’s activity as part of multi-university
contributions to collective achievements. The seven strategic research themes are:

i. **Origins**

The Origins theme covers fundamental research questions about the nature, origin and fate of the universe and the origins of life on Earth. This theme brings together the many disciplines that are occupied with these questions, especially mathematics, physics, chemistry, biology and medicine. Other questions covered by this theme include the exploration of human evolution and societal evolution, and the ecology, evolution and conservation of biodiversity. Correlating the molecular foundations of evolution at the organismal and societal levels requires an interdisciplinary effort between SFU's molecular and biological scientists, mathematicians and computational scientists, behaviour ecologists and psychologists, and other social scientists. SFU's strengths can be found in the diversity of research methods used in both laboratory and field settings, and in its focus on both basic theoretical research and the application of theory to significant social issues.

ii. **Communication, Computation, and Technology**

SFU has a long history of leading-edge research in communication, computation and advanced technologies. SFU's expertise spans research issues from theory to applications to policy, with researchers from many disciplines involved, including chemistry and chemical biology, communications, computing science, criminology, economics, engineering science, interactive arts and technology mathematics, molecular biology and biochemistry, physics, psychology, and statistics.

iii. **Culture, Society, and Human Behaviour**

As a comprehensive university, SFU champions the liberal arts and sciences and promotes pioneering interdisciplinarity. The University enjoys the presence of hundreds of excellent researchers whose record of awards, grants and publications demonstrates the University's success in building a community of creative thinkers and practitioners, a combination exemplified by a cluster of scholar-poets who excel as
both wordsmiths and socio-cultural theorists. Areas in which interdisciplinary innovation is receiving particular attention include, but are not limited to, potential targets for strategic development. Alongside the role of humanities scholars in teaching and modeling critical thinking, the social impact of the University is further enhanced by the qualitative methodologies of experts in such specializations as anthropology, business, criminology, gerontology, political studies, psychology, sociology, and women's studies. In all these areas, the challenge is to develop focal points (individuals or groups) to enable dispersed researchers to cohere in creative research groups that will be distinctive to SFU.

iv. Economic Organization, Public Policy, and the Global Community

This theme covers a vast amount of research in the social sciences, business, and other areas. It includes individuals and families, firms and markets, governments, and the global community.

v. Environment, Resources, and Conservation

SFU has an excellent record of high-profile research related to the environment. This research is conducted throughout the University. The research approaches and topics span a range of sectors from theoretical and mechanistic studies to applied management strategies. Mirroring the major natural resources of British Columbia, research clusters at SFU focus on the relationships between economic development, conservation and biodiversity in terrestrial and aquatic ecosystems, as well as on natural hazard prediction and prevention. SFU's research includes not only chemical, molecular biological, toxicological, physiological, and behavioural studies, but also risk assessment, management, and historic and economic considerations. The ultimate goal of this multifaceted approach is to provide a sound basis for sustainable development and the responsible use of our natural resources.

vi. Health and Biomedical Sciences

A common goal for health-related cross-disciplinary research at SFU is to describe human health in its full context, including the diverse impacts that social inequities have on health. SFU has developed a reputation for excellence and innovation in health research, involving faculty from across the spectrum of disciplines and organizational units at the University. With such a wide array of health sciences interests, SFU seeks to strengthen a number of interrelated research areas that impinge directly on human health. The University has particular strength in genomics, bioinformatics, and health informatics, biostatistics, biomedical sciences, neuroscience, medicinal chemistry and drug development, biomedical devices, biomedical imaging, mental health and addictions, as well as in health policy and cultural and population studies, from basic investigations to clinical applications.

The establishment of the Faculty of Health Sciences and its state-of-the-art facilities provided a special opportunity for innovative new multidisciplinary research initiatives and graduate programming. Novel research and graduate programs have or are being developed in population and public health, global health, infectious diseases, aging and chronic illness, and brain function and development. Partnerships between SFU and the hospitals and health authorities in the Lower Mainland enhance these opportunities. SFU is a leader in the secure analysis of sensitive data. Population Data BC, a platform for supporting research on human health, wellbeing and development run by a consortium of researchers from institutions around BC including SFU, will provide researchers with access to linkable individual data for integrated analysis of health outcomes using a range of secondary sources.

SFU's goal is to develop interdisciplinary collaborations and partnerships that bridge the biomedical, clinical, and social sciences and involve the wider community, building on SFU's tradition of innovative and effective outreach. Examples are the new Institute for the Reduction of Youth Violence, a joint partnership between SFU and Children's Hospital that aims to reduce adverse health and mental health consequences of youth violence; and the Centre for Research on Early Child Health and Education, that links scholars in
universities and research centres to increase access to universal health and education programs for young children.

vii. Pedagogy

Pedagogy stresses the mutually constitutive and intersecting activities of scholarship, teaching, and engagement. It concerns both the art and the science of teaching, and involves teachers engaging learners spontaneously and methodologically. Boundaries between teachers and learners are not always fixed. Research in this theme is conceptualized as a framework of four essential components: understanding, research use, knowledge mobilization, and reciprocity.

• Understanding involves fundamental explorations to map what is and can be in education, what we value of education practices, and how processes of education unfold and can be transformed to benefit individuals and society.
• Research use refers to investigations about how understanding may be applied to address education issues. It includes, but goes beyond, developing and refining methods across the spectrum of educational practices and forms of educational inquiry.
• Knowledge mobilization refers to critical and self-reflective occasions where we apply research in practice, for example, determining the impact of educational interventions across individual and systemic levels.
• Finally, the notion of reciprocity concerns our studies of collaborations with the educational community, the settings for research mobilization, with an emphasis on designing and using feedback loops to inform and refine future research throughout the framework. Future research vitality lies in actively inter-relating these four framework components, and these components individually and together represent significant foci for emerging scholarship.

Knowledge Mobilization

The cornerstones of SFU’s new models of knowledge mobilization are its progressive intellectual property policy and synergistic, collaborative Strategic Research Plan.

The University is playing a leading role in the open access movement and the digitization of academic and cultural resources. Its researchers are promoting evidence-based decision making through targeted research projects and participation in policy panels and public dialogues. For example, the IRMACS Complex Systems Modelling Group is developing models that will assist the BC Ministry of Justice with making informed policy decisions, such as a model of the impact of the province’s impaired driving legislation on case flow. SFU facilitates interactions between academic and industrial researchers and nurtures productive research partnerships nationally and internationally. The University works with government agencies, centres of excellence such as the Centre for Drug Research and Development, and BC’s health authorities to create novel approaches for improving human health and wellbeing. These and other activities serve to maximize the benefits of university research for SFU’s internal and external communities.

While many universities employ a conventional lab-to-market model of innovation, SFU’s strategy focuses on solving practical problems and creating transformative technologies in key and emergent sectors, such as health, digital media, and green technology. SFU takes a full-cycle approach to innovation, from pedagogy through to delivery and beyond. Students can develop business skills and new venture ideas through workshops, internships, individual courses, Bachelor’s or Master’s-level degrees with an entrepreneurial focus, and the entrepreneurship@SFU program in business and engineering. Students, staff, and faculty can put their ideas into action with the support of Venture Connection™ concept validation and mentorship programs and VentureLabs™ business accelerator. These programs link collaborators with supporting networks in the innovation ecosystem—entrepreneurs, industry, academic institutions, government, markets, customers and investors—in an overall strategy to integrate the “supply-push” of research with the “demand-pull” of
businesses. For example, the SFU Green Tech Exchange™ program brings together leaders in the field with entrepreneurs, researchers, investors, and government representatives in a monthly networking forum aimed at empowering the local green tech ecosystem. These new models along with the technology and market assessment, intellectual property and licensing services provided by the SFU Innovation Office ensure that the necessary conditions are in place for successful university technologies, entrepreneurs, startup and spin-out companies and industrial partnerships.

In the past decade, SFU has spun-out, mentored, incubated and assisted over two hundred companies, adding more than 2,400 jobs to our economy and contributing an estimated $186 million in annual tax revenues. In SFU's case, for each dollar invested in entrepreneurship and business incubation programs from government funding agencies, the University provides four dollars of in-kind support.

7.3. Core Theme 3: Engaging Communities

‘To be Canada’s most community engaged university’ is a lofty goal but SFU continues to build on its tradition of mutually beneficial partnerships with local and global communities and to address major community issues through research and public engagement. The goal may be lofty but achievable.

SFU’s Community Commitments

SFU has long been regarded as an exemplary model of community collaboration and partnership. The University’s stated avenues to achieve its goals are as follows:

- Expanding and deepening community partnerships and connections. Community connections as an integral part of the academic mission, creating opportunities for practical and experiential learning, informing and inspiring our research, and contributing to its relevance and success.
- Maximizing institutional capacities to enhance the societal, economic, environmental and cultural well-being of communities, both locally and globally, and respectful and mutually beneficial community relationships.
- Addressing the lifelong learning needs of students, alumni and the community with innovative programs and learning opportunities.
- Establishing SFU as BC’s public square for education and dialogue on key public issues and reputation as the institution to which the community looks for education, discussion and solutions.

SFU’s achievements in community engagement in 2011/12 are categorized by our three campuses below;

Burnaby

As one of Burnaby’s major employers, SFU has been an active institutional citizen of Burnaby since its creation in 1965. SFU’s new residential development, UniverCity, is further strengthening the University’s ongoing relationship with its municipal partner and neighbour. The University and City of Burnaby collaborate in various research ventures, and ongoing communication is facilitated through the SFU-Burnaby Liaison Committee.

In 2011/12, a few of the many highlights include:

- SFU has continued to work with the Burnaby Board of Education, the SFU Community Trust and the City in ensuring that the new UniverCity elementary school also serves as a community centre outside school hours and host to cooperative ventures between the SFU Faculty of Education and the School Board.
- One of the successful community programs at SFU Burnaby is the outreach to youth through summer camps and other programs. In 2011/12, close to 5,000 youth participated in sports and academic camps
and thousands of students also experienced the excitement of science at SFU through Starry Nights, Science Alive, and other workshops and events.

**Vancouver**

SFU’s Vancouver campus currently serves over 70,000 people annually, of whom 10,000 are students enrolled in credit and non-credit courses. The campus comprises the original Harbour Centre facility (the campus hub), the Morris J. Wosk Centre for Dialogue, the Segal Graduate School of Business, the new Goldcorp Centre for the Arts, and the performance complex and visual arts studio space at 611 Alexander. Since 1988, SFU has committed approximately $150 million to the establishment and improvement of University facilities in the downtown core. This growth has allowed SFU to offer significant enhancements to its academic and other community-related services. In 2011/12, some of the highlights were the following:

- The Goldcorp Centre for the Arts contains six public performance venues offering cultural and artistic programming within the innovative, mixed-use re-development of the historic Woodward’s district. In 2011/12, the inaugural India Summer festival was one of many cultural events held at the Goldcorp Center for the Arts.
- SFU’s Continuing Studies continues to expand its offerings with new programs in Restorative Justice, Human Resources, Community Capacity Building, and Journalism.
- The development of community programming offering technical training for the cultural sector. SFU’s non-profit Simon Fraser Presentation Society worked with community arts groups to provide access to SFU Woodward’s cultural spaces. (Funding by Western Economic Diversification and Heritage Canada).
- In partnership with community agencies, research groups and institutes at SFU Vancouver work on key issues - including human security, communication, mental health and addiction, gerontology and urban issues.

**Surrey**

The capacity of SFU through its Surrey campus has been enhanced with new distinctive academic and research programs and approaches to community outreach.

In 2011/12, some of the examples of new community engagement and industry-linked development projects were as follows:

- SFU launched entrepreneurship@SFU, with a $210,000 donation from SFU alumnus Ken Spencer and a matching contribution from the Province of BC through the British Columbia Innovation Council (BCIC). The Ken Spencer Entrepreneur Incubator, a component of the entrepreneurship@SFU initiative in partnership with BCIC, is a competitive academic pathway for third- and fourth-year business and applied sciences students that provides the skills, mentorship and resources to build innovative ideas and develop successful new ventures.
- The Faculty of Science with input from the Faculty of Health Sciences and Fraser Health held a series of Café Scientifiques. The cafés provide a forum for researchers and the community at large to share in informal discussions on health topics of shared interest.
- SFU leased three new classrooms in the Surrey City Centre Library to support an expansion of SFU’s Lifelong Learning programs.
- With funding of $302,535 from Western Economic Diversification Canada, SFU is strengthening ties between BC and India, through programs and projects that support the clean energy, life sciences, new media and film sectors. In 2011, SFU placed 27 students in India, hosted 6 visiting scholars and conducted 2 industry events focusing on film and renewable energy.
• SFU received over $300,000 for funding for its Komagata Maru incident initiative. A corresponding web-site was released to support this initiative, which has proven to be the most comprehensive portal for understanding the Komagata Maru incident through a variety of materials, such as government documents, oral histories, private archives, artistic endeavours, and interviews.

Relevant Research

SFU engages many communities in university research: the technology industry, the business community, the rural or urban community, the preschool-12 education sector, the francophone community, the immigrant community, and Aboriginal communities. The successful development of the Vancouver campus community has inspired bold urban renewal projects in Surrey and the Great Northern Way campus. SFU’s School for the Contemporary Arts is engaging the Vancouver community with its cultural infrastructure, and is firmly ensconcing SFU as the cultural and intellectual heart of the community.

We live in a pluralistic society: culturally, racially, and ethnically. SFU must provide leadership in educating students about human differences in an increasingly diversified world in order to help develop a civil citizenry and a civil society. Through research initiatives, SFU aims to instill in its students an appreciation of societal structures and social and scientific responsibility for a sustainable world.

Alumni

Since SFU opened its doors in 1965, over 110,000 students have become graduates, and today SFU’s alumni span all ages and all parts of the world. A majority make their home in British Columbia but others can be found across Canada and in countries around the world. Staying connected with SFU is an important part of both the students and the alumni experience - SFU’s success is their success. SFU is doing its best to engage with its alumni and involve them to a larger degree in the academic experience of students. The benefits of developing these relationships include: greater social and intellectual enrichment for alumni, expanded networks for their professional growth and development and enrichment of the university experience for students, faculty and staff, through sharing experiences and being broader involved in the welfare and future of SFU.
8. Enhancing SFU’s Institutional Strength

In order to achieve SFU’s Goals the institution must ensure that it builds institutional strength to support the activities it undertakes. This institutional strength includes recruitment and retention of excellent faculty, the recruitment of high quality students and the development of supporting structures such as its IT capabilities and the Library. These activities are further detailed below.

Recruitment of Outstanding Faculty and Students

SFU continues to experience significant inflationary pressures which are not being funded either by the provincial grant or tuition increases. In addition, the national and global economic conditions of the past year have further impacted SFU’s overall financial resources and affected positions funded from endowed capital. These pressures have had, and continue to have, a direct effect on recruitment planning.

However, SFU continues to make every effort to achieve its goal of being the most research-intensive comprehensive university in Canada, competing effectively with the top-tier institutions in the country. The following are some of SFU’s successes in the competition for the recruitment and retention of top faculty and students:

- **Canada Research Chairs (CRCs):** SFU has 45 Chairs allocated and to date has filled 42

- **BC Leadership Chairs (LEEF):** SFU has been awarded five BC Leadership Chairs, of which four are filled:
  - Salmon Conservation and Management
  - Pharmaceutical Genomics and Bioinformatics
  - Cognitive Neuroscience in Childhood Health and Development
  - Proactive Approaches to the Reduction of Violence among Children and Youth.

  A search is currently underway for the remaining LEEF Chair in Multi-Model Technologies for Enhanced Healthcare Delivery, for which the matching monies have been raised.

- **Endowed Chairs:** The following searches for Chairs were proposed in 2012/13:
  - St. Paul's Hospital Foundation / Providence Health Care - Chair in HIV/AIDS Research
  - BC Cancer Foundation Cancer Survivorship Chair
  - Beedie Entrepreneurship Chair
  - Shrum Chair
  - LEEF Chair in Multi-Model Technologies for Enhanced Health Care Delivery

- **Vanier Canada Graduate Scholarships:** A total of twelve students have received these scholarships including four awarded in 2011/12 and one in 2012-13.

- **SFU Community Trust Endowment Fund Graduate Fellowships in the Humanities:** fifteen new graduate fellowships worth $6,250 each for one semester of study have been granted to doctoral students in the Humanities. These fellowships were created in recognition that Humanities in general is not a high priority for graduate funding from the provincial government.

- **NSERC CREATE Program** for graduate student training: This Collaborative Research and Training Experience program supports the training of teams of outstanding students and postdoctoral fellows
from Canada and abroad. SFU submitted two letters of intent for the latest competition, plus a joint proposal with an external partner.

- In 2011, two SFU students were awarded $180,000 Trudeau Scholarships. Since the introduction of these scholarships seven SFU students have received these awards.

- In 2010, SFU began the pilot SFU/VP Research Undergraduate Student Research Award Program to increase opportunities for student research. In 2010/11, 66 awards of $4,500 and 5 awards of $2,250 were made. In 2011/12, 72 awards of $4,500 and 14 awards of $2,250 were made. Notably, this is a 9% and 180% increase, respectively.

In 2011/12 SFU had 266 students receiving tri-council scholarship funding including 135 SSHRC, 101 NSERC and 19 CIHR awards.

**Faculty Retention**

Canadian universities continue to confront faculty recruitment and retention challenges. A report prepared for the Research Universities’ Council of British Columbia (RUCBC) predicted more than 2,200 faculty positions will turnover in the next decade due to retirement and attrition. At SFU, it is expected that over 240 faculty will retire in this timeframe, however, the elimination of ‘mandatory retirement’ and the poor economic conditions are expected to ease this situation.

Nevertheless, faculty renewal at SFU will continue as moderate growth is predicted in the development of the Faculty of Health Sciences, the Faculty of Environment and the Surrey campus.

Over the past few years, SFU has engaged in several efforts to improve recruiting and retention success. A number of initiatives are now in place, including:

- A Retention Award Fund to assist in the retention of outstanding faculty
- Recognition of teaching and research excellence through annual Excellence in Teaching and University Professor awards
- Annual Faculty and Staff awards dinner
- Aggressive media recognition given to faculty accomplishments in local and national news outlets
- Research Services Grants Facilitators provide one-on-one assistance to researchers in obtaining research grants
- Teaching and Learning Centre provides programs to support development of teaching skills
- University Innovation office assists faculty entrepreneurs
- A special banking program developed in 2007 to make it easier for faculty coming to work at SFU on a work permit to arrange and qualify for credit cards, loans, mortgages and lines of credit
- A Mortgage Interest Subsidy Program to assist new faculty and senior administrative staff in dealing with the volatile housing market in Vancouver
- A Faculty Advisor position was developed to personally assist new faculty with relocation and immigration issues
- The provision, within SFU’s residential development UniverCity, of housing geared specifically for SFU faculty and their families. SFU purchased 10 units and has launched its first rental program called ‘Verdant’ for new incoming faculty
- Progressive benefit programs and parental leave benefits, generous relocation and professional development reimbursement programs, modified work arrangements and accommodation policies,
on site accessible Childcare, Tuition Waiver in SFU programs for faculty and staff and their families and reciprocal Tuition Waiver Programs at Carleton and York Universities.

- Programs emphasizing sustainability, health, and wellness are available to all as well as access to fully equipped pool, gym and fitness programs.
- A modern elementary school opened at UniverCity in September 2010 and offers additional daycare and childcare spaces.
- An annual campus-wide New Faculty Orientation Program and individual year round orientation sessions welcome and orient new faculty to policies, programs and services.
- Ongoing workshops for faculty, academic administrators and administrative staff to facilitate information-sharing across campuses and develop learning communities and networking.
- The organization for Academic Women provides programming, support and networking for Women academics.
- Accommodation is available to those with physical and mental disabilities and there is a fund to provide for the needed accommodation.
- Providing advice and assistance to the University Community about human rights and related matters. As well, the Human Rights Office provides the procedures for resolving discrimination complaints.
- Mentoring for researchers in all fields including grant facilitation through Office of the Vice-President Research.

University websites for faculty and staff provide accurate information on policies, employment opportunities, benefits, programs and resources.

SFU is recruiting more female academics, with the proportion of females in the faculty complement as of January 2012 standing at 35%. A growing number of international PhDs is being hired given the increasingly competitive hiring market, the international nature of academia, and Canada's shortage of PhD candidates in some disciplines.

**Investment in Infrastructure**

The following investments have been made:

- **School for the Contemporary Arts at the Goldcorp Centre for the Arts:** Funding from the Ministry of Advanced Education, the Ministry of Economic Development, SFU donors, and SFU has provided new facilities for the School for the Contemporary Arts at the Woodward’s redevelopment in Vancouver. The project includes 11,845 gross square metres of new space for instruction, offices, performance studios, and theatres.

- **Renewal of SFU’s Shrum Chemistry Building:** Through an investment of $49.4M under the Knowledge Infrastructure Program, the Chemistry wing at SFU’s Burnaby campus has been completely rehabilitated to modern and green standards. This renewal enables SFU to further its contribution to research and development in key areas of health and life sciences, environment, and information and communication technologies.

- **Surrey Podium 2:** Podium 2 was acquired with $10 million in funding from the Knowledge Infrastructure Program, and has provided 54,000 feet of additional space for labs, teaching space, offices and support activities at the Surrey campus. The grand opening of the Podium 2 space was held on November 4, 2011. The space will allow SFU to support the expanding teaching, research and community engagement needs in the South Fraser region.
**Western Economic Diversification** (WD): SFU has been the beneficiary of an unprecedented level of support from Western Economic Diversification over the last few years, including: $884K for SFU's 4D LABS to purchase BC’s first advanced mask writing facility; $360K for the TIME Centre, $325K for an advanced wireless antenna pattern measurement facility, $417K for a new Entrepreneurship Initiative at SFU Surrey, $1.9M for the new Medchem medicinal chemistry facility, and $700K for a state-of-the-art magnetic resonance facility that provides services to SFU researchers and local biotech companies in drug and vaccine design. In 2009, a grant of $1M was used to equip the Goldcorp Centre for the Arts and in 2010, WD invested $925K for the purchase of equipment for the Mechatronics Systems Engineering (MSE) program and a further $347.7K for the construction and relocation of Vancouver's first completed energy efficient laneway house, "West House." In 2011, WD announced a $302,525 federal investment to support SFU in delivering the BC-India Innovation, Exchange and Mobility Initiative that will facilitate collaborative research between the two regions in the clean energy, health and life sciences, and new media/film sectors.

There has been external non-government funding provided for the establishment of new research initiatives. SFU researchers have also been very successful in obtaining funding for research infrastructure from other external sources. For example, this year Chemistry researchers received $1.4 million from Merck Fosst for equipment to advance knowledge in chronic and infectious disease; and through a strategic partnership with Cambridge Nano tech, SFU's 4D Labs received a world-class tool (the Fiji Plasma-enhanced Atomic Layer Disposition system) for the production of new materials.

Nearly $17 million in upgrades to high-performance computing systems at SFU and UBC through the Compute Canada/WestGrid project were officially launched on June 30, 2011. The infrastructure, funded through the Canada Foundation for Innovation (CFI), the BC Knowledge Development Fund, SFU, UBC, Dell, and Hewlett-Packard, more than doubles existing storage capacity and triples computing power, supporting “big data” projects in particle physics, bioinformatics, genomics, and neuroinformatics. It is available to all Canadian researchers and will enable them to collaborate on international research endeavours.

**Information Technology Improvements**

The vision for information technology at SFU is to achieve institutional expectations of value for IT investments through strong, transparent, collaborative governance and professional best practices. The mission and vision for IT Services as a department are to advance SFU’s capabilities with effective technologies and services, and to be recognized as a key contributor to the institution's success. In addition to the strategic initiatives mentioned below, there are many active projects, each of which contributes to the visions and mission.

- **IT Governance:** More explicit model for it governance has been developed, with focus on priorities, strategic planning, and policy review and development.
- **IT Strategic Plan and Projects:** Having completed upgrades to PeopleSoft Financials (FINS) and Human Capital Management (HAP) applications, the next step is on the upgrade to our Student Information Management System (SIMS). There is a growing portfolio of other strategic projects underway or anticipated, largely as a result of the recent introduction of the University Priority Fund and awards from it. Notable examples of other projects include the implementation of a Web Content-Management System (based on Adobe CQ5), and the initiation of a comprehensive review of technology in support of teaching and learning, including replacing our existing learning management system.
- **Shared Data-Centre Services:** In cooperation with other BCNET CIOs, and using BCNET as a vehicle for cooperation, SFU participates in joint efforts to rationalize the provision of services among the
members of BCNET. One particular example is a “raw disk” backup service for clients from the BCNET membership. This service is operated at UBC-Okanagan by UBC and SFU.

Library Services

The SFU Library and its services go far beyond a traditional print collection of over 2.7 million volumes and 6000 print journals to include 63,000 e-journals, 500 databases and 700,000 e-books. The Rare Books and Special Collections division develops and manages extensive holdings of rare books, manuscripts, organizational archives, visual material and oral histories, with a current collecting emphasis on content reflecting the literary, political and cultural history of British Columbia. Services to students have expanded to include student learning and writing support through the Student Learning Commons for all students, including those needing help with academic English and whose academic careers are at risk. Reference and information services are offered through many channels for the convenience of researchers, including in person, via telephone, through email, chat and text-reference, and twitter. Technical advice is offered in co-operation with IT Services. The BC Electronic Library Network is hosted by SFU Library, a synergistic relationship that has fostered online support, resource sharing and electronic journal licensing for all BC postsecondary libraries.

SFU Library is a leader in digitization projects in Canada, providing access to over two million pages through its Multicultural Canada and other digitization projects. SFU Library has made SFU theses available online, as well as supporting digitization projects for such institutions as University of Victoria, Brandon University, and Prince George Public Library. SFU Library is the BC Leader in the $11 million CFI Synergies project, and is the primary development site for open source software from the Public Knowledge Project (PKP). The PKP software suite includes the Open Journal System (OJS) now used by over 11,000 scholarly publications and other PKP software for monograph publishing, conference management and internet metadata harvesting. SFU Library is also the home for the reSearcher software for electronic resource access and management. This has brought in income to support other Library ventures and has enhanced SFU and BC's reputations for technological inventiveness and entrepreneurship.

The current Academic Plan covers the three year period 2010 – 2013 and includes five Academic Themes which were used by each Faculty and Department to guide their planning for the same period.

The Five Academic Themes contained in the Academic Plan and the associated Goals of each Theme are listed below for easy reference. The full text of the current Three Year Academic Plan can be found at: [http://www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html](http://www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html)

### Academic Theme: High Quality Student Experience

The University will facilitate admission, support and success for students from diverse backgrounds. Students will know the learning purposes and opportunities for each program, can find straightforward information on program requirements, and can plan and complete their programs in a timely way. SFU graduates will understand the importance of being ethical, responsible and informed citizens, through engaging in complex contemporary issues and examining questions from different perspectives.

- **Goal 1.1** - Create multiple admission routes to attract a diverse student body.
- **Goal 1.2** - Increase the retention rates of all students.
- **Goal 1.3** - Develop a more navigable curriculum and improve course access.
- **Goal 1.4** - Diversify our pedagogy.
- **Goal 1.5** - Increase our International, First Nations and interdisciplinary exposure.

### Academic Theme: Teaching and Learning in a Research University

SFU respects and values diversity in scholarship; academic units define their own research and pedagogical strengths and plan accordingly. SFU faculty members will create a culture of critical inquiry and their transmission of research skills and research results will add value to each student's education. Students will learn through a wide variety of pedagogies that expand the traditional classroom experience and extend learning into local, national and international communities. They will participate in a wide variety of experiences that develop long-term skills in learning, analysis, and communication.

- **Goal 2.1** - Support new program development in select areas.
- **Goal 2.2** - Review curriculum for learning outcomes and linkages to faculty research.
- **Goal 2.3** - Increase student exposure to research and researchers.

### Academic Theme: Research

SFU will support and pursue national and international research initiatives.

- **Goal 3.1** - Support the SFU Strategic Research Plan 2010-2015.
**Academic Theme: The University's Role in the Community**

Academic units will make their teaching and research relevant to the broader community.

Goal 4.1 - Develop closer ties with First Nations and immigrant communities.

Goal 4.2 - Ensure that non-credit programs reflect the University's strategic priorities.

Goal 4.3 - Provide opportunities for students to learn and apply knowledge in local and global communities.

Goal 4.4 - Work more closely with alumni.

Goal 4.5 - Link each of our three campuses closely to their communities.

**Academic Theme: Financial Sustainability and Institutional Strength**

We will work towards a financial system with increased revenue flows and no structural deficit. We will attract, retain, develop and reward the best faculty and staff.

Goal 5.1 - Create a comprehensive Strategic Enrollment Management Plan.

Goal 5.2 - Centralize support activities to reduce costs.

Goal 5.3 - Support credit and non-credit revenue-generating activities.

Goal 5.4 - Encourage greater financial efficiency.

Goal 5.5 - Intensify Fundraising efforts.

Goal 5.6 - Review graduate tuition and support.

Goal 5.7 - Recruit, retain, develop and reward the best faculty and staff.

Goal 5.8 - Communicate plans and achievements internally and externally.

**Evaluation of the Academic Plan**

The Academic Plan is supported by a number of strategies and performance in achieving the goals. Objectives are assessed annually.

**Next Academic Plan 2013 – 2018**

A new Academic Plan with a five-year horizon is currently under development for the Period 2013 – 2018 and SFU will begin implementation of this plan in April 2013. The plan will be closely aligned to the new SFU Vision/Mission by having strong orientation towards ‘engagement’ and directly addressing the three core themes of Engaging Students, Engaging Research and Engaging Communities. A draft of this plan can be found at: http://www.sfu.ca/vpacademic/academic_planning/academic_plans/2013-18acadplan.html#main_content_text

The Strategic Research Plan is intended to serve as a road map for establishing the focus, infrastructure, and capabilities that are necessary to improve the research performance of the University.

**SFU’s Research Goal**

*Our goal is to be the most research-intensive comprehensive university in Canada, competing effectively in defined areas with the top tier institutions in the country, and internationally renowned for the excellence of our scholarship.*

The major objectives of the Strategic Research Plan are to:

1. Maximize opportunities for discovery and innovation;
2. Promote internationally competitive research and scholarship;
3. Cultivate excellence through selective investment in emerging areas of research;
4. Facilitate collaborations across disciplinary and institutional boundaries;
5. Recruit and retain outstanding students, research fellows, and faculty;
6. Encourage effective communication and dissemination of research results;
7. Optimize use of our research and scholarship resources;
8. Recognize the full value of intellectual property;
9. Achieve thematic coherence in the expression of SFU’s research interests;
10. Engage all our communities for the benefit of society.

The plan articulates the University’s strengths by identifying integrative research theme that cross disciplinary and administrative boundaries as covered under section 5.3 of this document. New discoveries in Canada and around the world are being made by interdisciplinary teams of investigators organized to address research questions that are multidimensional and inspired by global societal, environmental, and economic change. The seven themes are: Origins; Communication, Computation and Technology; Culture, Society and Human Behaviour; Economic Organization, Public Policy and the Global Community; Environment, Resources, and Conservation; Health and Biomedical Sciences; and Pedagogy.

**Evaluation of Research**

A periodic evaluation of research outputs will be undertaken using metrics appropriate to the diverse individual and interdisciplinary activities, as determined in consultation with the Faculty Deans. A common framework for reporting will establish a baseline from which advancement in a particular discipline can be gauged. Annual data from Re$earch Infosource and Canadian Association of University Business Officers (CAUBO) will be used to evaluate SFU’s research performance relative to other Canadian universities, including measures of research income, publication intensity, and publication impact.
11. Ministry Objectives for Post-Secondary Education

11.1. SFU’s Alignment with Ministry Goals and the Accountability Framework

The following table demonstrates SFU’s strategic alignment and support for the Ministry’s Strategic Goals.

<table>
<thead>
<tr>
<th>SFU STRATEGIC GOALS and OUTCOMES</th>
<th>MINISTRY OF ADVANCED EDUCATION GOALS¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging Students</td>
<td></td>
</tr>
<tr>
<td>Students gain the knowledge to complete degree requirements</td>
<td>✓</td>
</tr>
<tr>
<td>Students acquire skills necessary in an ever-changing world</td>
<td>✓</td>
</tr>
<tr>
<td>Students apply knowledge in the workplace or further studies</td>
<td>✓</td>
</tr>
<tr>
<td>Engaging Research</td>
<td></td>
</tr>
<tr>
<td>Research is at a high quality level.</td>
<td>✓</td>
</tr>
<tr>
<td>Knowledge is mobilized through partnerships/collaborations with external partners.</td>
<td>✓</td>
</tr>
<tr>
<td>Research is integrated into undergraduate learning and teaching.</td>
<td>✓</td>
</tr>
<tr>
<td>Engaging Communities</td>
<td></td>
</tr>
<tr>
<td>SFU is engaged with its alumni.</td>
<td>✓</td>
</tr>
<tr>
<td>SFU is engaged locally.</td>
<td>✓</td>
</tr>
<tr>
<td>SFU is engaged globally.</td>
<td>✓</td>
</tr>
</tbody>
</table>

11.2. Performance Measures, Targets and Results

SFU assesses and manages its performance using a number of operational indicators and key performance measures. The Office of Institutional Research and Planning provides the results of these indicators on their website at the following link: http://www.sfu.ca/irp/performanceindicators.html

In addition, the SFU Planning Framework, the current Academic Plan (2010-2013) and the Strategic Research Plan (2010-2015) assess performance of the strategic objectives based on a review of achievements and evaluation of key performance indicators.

The following pages assess SFU’s performance using the measures under the Ministry’s Accountability Framework for post-secondary education. The Ministry assesses performance based on the following scale:

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>More than 10% above target</td>
</tr>
<tr>
<td>Achieved</td>
<td>Up to 10% above target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>Up to 10% below target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>More than 10% below target</td>
</tr>
</tbody>
</table>
Ministry Accountability Objective: **Capacity**

Ministry Performance Measure: **Student Spaces**

SFU’s Achievement: **112.8% (Exceeded)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Total Student Spaces</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11 Actual</td>
<td>2011/12 Target</td>
<td>2011/12 Actual</td>
</tr>
<tr>
<td>22,388</td>
<td>20,215</td>
<td>22,796</td>
</tr>
</tbody>
</table>

SFU’s total student headcount for 2011/12 was 35,561 students, including 30,091 undergraduates and 5,513 graduates.

With 47% of undergraduate students attending the University on a part-time basis, this equates to 19,043 total domestic full-time equivalent (FTE) undergraduate students which represented an increase 2% over the previous year. The undergraduate and graduate FTE for 2011/12 reached 22,796 FTE which exceeded the government-funded enrollment target of 20,215 by nearly 13%.

The majority of students enter SFU’s undergraduate programs either directly from BC Grade 12 or through college transfer. In 2011/12, 40% of SFU’s new undergraduates came from BC Grade 12 with average entry grades of 86.3%. BC College transfer students made up 32% of new students making SFU the largest receiving institution of BC College transfer students.

SFU exceeded its international student target of 927 by enrolling 1,621 new international students or 24% of new undergraduate students.

SFU places strategic emphasis on building graduate programs and providing innovative research opportunities to attract graduate students. The annualized graduate student headcount reached 4,224 in 2011/12.

---

2 Operational definition: Number of Full-Time Equivalent (FTE) student enrollments delivered overall.
Ministry Accountability Objective: **Capacity**

Ministry Performance Measure: **Credentials Awarded**

SFU’s Achievement: **97.5% of Ministry Target (Substantially Achieved)**

*100.9% of the previous year*

<table>
<thead>
<tr>
<th>Performance</th>
<th>2010/11 Actual</th>
<th>2011/12 Target</th>
<th>2011/12 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total credentials awarded by SFU to students annually have grown by 13% from 2003 to 2011, with Bachelors increasing by 35%, Masters by 49%, and Doctoral degrees by 81%.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Increasing the credentials awarded relies on the growth in enrollment and retention of students. Improved retention requires the development of the distinctive programs, curriculum and pedagogy. It also requires that the University provide student services and support that add quality to the campus experience beyond that supplied by for-credit learning.

Priority has been given to achieving a significant increase in student financial assistance budgets, to providing increased access to affordable student residences, and to providing increased funding to other student services commensurate with practice at other universities.

---

3 Operational definition: Count of certificates, diplomas, associate degrees, bachelor degrees, master degrees and doctoral degrees awarded by public post-secondary institutions.
Ministry Accountability Objective: **Capacity**

Ministry Performance Measure: **Sponsored Research Funding**

SFU’s Achievement: **102.8% (Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Research Funding – All Sources</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11 Actual</td>
<td>2011/12 Actual</td>
<td>Assessment</td>
</tr>
<tr>
<td>$87.4 M</td>
<td>$89.9 M</td>
<td>100%</td>
</tr>
<tr>
<td>≥ previous year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$64.2 M</td>
<td>$62.8 M</td>
<td>Federal Sources (million $)</td>
</tr>
<tr>
<td>$5.7 M</td>
<td>$5.7 M</td>
<td>Provincial Sources (million $)</td>
</tr>
<tr>
<td>$17.5 M</td>
<td>$21.3 M</td>
<td>Other Sources (million $)</td>
</tr>
</tbody>
</table>

In October 2011, Re$earch Infosource released its annual rankings of research universities (based on FY 2010 data). Notable results for SFU include a 4.2% increase in total sponsored research income to $87 million, a 7% increase in research intensity (research income per full-time faculty position), and moving to #15 from #18 in the overall rank of relative performance (#3 among the subset of comprehensive universities). In the spotlight on research publication intensity growth, SFU ranked #3 among the comprehensives for its 29% gain in the average number of publications per full-time faculty member.

Approximately three-quarters of SFU’s funding is sourced from the federal government through the Tri-Councils (NSERC, SSHRC, and CIHR), CFI, and other sources. This contrasts with the average for Canadian universities, where less than half of the income comes from federal sources and the private sector plays a much bigger role. In FY2011, NSERC contributed about 19% of SFU’s total research funding, with CIHR contributing 11% and SSHRC 9%.

SFU’s researchers consistently exceed the national success rate in both SSHRC and NSERC competitions. SFU researchers achieved a success rate of 50% compared to the national average of 37% in the 2011-12 SSHRC Standard Grants competition. In the 2011 NSERC Discovery Grants competition, SFU researchers realized a success rate of 65% compared to the national average success rate of 58%, and were at about the national average in terms of the size of the grants awarded. In the CIHR operating grants program, SFU researchers were successful in about 24% of applications submitted through SFU or another institution. The average CIHR success rate nationally was about 17%.

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4 Operational definition: Total research revenue awarded from federal government, provincial government and other sources.

**Simon Fraser University** **Engaging the World**
Ministry Accountability Objective: **Access**

Ministry Performance Measure: **Number and Percent of Students Who Are Aboriginal**

SFU’s Achievement: **107.9% (Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Aboriginal Student Headcount</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11 Actual</td>
<td>2011/12 Target</td>
<td>2011/12 Actual</td>
</tr>
<tr>
<td>467</td>
<td>≥ previous year</td>
<td>504</td>
</tr>
<tr>
<td>1.7%</td>
<td>1.8%</td>
<td>Aboriginal Student Percentage</td>
</tr>
</tbody>
</table>

SFU continues to provide educational opportunities for Aboriginal peoples and communities and will improve University infrastructure to support Aboriginal programming.

A new measure ‘Aboriginal Student Spaces’ (362) introduced this year by the Ministry converts the Aboriginal Student Headcount (504) to FTEs (Full Time Equivalents). From 2010/11 to 2011/12 SFU showed an increase of 4.9% in Aboriginal Student Spaces.

In 2007, Simon Fraser University’s Senate and Board of Governors approved a First Nations University-Wide Strategic Plan. The plan includes a vision that seeks to transform the approach to academic programming, community engagement, student support, and equally important, research for First Nations. The full text of the plan is available at [http://www.sfu.ca/vpacademic/Academic_Planning/Academic_Plans/](http://www.sfu.ca/vpacademic/Academic_Planning/Academic_Plans/)

The Office for Aboriginal Peoples serves as the coordinating umbrella for Aboriginal activities across the University drawing together researchers, educators, students, elders, Aboriginal communities and non-Aboriginal members of the University. The Office of Aboriginal Peoples assumes a leadership role for support of Aboriginal activities with responsibilities in each of eight areas: support for academic program development; research development; student recruitment, support and retention; liaison and outreach to Aboriginal peoples and communities; international engagement and global development; Indigenous knowledge and resource development; infrastructure and facilities development; and integration and leadership development.

---

5 Operational definition: Unique headcount of Aboriginal students and percent of domestic students who are Aboriginal.
Ministry Accountability Objective: **Efficiency**

Ministry Performance Measure: **Bachelor’s Degree Completion Rate**

SFU’s Achievement: **95.5% and 94.1% (Substantially Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Direct Entry Students</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11 Actual</td>
<td>2011/12 Target</td>
<td>2011/12 Actual</td>
</tr>
<tr>
<td>73.7%</td>
<td>≥ previous year</td>
<td>70.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance</th>
<th>Transfer Students</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11 Actual</td>
<td>2011/12 Target</td>
<td>2011/12 Actual</td>
</tr>
<tr>
<td>79.9%</td>
<td>≥ previous year</td>
<td>75.2%</td>
</tr>
</tbody>
</table>

Completion rates have been analyzed over the years and it has been found that they are influenced by many different issues and to varying degrees. These influences include among others: the admission GPA, larger or lower course loads, course availability, class sizes, numbers of international students and the quality of teaching. However there is little conclusive evidence of the degree to which these specific issues influence this measure. The difference between the two consecutive years provides little value as the indicator as the cause and effect relationship could be a result of some influence that may be 7 years old.

---

6 Operational definition: Proportion of direct entry students completing a bachelor degree within seven years, and proportion of transfer students completing a bachelor degree within five years.
Ministry Accountability Objective: **Quality**

Ministry Performance Measure: **Student Satisfaction with Education**

SFU’s Achievement: **105% (Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Student Satisfaction with Education</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11 Actual</td>
<td>2011/12 Target</td>
<td>2011/12 Actual</td>
</tr>
<tr>
<td>94.7% (±0.7%)</td>
<td>≥ 90%</td>
<td>94.5% (±0.7%)</td>
</tr>
</tbody>
</table>

The University remains concerned with course availability: 54% of undergraduate students surveyed are getting the specific courses they want and 77% of students are getting the number of courses they want each Fall semester. Efforts will continue to improve this measure.

Over the course of the next three years, SFU will strive to achieve an ultimate goal of more than 54% of students being able to get the specific courses they want and 77% of students being able to register in the number of courses they would like. Further research on this issue will determine the best methods for achieving this goal.

Facilities for students are continually being improved. Residence spaces have been increased by over 40% since September 2005. A 300 seat dining hall has been built and the new gymnasium and fitness centre were opened in 2007.

A number of support centres are in place, including the Centre for Students with Disabilities, the Indigenous Student Centre and the Student Development and Programming Centre.

In 2009, SFU began participating in the National Survey of Student Engagement (NSSE) which is a standardized survey tool administered at many universities across Canada and the United States. The focus of the survey is the engagement of students in their education. More information about the survey can be found at the NSSE homepage. These results are informing future planning around student engagement.

---

7 Operational definition: Percentage of bachelor degree graduates who were very satisfied or satisfied with the education they received.
Ministry Accountability Objective: **Quality**

Ministry Performance Measure: **Student assessment of skill development**

SFU’s Achievement: **97.1% (Substantially Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>2010/11 Actual</th>
<th>2011/12 Target</th>
<th>2011/12 Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82.8%</td>
<td>± 1.2%</td>
<td>82.6%</td>
<td>≥ 85%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>± 1.19%</td>
<td></td>
</tr>
</tbody>
</table>

**Student Assessment of Skill Development**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2012/13 Target</th>
<th>2013/14 Target</th>
<th>2014/15 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Development (overall)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
<td></td>
<td>± 85%</td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
<td></td>
<td>± 85%</td>
</tr>
<tr>
<td>Group Collaboration</td>
<td></td>
<td></td>
<td>± 85%</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td></td>
<td></td>
<td>± 85%</td>
</tr>
<tr>
<td>Problem resolution</td>
<td></td>
<td></td>
<td>± 85%</td>
</tr>
<tr>
<td>Learn on your own</td>
<td></td>
<td></td>
<td>± 85%</td>
</tr>
<tr>
<td>Reading &amp; Comprehension</td>
<td></td>
<td></td>
<td>± 85%</td>
</tr>
</tbody>
</table>

In 2006, SFU implemented an initiative to ensure students graduate as improved writers, with better quantitative reasoning skills, and with a greater breadth of knowledge (WQB). All students admitted to SFU, starting with the Fall 2006 semester, must complete a minimum of 36 credit hours of courses designated as Writing, Quantitative, or Breadth, with a grade of C- or better to receive the WQB credits. This is required of all students in order for them to achieve their undergraduate degree. Also, foundational courses are part of the WQB program: Foundations of Academic Literacy (FAL) and Foundations of Analytical and Quantitative Reasoning (FAN).

---

8 Operational definition: Percentage of bachelor degree graduates who indicated their education helped them to develop various skills.
Ministry Accountability Objective: Quality

Ministry Performance Measure: Student Satisfaction with Quality of Instruction

SFU’s Achievement: 105.8% (Achieved)

<table>
<thead>
<tr>
<th>Performance</th>
<th>Student Satisfaction with Instruction Assessment</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11 Actual</td>
<td>2011/12 Target</td>
<td>2011/12 Actual</td>
</tr>
<tr>
<td>95.7% (±0.6%)</td>
<td>≥ 90%</td>
<td>95.3% (±0.6%)</td>
</tr>
</tbody>
</table>

SFU graduates indicate very high levels of satisfaction with the quality of instruction they receive over the course of their educational programs. In meeting its goal to develop an enhanced learner-centred environment for students, SFU is continuing to explore ways for facilitating interaction between scholars and students.

---

9 Operational definition: Percentage of bachelor degree who rated the quality of instruction in their program positively.
Ministry Accountability Objective: **Relevance**

Ministry Performance Measure: **Student assessment of usefulness of knowledge and skills in performing job**

SFU’s Achievement: **90.5% (Substantially Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Student Assessment of Usefulness of Knowledge &amp; Skills</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11 Actual</td>
<td>2011/12 Target</td>
<td>2011/12 Actual</td>
</tr>
<tr>
<td>81.9% (±1.4%)</td>
<td>≥ 90%</td>
<td>81.5% (±1.3%)</td>
</tr>
</tbody>
</table>

SFU strives to provide students with the knowledge and skills they need to participate effectively in society. To assist them in being successful in their employment, SFU believes that it is very important to provide students with work experience related to their fields of study. SFU Co-op is one of North America’s largest and most comprehensive Co-op Programs, with over 30 years of successful student and employer work placements across all continents of the world.

International Co-op provides students with a unique opportunity to experience the world, while working in their field of study. Students have the opportunity to expand their career horizons, while gaining international and intercultural work experience. In the past 14 years, SFU students have worked in well over 1,000 placements around the world.

While they do not constitute a complete catalogue of experiential and international education available to students, enrollments and student experiences in co-operative education, international study, practicums, internships and field study do offer a student exposure to various occupational environments.

---

10 Operational definition: Percentage of employed bachelor degree graduates, who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job.
Ministry Accountability Objective: **Relevance**

Ministry Performance Measure: **Unemployment Rate**

SFU’s Achievement: 181% (Exceeded)

<table>
<thead>
<tr>
<th>Performance</th>
<th>2010/11 Actual</th>
<th>2011/12 Target</th>
<th>2011/12 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.8% (±0.9%)</td>
<td>≤ 13.4%</td>
<td>7.4% (±0.8%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unemployment Rate</th>
<th>Baccalaureate Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets</th>
<th>2012/13 Target</th>
<th>2013/14 Target</th>
<th>2014/15 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>≤ unemployment rate for individuals with high school credentials or less</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Ministry’s definition of ‘Relevance’ is that the public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education. As identified earlier in the document, at present, programming demand is concentrated in four areas: technology, business and public administration, health and the health professions, and teacher education, and SFU is well positioned to respond to the demand in each of these four areas. More recently, with the continuing global concern over environmental sustainability and the increase in green technologies, SFU will provide opportunities to students in areas that address environmental issues.

While SFU is appreciative that the Unemployment Rate for SFU graduates is half (7.4%) the target (13.4%) set by the Ministry the University is disappointed that it has grown from 6.8% to 7.4% since last year and it will continue to develop and provide advanced education opportunities which develop productive and employable citizens.

---

Operational definition: Unemployment rate of bachelor degree graduates, at the time of the survey, compared with unemployment rate of individuals (aged 18 – 29) with high school credentials or less.
12. Financial Outlook

Provincial Grants

A steady level of government support is projected, with no changes expected in the coming budget year. The provincial operating grant is expected to be $216.7 million, with no increase for student growth. Support for the Electronic Library Network and the French language programs also remains fixed with no growth.

Federal grants include the Indirect Cost of Research funding, which is expected to be $6.5 million for 2012/13. The Annual Capital Allowance funding is expected to remain flat in 2012/13 at $0.5 million, having been reduced from $6.6 million over the last several years. This presents significant challenges for the University and continues to result in a deferral of maintenance and upkeep of buildings and related infrastructure.

Tuition

Tuition and student fees are the second major source of operating income. Strong enrollments in credit courses, particularly with international students, have continued to drive increases in tuition revenues. The total enrollment planned for 2012/13 is 26,317 full-time equivalent students, which is an increase in year-over-year planned enrollments.

In some Faculties, differentiated tuition fees have been implemented to reflect the higher cost of delivering premium programs. All tuition fee increases, however, are capped by government guidelines. The tuition fee increases for 2012/13 are expected to be 2%.

Investment Income

While market fluctuations were observed during 2011/12, the year closed with an operating investment return beyond the budgeted level. However, investment income for the endowment fund was not favourable at year end. While the 2012/13 forecast for operating investment returns has increased, it continues to reflect a conservative projection given the continuing uncertainties in the market. During 2012/13, SFU will continue to diligently manage its investment portfolio while maintaining an endowment spending rate that projects the University’s operations from temporary market volatility.

Inflation

Real costs continue to increase as salary progression and benefits, along with the growth pressures of service departments, add stress to the University’s operating expense budget. Aside from these incremental costs, inflationary pressures continue to be felt. The University is limited in its ability to offset these inflationary cost increases.

Operations

Salaries and benefits make up the majority of the University’s operating expenses. With more than 2,500 continuing full-time employees, as well as part-time and temporary faculty and staff, the salary and benefit costs comprise over 70% of total expenses. Salary and benefit cost increases associated with progression through the ranks and step increases are not funded by government. The 2012/13 salary and benefit increase is related to proposed new positions, incremental salary increases, such as career progression and step increases, and an increase in Teaching Assistants and other limited term teaching instructors.
In addition, the University continues to maintain an Emergency Reserve fund of $8.5 million which will be used to fund unplanned and unexpected events throughout the year. The deferred maintenance on the Burnaby campus buildings will continue to present fiscal challenges for SFU into the future. Government support for cyclical and preventative building maintenance has been significantly reduced, with the Annual Capital Allowance remaining at $0.5 million for 2011/12. Moreover, the 5-Year Capital Plan identifies some significant Burnaby campus renovation projects for which funding has not yet been identified. SFU intends to apply to the newly introduced Routine Capital Fund to address some of its most pressing capital needs.

A valuation of the University employee pension plans reflects substantial actuarial funding deficiencies that need to be addressed. The University has been engaging the employee groups in discussions of the different kinds of solutions that might be considered as we continue to work together to resolve these challenges.

12.1. General Operating Fund

For the most recent financial information, please refer to the Audited Financial Statements available at: [http://www.sfu.ca/finance/publications.html](http://www.sfu.ca/finance/publications.html)

12.2. Capital

Simon Fraser University’s ability to carry out its mission is dependent on the provision of the full complement of required space and infrastructure.

At the conclusion of currently committed projects in 2011, SFU will remain significantly short of space, relative to the BC Space Planning Standards, for functions such as the library (72%), academic offices (65%), administration (74%), and maintenance (57%). The existing capacity of University facilities to support research is also compromised and the expansion of the University’s Data Centre is paramount. Many of the buildings on the Burnaby campus were constructed in the mid-1960s. Renewing these aging facilities and their infrastructure is also a top priority. The capital projects listed below which are either in action or planning over the next five years provide an overview of all planned projects, regardless of funding source. It outlines the University’s strategy to address its current and projected requirements for new and renewed buildings and infrastructure. It illustrates SFU’s commitment to renew existing and to provide additional capacity where possible allowing us to improve access to quality post-secondary education.

It is assumed that facilities needed to accommodate normal and/or targeted enrollment growth will be funded by government in accordance with the BC Space Standard and the Unit Rate Budgeting methodology, as adopted by the Ministry of Advanced Education. It should be noted that for projects presently in planning, estimates are the centre of a range and are intended to be indicative of an order of magnitude only. Completion dates and costs are estimates in 2011 dollars and may vary subject to the sequence of funding or construction priority.

Below is a list of the capital projects active or planned over the next five years.

(a) Major Capital Projects Under Construction

SFU Burnaby – Data Centre Renewal
First phase is under construction. Estimated cost ~ $5,000,000. Target completion for 2012/13.

SFU Burnaby – Renovations Discovery 1 (FIC)
This project is under construction and will open in September 2012. Estimated cost ~ $10,000,000.
(b) **Planned Major Capital Projects Over $50 Million**

**SFU Surrey – Energy Systems Engineering**  
Preliminary planning. Estimated cost ~$50,000,000. Target completion for 2015/16.

**SFU Surrey – Science, Health and Technology**  
Preliminary planning. Estimated cost ~$90,000,000. Target completion for 2016/17.

**SFU Surrey – Business and Other**  
Preliminary planning. Estimated cost ~$90,000,000. Target completion for 2017/18.

**SFU Surrey – Graduate Facilities**  
Preliminary planning. Estimated cost ~$90,000,000. Target completion for 2018/19.

**SFU Burnaby – Renewal – Shrum Science – Biology**  
Preliminary planning. Estimated cost ~$75,000,000. Target completion for 2018/19.

**SFU Burnaby – Student Residence Expansion**  
Preliminary planning. Estimated cost ~$100,000,000. Target completion for 2016/17.

**SFU Burnaby – Renewal Student Residences**  
Preliminary planning. Estimated cost ~$50,000,000. Target completion for 2016/17.

**SFU Burnaby – New Stadium, Pool and Multipurpose**  
Preliminary planning. Estimated cost ~$100,000,000. Target completion for 2016/17.

**SFU Burnaby – New Student Union and Stadium**  
This project is in planning. Estimated cost ~$65,000,000. Target completion for 2016/17.

(c) **Planned Major Capital Projects Under $50 Million**

**SFU Burnaby – New First Peoples House**  
Preliminary planning. Estimated cost ~$10,000,000. Target completion for 2016/17.

**SFU Burnaby – Roadway Reconstruction**  
This project is in planning. Estimated cost ~$12,500,000. Target completion for 2014/15.

**SFU Burnaby – Renewal Classrooms/Lecture Theatres**  
This project is in planning. Estimated cost ~$12,800,000. Target completion for 2015/16.

**SFU Burnaby – Bio Waste Central Heating Plant**  
This project is in planning. Estimated cost ~$37,000,000. Target completion for 2015/16.

**SFU Burnaby – Renewal – Athletics and Recreation**  
Preliminary planning. Estimated cost ~$10,000,000. Target completion for 2016/17.

**SFU Burnaby – New Transit Hub**  
Preliminary planning. Estimated cost ~$5,000,000. Target completion for 2020/21.

**SFU Burnaby – New Art Gallery**  
Preliminary planning. Estimated cost ~$8,000,000. Target completion for 2016/17.
13. Conclusion

SFU's new strategic Vision 'The Engaged University' captures the university's strengths and will ensure that these qualities can be harnessed to distinguish SFU as the best university of its kind. SFU is an institution that continues to experience enormous change as a result of past growth and a number of strategic and tactical initiatives aimed at bringing about significant improvements in teaching, research and community engagement. This new vision will make sure that all university planning is aligned to achieving the identified strategic goals and with the dedication and hard work of all faculty and staff this rich heritage of continuous improvement will be maintained.

SFU appreciates the capital investments made at its Burnaby, Surrey and Vancouver campuses over the past few years. Even in the absence of new funded student spaces, SFU continues to modify and develop programs to meet the emerging needs of British Columbia. For example, we are creating interdisciplinary programs in the Faculty of Environment, and programs in Health Sciences to expose students to the complex determinants of health. The University is focused on the engagement of the services it provides students and the community at large.

SFU sees the opportunity to meet the educational demands of the growing population south of the Fraser and is committed to addressing this region's educational and social needs as priorities. The intention is to develop programmes focusing on energy engineering, health and other areas in the pursuance of the 2006 Memorandum of Understanding with the Ministry of Advanced Education, which aimed at increasing the number of students taught at SFU’s Surrey campus to 5000 (FTE) by 2015. The institution is eager to work with the Ministry to ensure that this goal is ultimately met.

The institution has worked hard to bring its expenses in line with its revenues and is now managing all expenses effectively and is continuing to develop additional revenue streams. However, the university is still facing on-going growth-related challenges. Two of these challenges are deferred maintenance on the Burnaby campus, which has been growing significantly as buildings age, and financial pressures associated with the defined benefit pension plan for staff.

SFU looks forward to working with the Ministry to ensure that provincial funding and tuition policies enable the University to meet its commitments to students and the people of British Columbia.
### 14. Appendix

SFU 2011/12 Accountability Framework Performance Measure Results

(Prepared and supplied by Ministry of Advanced Education)

**Simon Fraser University**

**2011/12 Accountability Framework Performance Measure Results**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2011/12</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Assessment</td>
</tr>
<tr>
<td>Student spaces²</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td></td>
<td>22,388</td>
<td>20,215</td>
<td>22,796</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Credentials awarded³</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td>5,837</td>
<td>6,044</td>
<td>5,893</td>
<td>Substantially achieved</td>
</tr>
<tr>
<td>Sponsored research funding⁴</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsored research funding from all sources (million $)</td>
<td></td>
<td>$87.4</td>
<td>≥ previous year</td>
<td>$89.9</td>
<td>Achieved</td>
</tr>
<tr>
<td>Federal sources (million $)</td>
<td></td>
<td>$64.2</td>
<td></td>
<td>$62.8</td>
<td></td>
</tr>
<tr>
<td>Provincial sources (million $)</td>
<td></td>
<td>$5.7</td>
<td></td>
<td>$5.7</td>
<td></td>
</tr>
<tr>
<td>Other sources (million $)</td>
<td></td>
<td>$17.5</td>
<td></td>
<td>$21.4</td>
<td></td>
</tr>
<tr>
<td>Aboriginal student headcount⁵</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td>467</td>
<td></td>
<td>504</td>
<td>Achieved</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td>1.7%</td>
<td></td>
<td>1.8%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Aboriginal student spaces⁶</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Aboriginal student spaces</td>
<td></td>
<td>345</td>
<td>N/A</td>
<td>362</td>
<td>Not assessed</td>
</tr>
<tr>
<td>Ministry (AVED)</td>
<td></td>
<td>345</td>
<td></td>
<td>362</td>
<td></td>
</tr>
<tr>
<td>Industry Training Authority (ITA)</td>
<td></td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree completion rate⁷</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct entry students (%)</td>
<td></td>
<td>73.7%</td>
<td></td>
<td>70.4%</td>
<td>Substantially achieved</td>
</tr>
<tr>
<td>Transfer students (%)</td>
<td></td>
<td>79.9%</td>
<td></td>
<td>75.2%</td>
<td>Substantially achieved</td>
</tr>
<tr>
<td>Student satisfaction with education⁷</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td></td>
<td>94.7%</td>
<td>0.7%</td>
<td>≥ 90%</td>
<td>94.5%</td>
</tr>
<tr>
<td>Student assessment of skill development⁷</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td></td>
<td>82.8%</td>
<td>1.2%</td>
<td>≥ 85%</td>
<td>82.6%</td>
</tr>
</tbody>
</table>
### Student assessment of the quality of instruction

<table>
<thead>
<tr>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree graduates</td>
<td>95.7%</td>
<td>0.6%</td>
<td>≥ 90%</td>
<td>95.3%</td>
</tr>
</tbody>
</table>

### Student assessment of usefulness of knowledge and skills in performing job

<table>
<thead>
<tr>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
<th>Substantially achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree graduates</td>
<td>81.9%</td>
<td>1.4%</td>
<td>≥ 90%</td>
<td>81.5%</td>
</tr>
</tbody>
</table>

### Unemployment rate

<table>
<thead>
<tr>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree graduates</td>
<td>6.8%</td>
<td>0.9%</td>
<td>≤ 13.4%</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

**Notes:**

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable


2. Results from the 2010/11 reporting year are based on data from the 2010/11 fiscal year; results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year. Excludes Industry Training Authority student spaces.

3. Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2011/12 reporting year are a three-year average of the 2008/09, 2009/10 and 2010/11 fiscal years.

4. Results from the 2010/11 reporting year are based on data from the 2009/10 fiscal year; results from the 2011/12 reporting period are based on data from the 2010/11 fiscal year.

5. Results from the 2010/11 reporting year are based on data from the 2009/10 academic year; results from the 2011/12 reporting year are based on data from the 2010/11 academic year.

6. Aboriginal student spaces (full-time equivalents) has been added in 2011/12 as a descriptive measure to incorporate data from the annual Student Transitions Project data match. Results from the 2010/11 reporting year are based on data from the 2009/10 fiscal year; results from the 2011/12 reporting year are based on the 2010/11 fiscal year. Results are presented as total Aboriginal student spaces (AVED + ITA full-time equivalents), Ministry (AVED), and Industry Training Authority (ITA).

7. Results from the 2010/11 reporting year are based on 2010 survey data; results from the 2011/12 reporting year are based on 2011 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

8. Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>More than 10% above target</td>
</tr>
<tr>
<td>Achieved</td>
<td>Up to 10% above target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>Up to 10% below target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>More than 10% below target</td>
</tr>
</tbody>
</table>
## Simon Fraser University
### Accountability Framework Performance Targets: 2012/13 - 2014/15

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student spaces</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>20,203</td>
<td>20,203</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Credentials awarded</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>≥ 6,051</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Aboriginal student headcount</strong></td>
<td></td>
<td>≥ previous year</td>
<td>≥ previous year</td>
</tr>
<tr>
<td>Number</td>
<td>≥ 504</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>≥ 1.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor's degree completion rate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct entry students (%)</td>
<td>70.4%</td>
<td></td>
<td>≥ previous year</td>
</tr>
<tr>
<td>Transfer students (%)</td>
<td>75.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student satisfaction with education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td>≥ 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students' assessment of skill development (average %)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td>≥ 85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student assessment of the quality of instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td>≥ 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unemployment rate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td>≤ unemployment rate for individuals with high school credentials or less</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student assessment of usefulness of knowledge and skills in performing job</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td>≥ 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research capacity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsored research funding from all sources (million $)</td>
<td>$89.9</td>
<td>≥ previous year</td>
<td></td>
</tr>
</tbody>
</table>