Institutional Accountability Plan & Report

2008/09 - 2010/11
September 26, 2008

The Honourable Murray Coell, MLA
Minister of Advanced Education and Labour Market Development
PO Box 9059 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Coell,

We are pleased to present Simon Fraser University’s Institutional Accountability Plan and Report for the period 2008/09 – 2010/11. This document was reviewed and approved by the senior administration of SFU and by our Board of Governors on September 25, 2008. We understand and accept accountability for this Plan and for achieving its ambitious objectives. This document is also available at: http://www.sfu.ca/pres/administration/

We look forward to continuing to work with the Ministry in the furtherance of our common mandate to provide the highest quality teaching, research and community service to the citizens and communities of British Columbia.

We are also enclosing an updated copy of the University’s compliance report regarding the guidelines and disclosure requirements specified by the Board Resourcing and Development Office.

Yours sincerely,

[Signature]

Dr. Nancy McKinstry
Chair, Board of Governors

[Signature]

Dr. Michael Stevenson
President and Vice-Chancellor

attachment

/vr
Table of Contents

Executive Summary
1. Introduction
2. Institutional Overview
3. SFU’s Statement of Values and Commitments
4. President’s Agenda
5. Operational and Planning Context
6. Strategic Directions
7. Goals & Themes
8. Financial Outlook
9. Conclusion
Executive Summary

SFU's goals as outlined in the President's Agenda, the University Academic Plan and the Strategic Research Plan are the basis of planning and accountability informing this report to government. These goals support and contribute directly to those espoused by the Ministry of Advanced Education for the post secondary education system in B.C. This report outlines a record of significant achievement in keeping with these goals.

Over the past few years SFU has experienced exceptional growth in support of the accessibility agenda of the Province of British Columbia. Domestic undergraduate enrolment has grown by 20% during the period from 2001/02 to 2007/08, with concomitant growth in international and graduate student enrolment, as expected at a first-rate research university. Growth has been strategically directed towards differentiated programmes that meet the urgent needs of British Columbia's growing economy in areas like information technology and engineering science, interactive arts, digital media and technology and health sciences. Growth has also responded to regional inequalities in access to higher education and research, with the very successful development of SFU's Surrey campus. In addition to the build-out of the Surrey Centre campus, SFU's campus infrastructure has grown with the addition of four new academic buildings on Burnaby Mountain, the new Segal Graduate School of Business and the soon to be completed Centre for the Arts at Woodward's in downtown Vancouver.

This record of growth in accessibility and infrastructure reflects very significant growth in investment at SFU by the Province of British Columbia. 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 taken a series of difficult steps to manage these financial pressures including making across the board budget cuts, using up cash reserves and freezing the recruitment of faculty and staff. The facts are as follows:

- In 2007/08 the SFU community has dealt with a 2.5% across the board cut of its operating budget and in 2008/09 a further 3.7% cut was imposed.
- Over the past three years the University's cash reserves have been eroded from $38.5 million (9% of revenue) in 2005 to $3.1 million (.6% of revenue) in 2008. This represents a 91% reduction. The reserves were used to fund operating expenses not covered by the provincial grant or tuition fee revenues.
- In 2008 some 50 planned faculty positions have not been filled or replaced, lowering the Faculty:Student ratio and curriculum flexibility, and increasing class size for students.

Unless SFU's funding improves in relation to growth and inflation, the University will be forced to take extraordinary additional measures to balance growing demands and declining real resources. Such measures will threaten SFU's capacity to continue meeting its responsibilities to the Province of British Columbia.

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 B.C.
1. Introduction

This document has been prepared in response to a request from the Ministry of Advanced Education and follows on the Institutional Accountability Plan 2007/08 – 2009/10 submitted last year.

We believe our performance from one period should inform the plan for the following year; therefore, this document integrates our past performance with our future plans. Where possible, performance measures are included relating both to the requirements of the Ministry and to SFU’s particular goals.

2. Institutional Overview

From its beginning in 1965, SFU has redefined the academic status quo with a commitment to innovate rather than replicate, to embrace risk and bold initiative, 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 and the Centre for Dialogue, and a new campus in Surrey located in an award-winning tower. Each of these campuses is in the midst of rapid expansion to accommodate past and continuing government targeted enrolment growth.

SFU employs more than 880 tenure-track faculty, 1400 administrative and support staff, and enrolls over 30,000 undergraduate and graduate students in six faculties.

Our Faculties are:

**Applied Sciences** – offers blended traditional programs such as computing and engineering science with explorations in multimedia, communication, interactive arts, kinesiology and resource management.

**Arts & Social Sciences** – the largest Faculty at SFU comprised of 34 departments, centres and programs in the humanities, social sciences and fine arts, including professional programs like the Masters in Public Policy and Masters in Publishing.

**Business Administration** – provides management education at every level, from undergraduate business programs to MBA, Master, Diploma and Executive programs at the graduate level, as well as a Ph.D. in Business Administration.

**Education** – offers undergraduate programming for those interested in teaching and other service fields, Professional Development Programs for future teachers, and graduate programs including a variety of Masters’ and Doctoral programs for research faculty as well as practitioners.

**Health Sciences** – offers a BA and a BSc in Health Sciences and a Master of Science in Population and Public Health (MScPPH) and a Master of Science in Population and Public Health with a concentration in Global Health (GH). Both are practice-based and thesis-based programs that integrate core public health knowledge with the attainment of professional skills as a public health practitioner. Additional specialized public health programs at the Master’s level are under development, including: environmental and occupational health; mental health and addiction; social determinants of health; and infectious disease. A PhD program is also under development.

**Science** - offers a comprehensive suite of undergraduate programs, leading to the BSc degree including Actuarial Science, Biochemistry, Biological Science, Chemistry, Computer Science, Earth Sciences, Management and Systems Science, Mathematics, Molecular Biology, Physics, Statistics and a full range of interdisciplinary programs including Mathematical Physics, Chemical Physics and Biological Physics. A full range of graduate programs is also offered.
In May 2008, the Board of Governors of SFU approved changes to SFU's Faculty structure, including the creation of new Faculties. The changes are effective April 2009, and the new Faculties will accept students for the Fall 2009 semester. The new Faculty of Communication, Art and Technology will house the Schools of Communication, the School of Contemporary Arts, the School of Interactive Arts and Technology, and the Master of Publishing Program. The Faculty of Environment will be comprised of the Centre for Sustainable Community Development, the Department of Geography, the Environmental Science Program, Developmental Studies, and the School of Resource and Environmental Management. New, interdisciplinary programming is also under development for this Faculty.

The Faculty of Applied Sciences will be reorganized to include the School of Computing Science, and the School of Engineering Science. The School of Kinesiology is adopting a new name, the Department of Biomedical Physiology and Kinesiology, and is joining the Faculty of Science.

The goals of these structural changes are to enhance SFU's position as a top tier university for research and teaching, and better position the university for future growth and advancement in an increasingly demanding post-secondary sector. The new Faculties will enhance SFU's ability to recruit and retain students and faculty, and to attract new funding. Interdisciplinary teaching and research will be better supported and enhanced, as will SFU's existing strengths and accomplishments. In these ways, the new structure will lead to the achievement of the goals described, and generate exciting new momentum.

SFU also provides a significant number of non-credit programs and courses. Each year almost 20,000 students take part in continuing education activities at one of the three SFU campuses. Continuing Studies programs introduce many adult 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.

SFU continues to expand on its close working and collaborative relationships with other post-secondary institutions. A number of Memoranda of Understanding have been signed, creating partnerships with BC colleges that support the smooth flow of students in specific disciplines between the partner institutions. These agreements allow for concurrent registrations and more effective use of teaching infrastructure.

SFU has also entered into dual-degree partnerships with universities in China and is exploring programs with Australian universities. SFU has established a public-private partnership with Fraser International College to more effectively recruit international students to SFU.

3. SFU’s Statement of Values and Commitments

- We are an open, inclusive university whose foundation is intellectual and academic freedom.
- Our scholarship unites teaching and research: we celebrate discovery, diversity and dialogue.
- Our students and communities can expect teaching that is personal and learning opportunities that are lifelong.
- We champion the liberal arts and sciences and pioneering interdisciplinary and professional programs.
- We are a university where risks can be taken and bold initiatives embraced.

Upon these foundations, we will engage all our communities in building a robust and ethical society.

SFU's achievements are the collective work of its superb faculty, staff and students. These achievements reflect the development of a unique institutional culture that was forged in the tumultuous '60s and is now defined in the University's Statement of Values and Commitments. SFU distinguishes itself through:

- the depth of its commitment to intellectual and academic freedom;
• its pursuit of openness and inclusivity to assure these commitments;
• the value it places on responsiveness to the community;
• its belief in the interconnectedness of discovery, diversity and dialogue; and
• its willingness to embrace risk in the service of creativity and innovation.

4. President’s Agenda

A summary of the President’s Agenda is included here as it provides the strategic direction upon which all other planning is based. The complete text is available on the SFU website http://www.sfu.ca/pres/president/agenda2005-2009.htm.

Three general objectives have been identified, these being to establish
• the best liberal arts and science education in Canada
• the most innovative interdisciplinary and professional programs
• the most responsive engagement with the broader community

In order to achieve these objectives the President has proposed three more refined objectives relating to academic quality enhancement, greater attention to and recognition of the quality of student life; and an improved public profile.

4.1 Academic Quality Enhancement

Four dimensions have been identified to enhance academic quality:

4.1.1 Graduate Student Enrolment. The importance of graduate enrolment relates very much to the research mission of the university and to its competitive position in the distribution of funding for research. The President proposes that SFU aim to increase the proportion of our total enrolment in graduate programs to 25% of total enrolment.

4.1.2 Program Diversification. Increasing the number of professional and quasi-professional programs, as well as creating new interdisciplinary specializations is a priority.

4.1.3 Undergraduate Curriculum Revisions. In order to assure higher quality undergraduate programs across the board, the successful completion of the implementation of the curricula revisions which provide for improved written communications, quantitative reasoning and breadth requirements in the undergraduate curricula is imperative.

4.1.4 International Enrolment and Programs. International enrolment targets (graduate and undergraduate) should move from 10% to 15% of total enrolment. The pursuit of joint degree programs with other front-ranking institutions is encouraged.

4.2 Quality of Student Life

To enhance the quality of the SFU experience for students, four areas have been identified for improvement:

4.2.1 Undergraduate Course Availability. The demand for courses by undergraduate students must be met to allow for timely degree completion.

4.2.2 Internationalization. Richer contact between domestic and international students is encouraged as is the inclusion of an international experience in the curricula; e.g. international field schools.

4.2.3 Quality of Student Services. The capacity for serving students needs to be optimized.
4.2.4 Extra-Curricular Programs. SFU must become a destination for members of the community interested in the performing arts and in public affairs dialogue and debate, as well as providing our students with a stimulating on-campus life outside the classroom. Athletics and recreation facilities need to be improved and more varied programming in the visual arts should be developed.

4.3 Public Profile

Three areas have been identified for improvement here:

4.3.1 Media Profile. Improvements in SFU’s media profile are being pursued through the development of a visual identity program, the cultivation of media contacts and the use of ‘expert consultants’.

4.3.2 Alumni. The development of effective feedback and communication from alumni is crucial to the broad advancement, government relations, academic and community outreach agenda of the university.

4.3.3 Private Fundraising. University Advancement achieved its second highest fundraising results in 2007/08, raising over $32 million in gifts and pledges, 92% of its $35 million goal. Despite slightly decreased gifts and pledges through the annual campaign, and the lack of an exceptional gift in excess of $10 million, as in 2006/07, our donors continued to generously support university priorities.

5. Operational and Planning Context

5.1 Financial Projections

Major efforts have been made to diversify funding in support of the university. Tuition increases have been held at 2% per year for the past four years and SFU acknowledges the recent decision by the Province to fund increases in graduate student numbers. However these limited levels of increase are not sustainable without dire consequences, not only for SFU but for the entire university sector. So far the university has managed to meet its teaching and research goals without any compromise in quality, and to invest in infrastructural and other initiatives not funded by government. However the 2007/08 SFU actual operating results show a $10.7 million shortfall, which is in addition to the $10.5 million shortfall the previous year.

SFU has continued to re-assign its non-recurring resources (carryover) to fund recurrent expenses, clearly a non-sustainable practice. Based on reasonable assumptions the outlook for 2010/11 indicates a cumulative shortfall of over $37 million.

SFU looks forward to engaging with the Ministry to continue to review and develop funding models and to enhance the responsiveness of the budget processes as promised in 2006.

5.2 Demand Driven Enrolment

The issue of changes to the BC population demographics was discussed in detail in previous plans but the major changes and their impacts bear repeating. Although the population of the Lower Mainland will grow over the next five 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. This shrinking cohort is SFU’s traditional market and the implications are that enrolment 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. In keeping with this, 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.
The current good economic climate in BC not only places cost pressure on the institution it also negatively impacts the perceived need for post-secondary education among the general population, and it is anticipated that the attraction of good students is going to be much more competitive. SFU has an Enrolment Plan which includes the SFU contribution towards the Provincial Government’s targeted growth of 30,000 student spaces by 2010/11. Everything is being done to ensure the objectives of this plan are achieved.

SFU continues its rapid expansion of the SFU Surrey Campus. Additional growth is planned each year at Surrey with the introduction of unique programs offered by all six SFU faculties. The target includes the goal of graduate students representing 20 percent of the student population.

Table 1 shows SFU’s expected AVED funded graduate and undergraduate enrollment growth to 2010/11.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>17,906</td>
<td>18,940</td>
<td>18,343</td>
<td>19,472</td>
<td>18,944</td>
<td>20,505</td>
</tr>
<tr>
<td>% Achieved</td>
<td>105.8%</td>
<td>106.2%</td>
<td>108.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Source: Government Letter of Expectations, June 02, 2008

Note that SFU exceeded its funded targets by 5.8%, 6.2% and 8.2% respectively over the past three academic years.

5.3 Programming for the Future

Simon Fraser University’s strategic planning processes will continue to address the above mentioned (and other) environmental challenges through new and responsive programming, expanded infrastructure, new sources of growth funding, and continuing to recruit and retain the best faculty, staff and students.

To achieve these goals, Simon Fraser University will have to manage the natural tensions that come in pursuing development in multiple directions. There are two potential tensions that, in particular, will need to be managed.

First, within the larger society there is an increasing demand for applied and professional programs. SFU is committed to preserving the fundamental foundation of the arts and sciences while building on excellence and strength in applied and professional programming.

Second, the growth of technology-enhanced or mediated learning is constantly challenging teaching staff to consider how traditional pedagogies can be adapted using new instructional methods. Simon Fraser University has built its strong reputation upon its excellence in educational delivery and programming. New technologies offer the opportunity to enhance instruction in some programs, while greatly extending outreach to communities of learners who otherwise would be unable to access them.

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 they 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. Our curriculum and internationalization strategies should provide our 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.

Many students at other institutions worry about “getting lost in the crowd” in huge lecture halls with hundreds of fellow students. SFU reaffirms its commitment to its “lecture/tutorial” model, which provides students with a tutorial component to most classes. This is an opportunity for students to meet in smaller groups to discuss the lecture under the guidance of a faculty member or graduate student.

Demographic trends make the time right for part-time credit studies for older adults to expand at SFU. Despite this trend, it is unfortunate that SFU has had to stop offering tuition waivers for seniors as a result of reduced government funding. Within the BC context 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. A part-time studies program designed for adult learners would help SFU to meet undergraduate target numbers while meeting the needs of the older age cohort groups—and maximizing registration amongst these working adults.

5.4 Student Services

In order to ensure that SFU provides students with a unique social, as well as educational, experience it was decided to review the entire Student Services function in 2005. This review resulted in an Associate Vice President – Student Services being appointed to lead a process of total functional realignment to better support this strategic intent. This realignment will have a broad impact on SFU’s operational efficiency and effectiveness resulting in much improved service levels to students.

The Student Services mission:
• To foster transformative student experiences by collaboratively anticipating, facilitating, and providing services, programs and environments for student learning and success.

The Student Services vision:
• Student Services at Simon Fraser University, characterized by boldness, collaboration and innovation, is an international leader in services and programs.

Seven critical issues have been identified and are receiving attention by task groups who are developing approaches to address them. The issues being:
• Resource allocation
• Strategic enrolment management (SEM)
• Quality leadership at a senior level
• Organizational culture
• Information systems
• Communications
• Operational framework

A working strategic plan is now in place and is driving day to day operations and the budget development process. Reviews each semester and revisions of the plan have led to further change in Student Services’ structure and practice to better align service delivery with student and institutional needs.

Student recruitment has benefited from a major revision of the processes supporting recruitment and admission. The Student Information Management System was revised through the creation of a new interface that simplifies and harmonizes access to student critical information. A major software upgrade coupled with the simplified web-interface led to very strong satisfaction ratings
amongst more than 1500 prospective and admitted students sampled from the Fall 2007 cohort.

Admissions processes were streamlined and enhanced to minimize the time between the submission of an application for admission and the provision of a "go-to" advisor that could clarify information for prospective students and ultimately provide an admission decision to these students. Admission rates were improved by approximately 20-30% over previous years and again, satisfaction ratings in the above mentioned poll were very strong around the admissions process.

A major retention initiative, the Student Success Program (SSP), was launched as a pilot for September 2007. All students in the Faculty of Applied Science and all international students "Required to Withdraw" (RTW) were given the option of leaving the university or participating in the SSP. More than 100 students chose to participate and from that number more than 60 have moved to "Good Academic Standing", some with semester GPAs of more than 3.0. Detailed statistics and subsequent analysis of the factors contributing to success have led to a revised SSP that will be launched in September 2008. All RTW international students plus all RTW students in the Faculties of Applied Science and Science are being provided with the option of participating in the program.

Student engagement initiatives have been provided through campus-wide programs in addition to more specific programs in Residence and Housing. The campus-wide "ULife" initiative is based on the creation of student-peer led extra-curricular activities coupled with an enhanced information system to inform the campus community of their existence. The information system is a cooperative venture between Student Services, the Simon Fraser Student Society and the Public Affairs and Media Relations office. Uptake has been significant in terms of the number of self-starting student initiatives and events and the numbers of students participating.

Athletics and Recreation has been restructured and a newly appointed Senior Director Athletics will be charged with continuing the outstanding varsity athletics achievements of SFU's athletics programs. Redistribution of funding to ensure that varsity sports are funded at levels that will allow coaches to spend more time coaching rather than fund raising has been completed.

Recreation has been established as a separate division with a new Director, all within the larger Student Services division of Student and Community Life. New and expanded programming is being implemented to provide a broader array and reach in support of the campus communities of all three campus communities.

5.5 Information Technology Improvements

The purpose of SFU's IT function is to provide high quality, highly reliable IT services to students, researchers, faculty and staff at all times and, in order to achieve this service level, a number of operational objectives have been identified. These include:

**Network and Infrastructure:** Our network has been extended to all new buildings and in conjunction with BCNet, we have the capabilities to provide 10Gb service and dedicated light paths where necessary.

**Academic Support:** We have substantially upgraded our WebCT (Blackboard) elearning system and continue to monitor the SAKAI initiative (open source learning management system). A number of student oriented services such as blogs, wikis, iTunes and podcasting have been deployed.

**Research Support:** Power, A/C, and UPS are being added to allow researchers the option of housing their servers in the central machine room. The Westgrid project will be located in the BC Hydro building this summer. The ICURS (criminology) project is operational with the addition of a highly secure infrastructure, and Health Vital Statistics continues to progress.

**Administrative Systems:** There continues to be a demand for additions/upgrades to a wide range of administrative systems, for example Student Information, Athletics, Health Facilities Management, etc. With difficult budgets in the future we expect the demands for increased automation to put pressure on IT resources.
IT Management: The central IT function has been reorganized to improve efficiency and address succession issues while coping with exponential growth. The emergence of the carbon footprint/greenhouse gas issue presents challenges to reduce energy consumption in IT. To address these issues requires serious consideration of how we implement our IT infrastructure across SFU.

5.6 Library Services

The SFU Library and its services go far beyond the traditional print collection to include some 47,000 electronic journals and 765,000 other digital items. Services to students have expanded to include student learning and writing support through the Student Learning Commons. Technical advice is offered in co-operation with Academic Computing Services. Reference services are offered in person, through chat reference and at kiosks located in busy areas on campus. 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. In keeping with the Campus 2020 vision, SFU Library is a leader in digitization projects in Canada, having received for example $500k from Canadian Heritage for its Multicultural Canada digitization project. SFU Library is the BC Leader in the $11million CFI Synergies project, and develops and maintains internationally adopted software such as the PKP journal management, conference management and internet harvesting software and the reSearcher journal access and retrieval software. This has brought in income to support other Library ventures and enhanced SFU and BC’s reputations for technological inventiveness and entrepreneurship.

6. Strategic Directions

6.1 Research

In 2005 the University prepared a five-year Strategic Research Plan (SRP) as a guide for maximizing collaborative and interdisciplinary research opportunities and improving the research performance of the University. The SRP articulates the University’s strengths by identifying integrative research themes that cross disciplinary and administrative boundaries. The five themes are: Communication, Computation and Technology; Culture, Society and Human Behaviour; Economic Organization, Public Policy and the Global Community; Environment; and Health.

A competition was held in 2007/08 for major initiatives under these five integrative research themes. The successful projects will be supported for up to five years by income from SFU's Community Trust Endowment Fund (CTEF). Five projects have been approved to date, all of which bring together interdisciplinary teams from across the University as well as external collaborators: (1) Advanced Materials and Nanotechnology for Medical Applications; (2) Education Systems and Outcomes in Diverse Communities; (3) Bioinformatics for Combating Infectious Diseases (BCID): Novel Methods for Drug and Target Identification and Evaluation; (4) Secondary Effects of Climate Change on Human and Ecosystem Health: A Risk-Based Approach, and (5) Modelling of Complex Social Systems (MoCSS). The expectation is that the CTEF funding will enable these research initiatives to advance to a level that makes them competitive for major external awards.

According to the CAUBO figures, our sponsored research funding has grown from $69 million in budget year 2005/06 to $77.6 million in 2006/07 and $75.5 million in 2007/08. In comparison with other universities across the country, SFU continues to achieve excellent results in the annual competitions for research grants from the three federal granting agencies:
The success of our researchers in obtaining funding from the three federal granting agencies means that we will receive $6.3 million in 2008/09 from the federal Indirect Costs Program, which we will use to reinvest in research facilities and resources. SFU has now reached a level of maturity that affords us invitations to join major research consortia and even to lead them in some instances.

With regard to research output, The Canadian Universities Publications 2006 study by Re$earch InfoSource Inc. named SFU the top comprehensive university in Canada for publication effectiveness, a measure of the quality and impact of research at each university relative to its cost. Data from Re$earch InfoSource’s 2007 report Canada’s Top Research Universities indicates that SFU has the highest research intensity (i.e., Tri Council research funding per faculty member) of comprehensive universities.

In the last year we have made excellent progress in developing collaborative research initiatives with community partners. Agreements are now in place with the following health authorities: the BC Cancer Agency, the Fraser Health Authority, Genome BC, the Provincial Health Services Authority, and the Vancouver Coastal Health Research Institute.
SFU is currently coordinating its submissions to the CFI infrastructure funding competition. Five SFU-led New Initiatives Fund proposals and two SFU-led Leading Edge Fund proposals are being developed. In addition, SFU is lending its significant scientific and intellectual support to several national and regional projects. These include a national project with McMaster University for ten data collection centres for the study of aging, one of which will be located at SFU’s Burnaby campus. SFU is also participating in two regional projects led by the University of Victoria: 1) an oceanographic research vessel which will provide vital support for ocean exploration and marine conservation research, and 2) a high-field mass spectrometer that will provide SFU with access to this cutting-edge instrumentation for research leading to drug design and development.

In the past year, SFU has been the beneficiary of an unprecedented $3M support from Western Economic Diversification for three major projects. These include $325K for an advanced wireless antenna pattern measurement facility, $417K for a new Entrepreneurship Initiative at SFU Surrey, and just over $1.9M for the new MedChem medicinal chemistry facility. The Boeing Company has invested $1.33M into visual analytics research at UBC and SFU, for the development of new and better ways to analyze complex data on aircraft safety, reliability, and maintainability.

The availability of state-of-the-art research infrastructure has helped to attract two outstanding senior researchers to the Province of BC and SFU as Leading Edge Endowment Fund (LEEF) Chairs: one in pharmaceutical genomics (Robert Young, announced November 8, 2007) and one in cognitive neurosciences (Urs Ribary, announced November 23, 2007). Two searches are currently underway for additional LEEF Chairs in youth violence and in medical imaging. Funding is now in place and a search is underway for the first national Chair in Autism Research and Intervention.

With regard to regional consortia, in the past year we spent a great deal of energy and time developing collaborative initiatives between the research-intensive universities, as articulated in the Plant report Campus 2020. SFU researchers are now active partners in the Centre for Drug Research and Development (CDRD), which will house its Drug Research Institute within SFU’s future MedChem facility. SFU is one of the founding members of the Pacific Institute for Climate Solutions (PICS), which will undertake research on the impacts of climate change, develop mitigation strategies, and inform policy and education. To date, 28 SFU researchers have signed on to participate in this initiative, and two PICS graduate fellowships were awarded to SFU scholars this year. There have been discussions between SFU, the Genome Sciences Centre and the BC Cancer Agency regarding closer and more extensive collaboration between SFU researchers and personnel at the Genome Sciences Centre. SFU is leading a joint proposal with UBC and the Centre for Disease Control (CDC) for a BC Training Initiative in Translational Public Health Sciences, a program aimed at training in life course disease development and infectious disease. SFU submitted a successful proposal to have a branch of the BC Interuniversity Research Data Centre (BCIRDC) housed in Blusson Hall at the Burnaby campus, and we led the successful proposal to the Michael Smith Foundation for Health Research (MSFHR) for a provincial platform for provincial data access, funded for five years. SFU faculty are currently developing regional proposals for submission to the NSERC CREATE program for graduate training.

SFU is also an active participant in national and international consortia. We are part of the planning committee to secure space for a state-of-the-art Computing Centre that will house “Westgrid 2” for high performance computing. SFU is one of nine consortium universities for a Canadian Data Analysis Centre for the ATLAS project, amongst other projects at TRIUMF. SFU is also a member of the International Consortium on Antivirals that consists of 17 international partners.

SFU continues to perform well in translating ideas into innovation and new ventures. Our 2007/08 success rate of 67% in the NSERC Ideas to Innovation Program is well above the 47% overall success rate for the competition. In the Milken Institute in-depth examination of the world’s leading universities for technology transfer covering the period 2000-2004, SFU ranks #34 overall after the University of Toronto (#33), and is #1 in North America both in start-up companies per million dollars of research expenditures and start-up companies per patent issued. The UILO recently concluded a Technology Licensing Agreement for Marport Canada,

Once again, SFU researchers received a number of external honours and awards in 2007/08. These include: CUFA 2008 Academic of the Year Award, Royal Society of Canada Fellow, Nora and Ted Sterling Prize in Support of Controversy, BC Innovation Council Young Innovator Award, Western Academy of Management Ascendant Scholar Award, Canadian Society of Microbiologists Award, 2008 Jahns Distinguished Lecturer Award, Geological Association of Canada’s 2008 Hutchinson Medal, Fellow of the American Statistical Association, Canadian Association of Geographers’ 2008 Award for Service to the Profession of Geography, Michael Harrington Best Book Award, Association of Book Publishers of BC 2008 Gray Campbell Distinguished Service Award, 2008 Canadian Society for Pharmaceutical Sciences’ Leadership in Canadian Pharmaceutical Sciences award. Three Michael Smith Foundation for Health Research scholar awards and two senior scholar faculty awards were also awarded.

SFU students were also the recipients of many honours and awards in 2007/08, including an NSERC Doctoral Prize, a Pierre Elliott Trudeau Foundation Doctoral Scholarship, a Fulbright International Science and Technology Award for PhD Study, a Canadian International Council Fellowship, and a Trudeau Scholar Award. Twenty-two MSFHR graduate scholarships and three postdoctoral awards were received.

SFU will continue to grow its research enterprise through strategic interdisciplinary initiatives and partnerships with complementary organizations regionally, nationally, and internationally. We will continue our efforts to establish a world-class Genome Sciences Institute for academic training and research together with UBC and the University of Victoria. An evaluation of research outputs using metrics appropriate to diverse and interdisciplinary activities will be conducted, as will a midterm review of the Strategic Research Plan.

The Research Performance Indicators required by the Ministry of Advanced Education are shown in Table 2.

Table 2 - Research Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Funding support by source</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$38.8</td>
<td>$43.3</td>
<td>$48.8</td>
<td>$56.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial</td>
<td>$9.7</td>
<td>$6.1</td>
<td>$9.7</td>
<td>$11.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$9.3</td>
<td>$10.1</td>
<td>$10.5</td>
<td>$10.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$57.8</td>
<td>$59.5</td>
<td>$69.0</td>
<td>$77.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Highly Qualified personnel</strong></td>
<td>3551</td>
<td>3561</td>
<td>3,939</td>
<td>4,241</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of License/Option agreements</strong></td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total US patents issued</strong></td>
<td>3</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total start up companies</strong></td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total license income received</strong></td>
<td>$152.1</td>
<td>$343.0</td>
<td>$183.0</td>
<td>$300.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Increase or maintain
6.2 Programming

6.2.1 Renewed Curriculum. Following several years of study, consultation and planning, SFU launched the approved new admission and graduation requirements in the Fall semester, 2006. The new requirements are unique to Canadian universities, and were adopted to ensure all SFU undergraduates in degree programs will take courses designed to enrich their writing and quantitative abilities while gaining cumulative breadth in the sciences, social sciences and humanities. Students applying to SFU from high school and the colleges for entry are now being admitted under the new admissions requirements. These requirements are intended to ensure that new students are well prepared to succeed in their courses. To support students in the new curriculum, two Foundational courses are offered: academic literacy, and analytical and quantitative reasoning. These courses are specially designed to assist students with weaker backgrounds in these areas. The Student Learning Commons has been a key part of supporting students in their learning, both for the WQB requirements and in all aspects of curriculum. Assessment of many aspects of the WQB curriculum and the Student Learning Commons is ongoing. Early results indicate positive impacts on learning, particularly in writing skills and in relation to the academic support offered by the Student Learning Commons.

6.2.2 Development of Applied and Professional Programs. Success in our knowledge-based society requires the pursuit of life-long learning and results in an 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 Province’s “Double the Opportunity” initiative has created both challenges and opportunities in IT-related fields of study. The Schools of Computing Science, Engineering Science and Interactive Arts and Technology continue to grow with the influx of new targeted funding. Although the DTO enrolment targets are not being met, the faculty in these Schools are teaching computer science and computer engineering courses to students from other Faculties, and conversely DTO students take many service courses and electives from other Faculties.

Table 3 indicates the numbers of SFU students in the DTO programs.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Targets</td>
<td></td>
</tr>
<tr>
<td>Students in strategic skill programs – (Comp Science, Elect &amp; Computer Engineering)</td>
<td>2,087</td>
<td>1,730</td>
<td>2,087</td>
<td>1,812</td>
<td>2,087</td>
<td>2,087</td>
</tr>
<tr>
<td>Percentage Achieved</td>
<td></td>
<td>82.9%</td>
<td></td>
<td>86.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The new Master of Public Policy program extends SFU's tradition for interdisciplinary programming and provides critical links to faculty research. In conjunction with this new program, the Faculty of Arts and Social Sciences also has 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 enrolment for the MBA has levelled 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 our 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 “faculty associates,” seconded teachers who spend two or more years in the Faculty of Education as teacher-educators, provide much of the staffing for our Professional Development Programs.

Our graduate diploma field programs and graduate degree programs are other vehicles for connecting teachers and other school personnel with the Faculty of Education. Our 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.

6.2.3 Health Sciences. The creation of the Faculty of Health Sciences has afforded many new opportunities for the development of continuing professional education. The research and teaching programs developed within the Faculty will 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 will distinguish itself from the traditional medical school and establish itself as an innovative and important presence in health research and education.

Several graduate and undergraduate programs are in place, with others under development. Masters degrees in Population & Public Health and in Global Health have been successfully launched with their first graduates having completed in Spring 2007. Graduate degrees in Infectious Diseases, Environmental Health and Toxicology, Mental Health and Addictions, and Aboriginal Health are in the planning stages. 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 population and public health, the social sciences, epidemiology, biostatistics and economics, together with courses in health policy, health administration and the biological sciences. Students take a common core of material with electives in either social science or natural science leading to BA or BSc degrees respectively.

This new approach will produce graduates with a broader understanding of health and science who are much more likely to feel comfortable working in a multidisciplinary environment. Students will be better prepared for graduate work and, ultimately, careers as members of cross-disciplinary teams and units, which increasingly are seen as critical to the success of future research endeavours.

6.2.4 Programming in Surrey. SFU has completed planning and launched programs to meet the government mandated first phase target of 2,500 FTE by 09/10. Over 20 undergraduate and graduate degrees are now offered from five of SFU’s Faculties. The faculty hiring plan is being completed and all staff and facilities support is in place.

Focus is now placed on the second phase of growth contemplated in the 2003 Memorandum of Understanding signed by SFU and AVED and in support of the purchase of additional adjacent land to support FTE growth to 5,000 FTE (not including international students). A proposal for the following programs has been developed that would provide a further 1,250 seats for undergraduate and graduate students:

- Science Year one and Life Science Year two
- Biotechnology (Undergraduate, BSc)
- Mechatronics Systems Engineering (Undergraduate and graduate, BAc and MASc)
- Cyber-crime (Undergraduate, Graduate and Continuing Education, BA and MA concentrations, Diploma)
6.3 Internationalization

International students enrolled at SFU are charged tuition fees made up of three components. The first is a fee equivalent to the domestic tuition fee, the second covers an equivalent to what the provincial grant provides for domestic students, and the third is a charge for capital requirements and overhead.

Internationalization of higher education in Canada has become an imperative as global forces reduce the size of the world and increase the need for culturally informed graduates. 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. Internationalization is essential for the University to fulfill its mandate to create and share knowledge and to provide a learning environment that prepares students, faculty and staff to function effectively in an increasingly integrated, global environment.

Developing global citizens through higher education requires real global experience. Enriched understanding of languages, cultures and the complex, important global processes described above require immersion in foreign cultures and their academic institutions in non-English speaking countries. Already, SFU graduates who have participated in international activities will have academic, language and cultural skills that would not be possible from studying at SFU’s campuses. These attributes would be increased and enhanced through increased frequency and duration of academic activity and everyday life outside Canada.

SFU’s statement on Internationalization for the New Millennium includes:
• an institutional framework for enhanced internationalization at SFU, within which each Faculty can develop its own goals and strategies to internationalize; and
• goals and strategies for key international initiatives that cross Faculty lines.

Other elements of internationalization at SFU include:
• internationalizing the curricula. For example a new BA in International Studies and a new Certificate in Development Studies have been created as well as Dual Degree Programs initiated with international universities.
• a semester abroad in Mediterranean Studies
• internationalizing student recruitment.
• SFU student mobility which includes international field schools and exchange agreements. SFU’s aim is to have 50% of the graduating class having had at least one semester abroad.
• faculty/staff mobility. This initiative has been developed to support international professional development opportunities for SFU employees and supports the ongoing internationalization of the university through improvements and innovations in service, practice and programming. Funding has been identified to finance proposals that will impact the quality and level of service for international students on our campus, as well as for the increasingly diverse and mobile domestic student population. An administrative environment that promotes student and staff engagement in international activities requires that staff have hands-on experience and exposure best gained through working at an institution outside of Canada.
• internationalizing the delivery of curricula.
• cooperative development projects and contract education.
• internationalization statements at the Faculty level.

In 2005 SFU launched a Dual Degree Program in partnership with Zhejiang University (ZU) in China. This program will have annual cohorts of Canadian and Chinese students from both SFU and ZU. Students will study Computing Science in English at SFU and in Chinese (Mandarin) at ZU. At the completion of the five-year program they will receive degrees from both universities.

The target is a program cohort of 50 students each year, approximately half Canadian and half Chinese. These international students (Chinese) are in addition to the 10% of total enrolments as agreed by Senate previously. New dual degree programs with prestigious university partners are in early to mid-level planning in Business (China), Bioinformatics (China), International Studies (Australia) and Mathematics (India).

SFU continues to work to establish the administrative structure and fee arrangements that will enable it to achieve the 10% participation goal of international students. Current undergraduate enrolment of International Students is at 8.0% of total undergraduate enrolment (as shown in Table 4).

Table 4 - International Student Undergraduate Enrollment (FTE)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Target - FTE</td>
<td>1,124</td>
<td>1,280</td>
<td>1,502</td>
<td>1,759</td>
<td>1,803</td>
<td>1,803</td>
</tr>
<tr>
<td>% of AVED Funded FTE</td>
<td>6.9%</td>
<td>7.8%</td>
<td>8.7%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

SFU entered into a contractual arrangement with IBT Ltd of Australia (now called Navitas Ltd) to participate in the creation of a private college near the Burnaby campus to be called Fraser International College (FIC). FIC has been fully operational since September 2006. FIC has been successfully recruiting international students to study at FIC before transferring to SFU for degree completion. FIC has a student body of approximately 575 students, meeting their enrollment targets and moving steadily to the goal of about 1000 students. In the 2007-2008 academic year, 68 students have transferred from FIC to SFU. A further 75 transfers are anticipated for entry to SFU for the Fall 2008 semester. Students transferring to SFU from FIC are being tracked to monitor academic performance and retention at SFU.

6.4 First Nations

SFU will continue to provide educational opportunities for First Nations peoples and communities and will improve University infrastructure to support First Nations programming.

In March of 2007, after extensive consultation 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 vision starts with the establishment of a new "Office for First Nations". This new Office will serve as the coordinating umbrella for First Nations activities across the University drawing together researchers, educators, students, elders, First Nations communities and non-Aboriginal members of the University. The Office of First Nations will assume a leadership role for support of First Nations activities with responsibilities in each of eight areas: support for academic program development; research development; student recruitment, support and retention; liaison and outreach to First Nations peoples, and communities; international engagement and global development; Indigenous knowledge and resource development; infrastructure and facilities development, and integration and leadership development.

In achieving this vision SFU will be established as one of the leading Universities in First Nations research, teaching, and engagement with First Nations peoples and communities.
SFU aims to recruit First Nations faculty, and to increase the number of First Nations students and support them through awards and bursaries.

Table 5 indicates that the number of First Nations students was 438 for 2005/6 and the intention is to maintain or increase the participation to over 1.7% of total enrollment.

### Table 5 - First Nations Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Data</td>
<td>437</td>
<td>438</td>
<td>431</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Nations Enrollment*</td>
<td>437</td>
<td>438</td>
<td>431</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Total</td>
<td>1.8%</td>
<td>1.7%</td>
<td>1.7%</td>
<td></td>
<td>&gt;1.7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Excluding International Visa Students

### 6.5 Students

Over the past five years the academic excellence of our undergraduate student population has been increasing. In the Fall of 1996, the average entering grade of high school students was 82.7% and it has been steadily increasing, from 84.2% in Fall 2001 to the current average entering grade of 85.4% (Fall 2007). The proportion of undergraduate students with high school averages of 75% or above remain well over 90%: 96.4% in 1996, 98.5% in 2001 and 96.1% in 2007. Although these statistics represent a standard of excellence of which SFU can be duly proud, attracting and retaining students is becoming more challenging as the BC economy continues to boom and lure potential and existing students away. We are continuing our collaborative data sharing with the Student Transitions Project (STP) to better understand the rate and timing of student transitions from high school. We are also using a subset of STP data, the Mobility of Transfer Students (MTS) information, to help predict the number of college transfer students we can expect to register at our institution.

Table 6 lists the Performance Indicators as required by the Ministry of Advanced Education with regard to Capacity and Access.

### Table 6 - Capacity and Access (SFU)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Achieved</td>
<td>106.2%</td>
<td>106.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>18,343</td>
<td>19,472</td>
<td>18,944</td>
<td>20,505</td>
<td>19,464</td>
</tr>
<tr>
<td>Number of degrees/dips/cert awarded</td>
<td>5,229</td>
<td>5,657</td>
<td>5,224</td>
<td>TBA</td>
<td>5,349</td>
</tr>
<tr>
<td>Percent Achieved</td>
<td>108.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity between May &amp; August</td>
<td>21%</td>
<td>20.70%</td>
<td>21%</td>
<td>TBA</td>
<td>21%</td>
</tr>
</tbody>
</table>

In Fall 2007, the proportion of all new BC secondary school students entering SFU with an admission average of 90% or higher was 21.2%, compared to just 17.3% in Fall 2001 and 13.7% in Fall 1996.
Over the course of the next three years, SFU will continue to move strategically to increase its share of BC's top scholars. SFU has more effectively focused communication in its recruitment publications, presentations and communications follow-ups with prospective candidates for Diverse Qualifications, through which category we seek to admit students who meet our minimum admission standards while also demonstrating unusual commitment and excellence in other endeavors and/or who have succeeded in their studies despite difficult circumstances.

The utilization of SFU facilities during the period May to August is the highest in the province and is based on FTE students taught during the summer.

Improved retention requires the development of the distinctive programs, curriculum and pedagogy discussed earlier. It also requires that we 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 our student 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.

SFU will continue to make significant improvements in a number of areas, including enhancing recruitment strategies, promoting our programs and research excellence more effectively, improving our scholarship and student financial support and developing a student-oriented community that is attractive to prospective students.

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 during Spring 2007.

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

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

Table 7 shows the results of student surveys which indicate the degree of satisfaction with the programs taught at SFU.

**Table 7 - Student Satisfaction at SFU***

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>97.8%</td>
<td>95.6%</td>
<td>90%</td>
<td>95.7%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>97.2%</td>
<td>96.1%</td>
<td>90%</td>
<td>96.0%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td><strong>Student outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written comm.</td>
<td>84.0%</td>
<td>78.9%</td>
<td>85%</td>
<td>77.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral comm.</td>
<td>86.3%</td>
<td>79.7%</td>
<td>79.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group collaboration</td>
<td>83.4%</td>
<td>77.5%</td>
<td>76.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>94.7%</td>
<td>89.9%</td>
<td>91.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem resolution</td>
<td>77.3%</td>
<td>74.8%</td>
<td>73.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading &amp; comprehension</td>
<td>89.8%</td>
<td>87.9%</td>
<td>86.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn on own</td>
<td>94.6%</td>
<td>89.6%</td>
<td>89.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Programme Satisfaction</strong></td>
<td>97.8%</td>
<td>82.6%</td>
<td>95.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Source: BC University Graduate Outcome Survey)*
The University remains concerned with course availability: 60% (8% more than last year) of undergraduate students surveyed are getting the specific courses they want, and 84% of students are getting the number of courses they want each Fall semester, an improvement of 9% over last years results. Over the course of the next three years, SFU will strive to achieve an ultimate goal of more than 90% of students being able to register in the number of courses they would like and 75% of students being able to get the specific courses they want. However, the current levels of provincial funding will make this extremely difficult.

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, we believe that it is very important to provide students with work experience related to their fields of study. Over the period covered by this Service Plan, improving Co-operative Education opportunities for our students will be one of our priorities, as will be the development of other non-Co-op work experience opportunities.

The high correlation of what is learned at SFU and what is used in the work place is reflected in the survey results shown in Table 8.

Table 8 - Student Assessment of usefulness of knowledge and skills in performing their jobs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>81.6%</td>
<td>87.1%</td>
<td>87.1%</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>

Table 8

Since 1965 SFU has conferred 110,339 credentials. Of this number 72.5% are Bachelor degrees, 11.5% Masters and 1.9% Doctorates. The balance consists of Honours Degrees, Certificates and Diplomas.

The degree completion rate is detailed in Table 9. For Direct Entry the assessment is done after a 7 year period; after 5 years for Transfer students. Of the Transfer students 88.5% of them were either satisfied or very satisfied with their transfer experience.

Table 9 - Degree Completion and Transfer Satisfaction

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree completion rate (All students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Entry</td>
<td>67.3%</td>
<td>74.2%</td>
<td>71.1%</td>
<td>TBA</td>
<td></td>
<td>Increase or maintain</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>70.3%</td>
<td>71.4%</td>
<td>73.1%</td>
<td>TBA</td>
<td></td>
<td>Increase or maintain</td>
<td></td>
</tr>
<tr>
<td>Student Satisfaction re Transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Entry</td>
<td>82.7%</td>
<td>88.5%</td>
<td>86.1%</td>
<td>TBA</td>
<td></td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>

Table 9

The British Columbia Council on Admissions & Transfer monitors transfer agreements between post-secondary institutions and as at March 31, 2007 SFU was receiving transfers from 25 other institutions. In total SFU recognizes 7,018 courses from other institutions.
SFU, through its very flexible approach to student course loads and its enrolment-by-semester allows students to continue their education while earning a living. This flexibility tends to extend the period from initial registration to graduation.

Table 10 shows the unemployment rate for SFU graduates was measured at 2.3% in 2007 as calculated from the Baccalaureate Graduate Survey of graduates and compares favorably with the Provincial Rate of 4.2%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>5.4%</td>
<td>6.9%</td>
<td>3.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Provincial Rate (Stats Canada -Labour Force Survey)</td>
<td>7.2%</td>
<td>5.9%</td>
<td>4.8%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

6.6 Faculty Retention

Canadian universities confront a major faculty recruitment and retention problem. A report prepared for the University Presidents’ Council of British Columbia predicted more than 2,200 faculty positions will turn over in the next decade due to retirement and attrition. At Simon Fraser University alone, it is expected that over 241 faculty will turn over in the next decade however the abolishment of ‘mandatory retirement’ is expected to ease this situation.

In addition to this high level of renewal at SFU, it is further predicted that the faculty complement will grow in excess of 150 to 200 faculty positions over the decade as our enrolment expands due to access targets, new program development and new campus creation.

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.
- A special banking program developed in the Spring of 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 new Mortgage Interest Subsidy Program to assist new faculty and senior administrative staff in dealing with the volatile housing market in Vancouver.
- The provision, within SFU’s residential development UniverCity, of housing geared specifically for SFU faculty and their families. SFU purchased 20 units and has launched its first rental program called ‘Verdant’ for new incoming faculty.
- Excellent parental leave benefits, solid professional development reimbursement program, modified work arrangements, onsite accessible Childcare, Tuition Waiver in SFU programs for faculty and their families and reciprocal Tuition Waiver Programs at Carlton and York Universities for Faculty children. A modern elementary school, is slated to open at UniverCity in September 2010.
- An annual 3 day New Faculty Orientation Program.
- Ongoing workshops for faculty, academic administrators and administrative staff to facilitate information-sharing across campuses and develop learning communities and networking.

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 May 2007 standing at 33%. 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. Table 11 provides a more detailed view of SFU’s recruitment activities by gender.

Table 11 - Proportion of Women in Faculty Complement

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion of Women in Total Faculty Complement</th>
<th>Female Representation in New Hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998/99</td>
<td>24.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>1999/00</td>
<td>26.2%</td>
<td>39.4%</td>
</tr>
<tr>
<td>2000/01</td>
<td>27.2%</td>
<td>28.8%</td>
</tr>
<tr>
<td>2001/02</td>
<td>28.8%</td>
<td>30.2%</td>
</tr>
<tr>
<td>2002/03</td>
<td>29.8%</td>
<td>35.0%</td>
</tr>
<tr>
<td>2003/04</td>
<td>28.6%</td>
<td>29.2%</td>
</tr>
<tr>
<td>2004/05</td>
<td>30.2%</td>
<td>46.8%</td>
</tr>
<tr>
<td>2005/06</td>
<td>32.3%</td>
<td>40.7%</td>
</tr>
<tr>
<td>2006/07</td>
<td>33.4%</td>
<td>43.4%</td>
</tr>
<tr>
<td>2007/08</td>
<td>33.7%</td>
<td>41.5%</td>
</tr>
</tbody>
</table>

6.7 Community

In keeping with long-standing practice and its key institutional values, SFU will continue to build on its tradition of active and responsive partnership with the communities it serves. SFU now offers credit and non-credit courses through its three campuses in Burnaby, Vancouver, and Surrey, connected by the Lower Mainland’s Skytrain system. Some of the community-related projects in which SFU will be working closely over the period of this Plan are outlined below.

6.7.1 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, promises to further strengthen the University’s ongoing relationship with its municipal partner and neighbour. The University and Burnaby also collaborate in various research ventures, and ongoing communication is facilitated through the SFU-Burnaby Liaison Committee.

6.7.2 Vancouver’s Downtown Campus. SFU began its historic involvement with Vancouver’s downtown campus in the early 1980s by pioneering mid-career professional education using a storefront centre. Our Vancouver campus at Harbour Centre currently serves over 70,000 people annually, of whom 10,000 are students enrolled in credit and non-credit courses. With the recent additions of the Morris J. Wosk Centre for Dialogue and the Segal Graduate of Business, SFU will have committed approximately $50 million to the establishment and improvement of University facilities in the downtown core. Its expanded presence will allow SFU to offer significant enhancements to its academic and other community-related services throughout Vancouver’s downtown. These include:

- The location of the School for the Contemporary Arts within a cultural enclave located in the Downtown Eastside;
- Expanding its innovative credit and non-credit programs (e.g., Seniors Program, HIPPY Program, City Program) to a wider audience;
- Creating new venues for community consultations, meetings and events.
6.7.3 Surrey and the Fraser Region. With the establishment of the Surrey Campus in 2002, Simon Fraser University has expanded its reach in the South Fraser, attracting new students and developing new community relationships. The capacity of SFU has been enhanced with new distinctive academic and research programs and approaches to community outreach.

SFU Surrey has grown from 300 students in 2002 to over 3,000 undergraduate and graduate students taking courses at the Surrey Campus in 2007. This includes 2,000 students enrolled in majors at the Surrey campus and major increases in the number of Ph.D. and EdD students. For September, 2007, undergraduate admits increased by 37% over the prior year with 25% of incoming students receiving an award or scholarship. SFU Surrey is realizing the goal of serving the residents of the South Fraser region with half of the first year class in 2007 from Surrey and 60% living in the South Fraser region. For September, 2008, applications are up between 14% and 30% among programs.

Research awards have increased with research institutes and projects in areas such as visual analytics, cyber-crime, legal education, education policy, and open source software been situated at SFU Surrey. The campus also has its first Canada Research Chair (Tier II), was awarded a major grant by The Boeing Company and had an Entrepreneurship Initiative launched with the support of over $400,000 from Western Economic Diversification and the National Research Council (IRAP).

In addition to students enrolled in degree programs, thousands of people of all ages have participated in Continuing Studies programs, public lectures, children's summer camps and school visits, and community events at SFU Surrey. SFU Surrey is also the secretariat for SFU’s India Initiative and is an active member of the Surrey Board of Trade and Downtown Surrey Business Improvement Association.

A major focus in 2008 was to expand SFU’s relationship with the City of Surrey. A MOU was signed in 2008 with the City to recognize the mutual goals of each partner in Surrey’s City Centre (now designated as Metro-Vancouver’s second downtown core) as well as in the economic and social development of BC’s second largest city. SFU Surrey’s Community Advisory Council and a joint liaison committee with the Surrey School District continues to guide SFU Surrey’s recruitment, research, and community efforts and recently a liaison committee was established with Kwantlen University College, given the growing areas identified for collaboration and coordination.

Without additional provincially funded student growth, the first year intake of both undergraduate and graduate students will continued to be flat-lined at the 2007 level. However, SFU is optimistic about proceeding on its second stage of growth to continue to support the growing Surrey and South Fraser community needs and looks forward to the continued support of the Ministry of Advanced Education in this endeavor.
7. Goals & Themes

SFU fully subscribes to the two goals set by the Ministry of Advanced Education. A number of the goals and objectives described in the SFU Three Year Academic Plan 2007 - 2010 contribute directly to the achievement of these two main goals as depicted in the two tables below.

### Ministry Goal: Excellent public and private post-secondary education that meets the needs and aspirations of British Columbians.

<table>
<thead>
<tr>
<th>Ministry Objective</th>
<th>Supporting SFU Academic Goals and Objectives</th>
</tr>
</thead>
</table>
| **Capacity**       | ☑ Attract and retain excellent graduate and undergraduate students to meet our student enrolment targets for the next three years with regard to;  
                      o Domestic Undergraduate Students  
                      o International Students  
                      o Graduate Students  
                      ☑ Ensure the generation of applicants and the required conversion rate of the number of *admissible applications* to the number of *registrations* are sufficient to meet enrolment targets.  
                      ☑ Ensure Faculties are productively engaged in student recruitment and consider direct program admissions where possible.  
                      ☑ Fix the course accessibility challenge. |
| **Access**         | ☑ Improve the recruitment, retention and successful participation of First Nations students by increasing First Nations undergraduate enrolment by a minimum of 50% and First Nations graduate enrolment by a minimum of 25% by the year 2012. |
| **Efficiency**     | ☑ Deliver a high level of service to all students and potential students.  
                      ☑ Ensure the scheduling of space and time are done optimally.  
                      ☑ Investigate the introduction of a ‘Pre-registration Process’ to assist in improved enrolment planning.  
                      ☑ Ensure Faculties are attentive to the impact and consequences of student retention. |
| **Quality**        | ☑ Increase the proportion of senior faculty who teach first and second year courses.  
                      ☑ Provide a rich student community life experience including learning support as well as recreation and athletics. |
<table>
<thead>
<tr>
<th>Quality</th>
<th>v Provide high quality development opportunities for faculty to enhance their teaching and research skills.</th>
</tr>
</thead>
</table>
| Relevance | v Develop programs including professional programs and continuing studies options to meet the changing demographics of the Lower Mainland.  
| | v Develop new credit undergraduate and graduate programs for adult and non-traditional learners including on-line credit and non-credit professional programs.  
| | v Develop new programs for the Surrey campus and launch them as planned.  
| | v Develop and launch new Health Sciences programs as planned.  
| | v Support interdisciplinary and cross-disciplinary programs. Engage critically in discussions of important public issues, utilizing the Centre for Dialogue where appropriate. |

**Ministry Goal:** Excellent research and innovation that supports economic and social development.

<table>
<thead>
<tr>
<th>Ministry Objective</th>
<th>Supporting SFU Academic Goals and Objectives*</th>
</tr>
</thead>
</table>
| Capacity | v Support the SFU Research Strategic Plan.  
| | v Support the development of internationally recognized research.  
| | v Encourage multidisciplinary and interdisciplinary research and teaching, particularly between the sciences/applied sciences on the one hand and the social sciences/humanities on the other. |
| Relevance | v Identify and support major multidisciplinary and interdisciplinary research opportunities. |

* The entire Strategic Research Plan 2005 – 2010, which may be found at [http://www.sfu.ca/vpresearch/srp_final.pdf](http://www.sfu.ca/vpresearch/srp_final.pdf), is dedicated to developing both Research Capacity and Research Relevance.
7.1 SFU Academic Goals

SFU academic planning is on a three year cycle. The 2004 – 2007 cycle having recently concluded, progress in achieving the goals for the period is considered to have exceeded our original expectations. A new set of Academic Goals for the period 2007 – 2010 have recently received Senate approval. The process of developing the new Goals began with the Academic Departments preparing their plans, then the Faculties using those plans to develop the Faculty’s Three Year Plan. The Vice President, Academic used the Faculty plans to develop the University Academic Plan which was then reviewed by the Senate Committee on University Priorities and by Senate. The goals and objectives determined through this process are formed from an agreed list of university-wide academic priorities that were derived from various strategic SFU documents and a thorough understanding of the Canadian and global post-secondary education landscape.

By achieving these goals SFU will be in an advantaged position to recruit and retain outstanding faculty and to continue to provide a challenging and rewarding learning environment and experience for its students and faculty.

The full text of the Three Year Academic Plan can be found at:


GOAL 1 - STUDENT SERVICE & SUCCESS

To provide an outstanding student learning experience with adequate support for them to realize their objectives.

Objectives

1.1 Deliver a high level of service to all students and potential students.

1.2 Ensure that Student Services has skilled and experienced leadership that embraces best practice.

1.3 Develop mechanisms to integrate and coordinate SFU recruitment activities with the Faculty initiatives for recruitment.

1.4 Ensure the generation of applicants and the required conversion rate of the number of ‘admissible applications’ to the number of ‘registrations’ are sufficient to meet targets.

1.5 Ensure the scheduling of space and time are done optimally.

1.6 Investigate the introduction of a ‘Pre-registration Process’ to assist in improved enrolment planning.

1.7 Ensure Faculties are productively engaged in student recruitment and consider direct program admissions where possible.

1.8 Ensure Faculties are attentive to the impact and consequences of student retention.

1.9 Increase the proportion of senior faculty who teach first and second year courses.

1.10 Fix the course accessibility challenge.

1.11 Provide a rich student community life experience including learning support as well as recreation and athletics.

1.12 Attract and retain excellent graduate and undergraduate students to meet our student enrolment targets for the next three years with regard to;

- Domestic Undergraduate Students
- International Students
- Graduate Students
GOAL 2 - RESEARCH INNOVATION & QUALITY

To support and pursue internationally competitive research initiatives.

Objectives

2.1 Support the SFU Research Strategic Plan.

2.2 Support the development of internationally recognized research.

2.3 Identify and support major multidisciplinary and interdisciplinary research opportunities, including the development of applications to the Community Trust Endowment Fund.

2.4 Encourage multidisciplinary and interdisciplinary research and teaching, particularly between the sciences/applied sciences on the one hand and the social sciences/humanities on the other.

GOAL 3 - ACADEMIC INNOVATION & QUALITY

To ensure that all programs and courses offered are of the highest quality and remain current and relevant to the society SFU serves.

Objectives

3.1 Develop programs including professional programs and continuing studies options to meet the changing demographics of the Lower Mainland.

3.2 Develop new programs for the Surrey campus and launch them as planned.

3.3 Develop and launch new Health Sciences programs as planned.

3.4 Support interdisciplinary and cross-disciplinary programs.

GOAL 4 - SUCCESSION PLANNING

To continue to renew and support SFU faculty to meet the teaching, research and administrative challenges of the future.

Objectives

4.1 Recruit high caliber faculty to meet the approved Faculty Renewal Plan.

4.2 Encourage the mentoring of new and mid-career faculty in the full range of professional responsibilities, including administrative roles such as chairs and directors.

4.3 Ensure that new faculty realize their potential.

4.4 Provide high quality development opportunities for faculty to enhance their teaching and research skills.

4.5 Support the retention and enhancement of support staff.

GOAL 5 - FIRST NATIONS

To support and pursue opportunities to provide educational opportunities for First Nations
Objectives

5.1 Implement the Strategic Plan to support First Nations research and education.

5.2 Attract resources to support First Nations initiatives from the public and private sector, and from agencies and organizations supporting research innovation.

5.3 Facilitate the integration of innovative First Nations culturally relevant content into the curriculum and assist academic departments or units in the development of courses and programs that include a First Nations perspective.

5.4 Improve the recruitment, retention and successful participation of First Nations students by increasing First Nations undergraduate enrolment by a minimum of 50% and First Nations graduate enrolment by a minimum of 25% by the year 2012.

GOAL 6 - FINANCIAL SUSTAINABILITY
To continue to ensure our resource levels are sufficient and well managed.

Objectives

6.1 Ensure that informative financial reporting and forecasting is in place to assist Faculties and Support Units with financial management.

6.2 Ensure that annual budgets are realistic and that incremental budget allocations relate to enrolment growth, agreed strategic initiatives and inflation pressures.

6.3 Develop, where possible, ‘cost recovery’ options for services and programs.

6.4 Improve connections and communications with alumni and optimize every opportunity for private fundraising.

GOAL 7 - COMMUNITY OUTREACH AND PARTNERSHIP
To enhance and apply our academic resources by contributing to our communities and developing significant links with a range of partners.

Objectives

7.1 Develop new credit undergraduate and graduate programs for adult and non-traditional learners including on-line credit and non-credit professional programs.

7.2 Develop and implement the Weekend University.

7.3 Develop stronger linkages with Colleges and University Colleges to promote student mobility and mutually beneficial teaching, research and community outreach programs.

7.4 Engage critically in discussions of important public issues, utilizing the Centre for Dialogue where appropriate.

Wherever possible performance measures and or indicators have been identified which reflect progress or performance in achieving the goals. Not every objective has a measure associated with it and in determining performance in these cases subjective assessments will be made. The indicators identified are not ‘cast in stone’ and will be reviewed and perhaps modified over time.
7.2 SFU Research Themes

SFU seeks to enhance a research environment that is responsive to new challenges and opportunities, engaging all communities for the benefit of society.

In 40 years, SFU has gained an international reputation for its strengths in the liberal arts and sciences, as well as for its innovative interdisciplinary and professional programs. The advancement of excellence in research is now a defining feature of SFU, with leading individuals and well-recognized groups engaged in a wide variety of key research activities. The 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 being internationally renowned for the excellence of scholarship. However the achievement of this goal is dependant on funding being provided.

SFU values interdisciplinary approaches to research problems, and as mentioned previously has recently completed a strategic planning process that promotes thematic coherence based on collaboration and synergy. SFU has identified research themes that cross traditional disciplinary and administrative boundaries and bring together researchers with complementary expertise, building on strengths to achieve timely and significant impacts. Five integrative research themes have been chosen:

Communication, Computation and Technology
- Materials science and devices
- Imaging science
- Collaboration and visualization
- Emerging digital technologies
- Technology and the arts

Culture, Society and Human Behaviour
- First Nations studies
- Safety, security, criminal behaviour and forensic studies
- Communities and urban sustainability

Economic Organization, Public Policy and the Global Community
- Economic organization
- Public policy
- The global community

Environment
- Fisheries and aquatic ecosystems
- Forestry and terrestrial ecosystems
- Local impacts of human and natural disturbances

Health
- Chronic and infectious diseases
- Human development and aging
- Population and public health, health policy and health services
- Global health
- Mental health and addictions

The Strategic Research Plan, developed in consultation with the University community, was approved unanimously by the University Senate at its September 2005 meeting, and has been endorsed by the Board of Governors. The full text is online at http://www.sfu.ca/vpresearch/srp_final.pdf

7.3 SFU Community Goals

SFU has long been regarded as an exemplar of community collaboration and partnership. We plan to continue to increase our attractiveness as a partner for community programming locally, nationally and internationally by:
• continuing to develop innovative new collaborations with other post-secondary institutions in BC;
• enhancing our partnerships with First Nations communities and offering new programming for First Nations students (for example, our joint program with Thompson Rivers University);
• extending our credit and non-credit course offerings to SFU’s Surrey campus;
• continuing to expand offerings of our specialized curriculum into our communities;
• establishing the School for the Contemporary Arts at Woodwards in downtown Vancouver in time for the 2010 Olympic Games;
• building on our established presence as a resource for community dialogue; engaging in collaborative research ventures with the City of Burnaby;
• building our strength in teacher training within BC’s schools.

The President’s Report to the community for 2007 can be found at www.sfu.ca/report2007.

8. Financial Outlook

8.1 Provincial Grants

The Provincial government’s goal to ‘make British Columbia the best-educated, most literate jurisdiction on the continent’ is laudable but this will not be achievable without a revision of the funding methodologies for universities and a substantial increase in the funding levels. The last minute grant reduction by the Province was problematic.

SFU recognizes the efforts of the Ministry to again begin funding increases in graduate students.

8.2 Tuition

Tuition increases were held at 2% in line with the provincial government directive. A 2% increase in tuition dollars cannot offset the inflation rate being experienced by the university sector. SFU supports the notion of setting its own tuition rates.

8.3 Inflation

Although there is no doubt that some progress has been made in securing additional grant funding and there has been partial recognition of the impacts of inflation particularly as this relates to economic adjustments for salaries and wages, there are significant inflationary and growth pressures that have not been addressed either by grant or tuition.

Real costs are increasing: salary progression and benefits, recruitment costs and utilities are but a few. In addition there are growth pressures being felt by service departments as the University grows both in terms of student and faculty numbers and in terms of additional buildings.

Inflationary salary increases are mostly covered by the Province in the four year wage agreements, but SFU is particularly vulnerable to increased costs of certain services that have been outsourced, while some institutions will benefit where these services remain in-house.

8.4 Operations

In the forecast detailed below the revenues for 2008/09 are expected to increase by $23.7 million over the 2007/08 actual revenues. As per the letter of expectations dated May 30, 2008, the provincial grant increase for funding the General Wage Increase, FTE funding for the Province’s Access Agenda and additional funding for graduate students is $7.1 million. An additional $6.4 million will be generated through tuition fees resulting from enrolment growth and a 2% fee increase. A further $10.2 million is being generated through “other” income. Investment income in 2007/08, excluding the change in market value, was $5.3 million. Revenue for 2008/09 is projected to be slightly lower, at $5.1 million. In order to balance the budget for 2008/09 SFU will have to apply $10.6 million of its own carryover to fund operating
expenses. As previously stated, it must be emphasized that the risk associated with funding recurring expenses with non-recurring sources is not sustainable and must be avoided in the future.

Expenses in this forecast have been adjusted based on actual 2007/08 expenditures and the prevailing conditions of managing both growth and inflation in the years ahead. Expenses are therefore expected to increase by some $13.0 million in 2008/09. The prime cause is increases in the Salary and Benefit category of expenses to fund growth and progress though the ranks. In the years that follow a number of projects that have been delayed due to funding limitations will have to be undertaken and this will continue to have the effect of expenses exceeding revenues and shortfalls being experienced annually.

The net effect of this forecast out to 2010/11 is a shortfall of $14.5 million in 2009/10 and a further shortfall of $22.5 million in 2010/11 resulting in a cumulative shortfall of $37.0 million for the forecast period.

<table>
<thead>
<tr>
<th>SUMMARY FINANCIAL OUTLOOK</th>
<th>GENERAL OPERATING FORECAST ($'000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues</td>
<td>ACTUAL</td>
</tr>
<tr>
<td>2007/08</td>
<td>2008/09</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Provincial Grants</td>
<td>189,979</td>
</tr>
<tr>
<td>Federal Grants - FLPI</td>
<td>1,621</td>
</tr>
<tr>
<td>IDC Grant</td>
<td>6,225</td>
</tr>
<tr>
<td>Other Misc Gov Grants</td>
<td>239</td>
</tr>
<tr>
<td>Credit Course Fees</td>
<td>125,450</td>
</tr>
<tr>
<td>Non-Credit Course Fees</td>
<td>6,098</td>
</tr>
<tr>
<td>Student Services Fees</td>
<td>9,202</td>
</tr>
<tr>
<td>Investment Income</td>
<td>5,267</td>
</tr>
<tr>
<td>Other External Income</td>
<td>12,445</td>
</tr>
<tr>
<td>Harbour Centre Annuity Income</td>
<td>1,774</td>
</tr>
<tr>
<td><strong>Use of Carryforward</strong></td>
<td></td>
</tr>
<tr>
<td>Total Revenues</td>
<td>358,300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>ACTUAL</th>
<th>BUDGET</th>
<th>FORECAST</th>
<th>FORECAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>259,394</td>
<td>275,730</td>
<td>286,810</td>
<td>298,861</td>
</tr>
<tr>
<td>Library Acquisitions</td>
<td>8,264</td>
<td>7,925</td>
<td>8,242</td>
<td>8,571</td>
</tr>
<tr>
<td>Student Financial Assistance</td>
<td>17,241</td>
<td>16,015</td>
<td>16,655</td>
<td>17,321</td>
</tr>
<tr>
<td>Other Operating Costs</td>
<td>84,122</td>
<td>82,340</td>
<td>90,973</td>
<td>98,356</td>
</tr>
</tbody>
</table>

| Total Expenditures       | 369,021 | 382,010 | 402,680  | 423,109  |

| Annual Shortfall         |         |         | -14,513  | -22,521  |
| Shortfall covered from one time reserves ** | 10,721 |

| Balance                  | -       | -       | -14,513  | -22,521  |

| Cumulative Shortfall     | -       | -       | -14,513  | -37,034  |

Notes:
* The use of Carryforward (a non recurring resource) to fund operating expenses must be avoided.
** The $10,721 loss for the year was resourced by reducing the internally restricted net assets held for operating commitments.
8.5 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 2010 we will remain significantly short of space, relative to the BC Space Planning Standards, for other functions such as the library (70%), and academic offices (71%). As we are presently in shortfall and as we continue to accept students in line with the Ministry’s intentions to increase the number of student spaces, this situation will only worsen and further impact the performance of all facets of the University’s activities. The listed capital projects provide an overview of all planned projects, regardless of funding source. It outlines the University’s strategy to address its current and projected space requirements. It illustrates our commitment to providing additional capacity allowing us to accept increased enrolment and to improve access to post-secondary education.

It is assumed that facilities needed to accommodate normal and/or targeted enrolment 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 are estimates subject to a sequence of funding or construction priority.

Below is a list of the major capital projects active in planning at SFU.

(a) Major Capital Projects Over $50 Million

SFU Surrey TASC Surrey
Preliminary planning Estimated cost ~$100,000,000. To be completed for 2013/14. This is the first priority for the Surrey campus.

SFU Burnaby - Renew Ph 2 Chemistry ~ $TBD
An assessment of the building is underway. Estimated cost ~$50,000,000. To be completed 2014/15

Athletics Centre/Stadium
This program is in planning. Estimated cost ~ $60,000,000 of which the 1st Phase of $20,000,000 is completed. Completion date is dependant on funding.

Emergent Projects
This is provision for SFU’s portion of shared funding requirements for a Student Union building or Sports related facilities.
Estimated cost ~ $45,000,000. Total Project Estimate of $75,000,000 -$100,000,000.

SFU Burnaby - New Graduate Facility 1
This program is in planning. Estimated cost ~ $55,000,000. To be completed 2015/16.

SFU Burnaby - New Graduate Facility 2
This program is in planning. Estimated cost ~ $55,000,000. To be completed 2015/16.

SFU Surrey Health Sciences
This program is in planning. Estimated cost ~ $64,000,000. To be completed 2015/16.

SFU Burnaby - New Graduate Facility 3
This program is in planning. Estimated cost ~ $55,000,000. To be completed 2015/16.

SFU Surrey Arts, Education and Business
This program is in planning. Estimated cost ~ $64,000,000. To be completed 2015/16.

SFU Burnaby - Renew Ph 3 Old Chemistry to Biology
An assessment of the building is underway. This program is in planning.
Estimated cost ~$50,000,000. To be completed 2016/17
SFU Burnaby - New Graduate Facility 4
This program is in planning. Estimated cost ~ $55,000,000. To be completed 2016/17.

Harbour Centre Replacement
This program is in planning. Estimated cost ~ $100,000,000. To be completed June 2016.

SFU Surrey Student Services
This program is in planning. Estimated cost ~ $64,000,000. To be completed 2016/17.

SFU Burnaby - Renew Ph 4 Old Biology to Physics
An assessment of the building is underway. This program is in planning.
Estimated cost ~$56,500,000. To be completed 2016/17

SFU Burnaby - Renew Ph 5 Old Physics to Graduate Facility 5
An assessment of the building is underway. This program is in planning.
Estimated cost ~$56,500,000. To be completed 2018/19

Future Parkades
This is a placeholder for future projects. This program is in planning.
Estimated cost ~$100,000,000.

(b)  Major Capital Projects under $50,000,000

Note: Projects under $5,000,000 not listed individually.

SFU Burnaby Renew Ph1 - Information Technology Centre Renovation
This program is in planning. Estimated cost ~ $30,000,000. To be completed 2012/13.

SFU Burnaby Graduate Student Residence Rehabilitation
This program is in planning. Estimated cost ~ $30,000,000. To be completed 2010/11.

SFU Burnaby Renew Roadway Reconstruction
This program is in planning. Estimated cost ~ $11,000,000. To be completed 2014/15.

SFU Burnaby - Library Expansion / Boiler Plant Replacement
This project is in planning. Estimated cost ~ $21,000,000. To be completed 2015/16.

SFU Burnaby - Graduate Residential College
This project is in planning. Estimated cost ~ $32,000,000. Schedule dependent on funding.

SFU Burnaby - Information Public Safety Building
This project is in planning. Estimated cost ~ $5,000,000. Schedule dependent on funding.

SFU Burnaby - Art Gallery
This project is in planning. Estimated cost ~ $5,000,000. Schedule dependent on funding.

9. Conclusion

SFU is an institution that continues to experience enormous change as a result of growth and a number of strategic and tactical initiatives aimed at bringing about significant improvements.

SFU is grateful for the investment made by the provincial government to fund the growth in Surrey as well as the capital investment made at the Burnaby campus over the past few years. The growth places pressure on all the University's resources. A new Applied Sciences Building (TASC 2) opened in 2006. A new Arts and Social Sciences complex (ASSC 1) opened in 2007 and a new Health Sciences building will open in 2008. SFU Surrey continues grow and a number of capital projects are planned to accommodate this growth.
New programming to support this growth is underway, as is the appointment of additional faculty. The University is focused on continuous improvements to the services it provides students and the community at large. New information systems are in place and the full functionality and efficiency of these developments will be realized in due course.

A significant gap exists between the University’s revenues, a significant portion of which is derived from the Provincial grant, and its operating expenses. If this gap is not closed, Simon Fraser University will face a profound challenge to its commitment to provide excellent education and services to its students. It is imperative that the current problems of the funding formula and of economic barriers to access be recognized and addressed. It is fundamentally important that Government accept, at an absolute minimum, the need to inflation-protect its grants to higher education institutions. The public grants system alone is inadequate to bridge the gap in funding levels between British Columbia institutions and other Canadian institutions and, more generally, our major international competitors. Thus, universities have become increasingly reliant on tuition fees to support their operations. It is essential that Government permit reasonable and market related increases in fees that reflect the actual costs of delivering quality education in British Columbia. It is also important that the Province address the barrier of access posed by higher fees for the lowest quartile in the income distribution, where debt aversion is particularly pronounced. Should these issues not be confronted and solutions found, SFU will find it increasingly difficult to attract the caliber of faculty required to maintain and continually enhance the quality of its programming, and consequently remain relevant and competitive in both the national and international higher education sector.

ATTACHMENT

Accountability Framework 2007/08 Performance Results
# Accountability Framework 2007/08 Performance Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Actual 2006/07</th>
<th>Target 2007/08</th>
<th>Actual 2007/08</th>
<th>Target Assessment 2007/08</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student spaces in public institutions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Student Spaces</td>
<td>Data from 2006/07 Fiscal Year</td>
<td></td>
<td>Data from 2007/08 Fiscal Year</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>19,472</td>
<td>18,944</td>
<td>20,505</td>
<td></td>
</tr>
<tr>
<td><strong>Total credentials awarded¹</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5,462</td>
<td>5,229</td>
<td>5,657</td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Number and percent of public post-secondary students that are Aboriginal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number (#)</td>
<td>438</td>
<td>≥ previous year</td>
<td>431</td>
<td>Substantively Achieved</td>
</tr>
<tr>
<td>Percent (%)</td>
<td>1.7%</td>
<td>1.7%</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td><strong>Degree completion rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Entry Students (%)</td>
<td>74.2%</td>
<td>≥ previous year</td>
<td>71.1%</td>
<td>Substantively Achieved</td>
</tr>
<tr>
<td>Transfer Students (%)</td>
<td>71.4%</td>
<td></td>
<td>73.1%</td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Baccalaureate graduate assessment of quality of education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Education</td>
<td>95.9</td>
<td>95.7%</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td>Skill Development (avg. %)</td>
<td>82.6</td>
<td>≥ 90%</td>
<td>82.0%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Written Communication</td>
<td>78.9</td>
<td>77.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>79.7</td>
<td>79.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Collaboration</td>
<td>77.5</td>
<td>76.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>89.9</td>
<td>91.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Resolution</td>
<td>74.8</td>
<td>73.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Comprehension</td>
<td>87.9</td>
<td>86.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Accountability Framework 2007/08 Performance Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Actual 2006/07</th>
<th>Target 2007/08</th>
<th>Actual 2007/08</th>
<th>Target Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn on your own</td>
<td>89.6</td>
<td>85%</td>
<td>89.4%</td>
<td>1.5% n/a</td>
</tr>
<tr>
<td>Baccalaureate graduate outcomes – unemployment rate(^2)</td>
<td>2006 BGS Survey Data: 3.7%</td>
<td>≥ 6.5%</td>
<td>2007 BGS Survey Data: 2.3%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Research capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsored research funding from all sources (000$)</td>
<td>$59,503</td>
<td>≥ previous year</td>
<td>$69,013</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Number of highly qualified personnel (#)</td>
<td>3,939</td>
<td>≥ previous year</td>
<td>4,241</td>
<td>Achieved</td>
</tr>
<tr>
<td>Number of licences, patents, start up companies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Licence/Option agreements</td>
<td>2</td>
<td>0</td>
<td>Not Achieved</td>
<td></td>
</tr>
<tr>
<td>Total US patents issued</td>
<td>10</td>
<td>≥ previous year</td>
<td>2</td>
<td>Not Achieved</td>
</tr>
<tr>
<td>Total start up companies</td>
<td>1</td>
<td>0</td>
<td>Not Achieved</td>
<td></td>
</tr>
<tr>
<td>Total licence income received</td>
<td>342,984</td>
<td>182,909</td>
<td>Not Achieved</td>
<td></td>
</tr>
</tbody>
</table>
## Accountability Framework 2007/08 Performance Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Actual 2006/07</th>
<th>Target 2007/08</th>
<th>Actual 2007/08</th>
<th>Target 2007/08</th>
<th>Target Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of annual education activity occurring between May and August</td>
<td>Data from 2005/06 Fiscal Year</td>
<td></td>
<td>Data from 2006/07 Fiscal Year</td>
<td></td>
<td>Contributed toward achievement of system level target of 21%</td>
</tr>
<tr>
<td></td>
<td>20.4%</td>
<td></td>
<td>20.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University admissions GPA cut-off</td>
<td>Data from 2005/06 Academic Year</td>
<td></td>
<td>Data from 2006/07 Academic Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Entry Admission (%)</td>
<td>78.5</td>
<td></td>
<td>75.6</td>
<td></td>
<td>Contributed toward achievement of system level target of 75% by 2010</td>
</tr>
<tr>
<td>Transfer Student Admissions (pt.)</td>
<td>2.07</td>
<td></td>
<td>2.25</td>
<td></td>
<td>Contributed toward achievement of system level target of 2.0 by 2010</td>
</tr>
<tr>
<td>Baccalaureate graduate assessment of quality of instruction</td>
<td>2006 BGS Survey Data % +/-</td>
<td></td>
<td>2007 BGS Survey Data % +/-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>96.1</td>
<td>0.6</td>
<td>≥ 90%</td>
<td>96.0</td>
<td>0.9%</td>
</tr>
<tr>
<td>Student satisfaction with transfer</td>
<td>2006 CISO Survey Data %</td>
<td></td>
<td>2007 CISO Survey Data %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiving %</td>
<td>88.5</td>
<td></td>
<td>86.1%</td>
<td></td>
<td>Contributed toward substantive achievement of system level target ≥ 90%</td>
</tr>
<tr>
<td>Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job</td>
<td>2006 BGS Survey Data %</td>
<td></td>
<td>2007 BGS Survey Data %</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>87.1</td>
<td></td>
<td>≥ 90%</td>
<td>87.1%</td>
<td></td>
</tr>
</tbody>
</table>

1 Annual performance is measured using a rolling three year average of the most recent academic years, e.g., the 2006/07 results are a three year average of the 2003/04, 2004/05 and 2005/06 academic years. Academic years start in September of one year and end in August of the next year.

2 BC rate for those (age 18 to 29) with high school credentials or less (2007).