Institutional Accountability Plan & Report
2010/11 - 2012/13
Letter from Board of Governors

July 23, 2010

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

Dear Minister Stilwell,

We are pleased to present Simon Fraser University’s Institutional Accountability Plan and Report for the period 2010/11 – 2012/13. This document was reviewed and approved by the senior administration of SFU and by our Board of Governors on July 22, 2010. 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.

Yours sincerely,

Michael G. Francis
Chair, Board of Governors

Michael Stevenson
President and Vice-Chancellor
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1. Executive Summary

SFU's goals and objectives are outlined in the President’s Agenda, the Academic Plan and the Strategic Research Plan and 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 and Labour Market Development for the post secondary education system in British Columbia. 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. Total student FTE enrollment has grown by 44.8% during the period from 2001/02 to 2009/10, with undergraduate domestic students growing by 33.1%, undergraduate international students by 219.3% and graduate students by 57.3%. Growth has been strategically directed towards targeted programmes that meet the urgent needs of British Columbia’s growing economy in areas such as information technology and engineering science, interactive arts, digital media and technology, and more recently health sciences, and environmental studies and distributed options for learning, including distance education and blended models, have been developed to address the diverse needs of learners. This growth has partially addressed regional inequalities in access to higher education and research, with the very successful development of SFU’s Surrey campus. In addition to the development of the Surrey campus, SFU’s campus infrastructure has grown with the addition of four new academic buildings on Burnaby Mountain, and the Segal Graduate School of Business and the School for the Contemporary Arts at the Vancouver campus. Academic programs at SFU Woodward’s are due to start in September 2010.

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

SFU has taken a series of steps to manage these financial pressures, including reducing expense budgets, using up cash reserves, slowing the recruitment of faculty and staff, and in the last three years making strategic budget allocations to differentiate the rate of growth between programs.

SFU looks forward to working with the Ministry to achieve our shared mandate of providing the highest quality teaching, research and community service to the citizens and communities of British Columbia.
2. Introduction

This document has been prepared in response to a request from the Ministry of Advanced Education and Labour Market Development (ALMD) and follows the Institutional Accountability Plan 2008/09 – 2010/11 submitted last year.

It is believed that performance from one period should inform the plan for the following year; therefore, this document integrates SFU’s past performance with future plans.

2.1 Institutional Overview

From its beginning in 1965, SFU has redefined the academic status quo with a commitment to innovate rather than replicate, to embrace 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 Morris J. Wosk Centre for Dialogue and the new School for the Contemporary Arts at Woodward’s, and a campus located in an award-winning tower in Surrey’s Central City area. Each of these campuses is in the midst of rapid expansion to accommodate past and continuing government targeted enrollment growth.

SFU employs nearly 940 continuing faculty, 2,900 instructors and assistants, over 1,700 administrative and support staff, and enrolls more than 34,000 undergraduate and graduate students in the following eight Faculties:

Applied Sciences

The Faculty comprises the two progressive schools of Computing Science and Engineering Science, each with an international reputation for excellence built on leading edge research, and on graduates who regularly find themselves at the forefront of vital new breakthroughs. Throughout the Faculty, scholarship is advanced by learning beyond the lab and lecture hall, and through the invaluable experience of national and international co-operative work terms. Computing Science features a dual degree program with China. This innovative partnership with Zhejiang University is a challenging international computing program that emphasizes both academic excellence and cross-cultural communication. Engineering Science offers programs in biomedical engineering and mechatronic systems.

Arts & Social Sciences

The Faculty of Arts & Social Sciences is the largest Faculty at SFU and consists of 15 departments, 16 programs, over 300 full-time faculty members, and approximately 13,000 students. It includes departments, centres and programs in the humanities, and social sciences, including professional programs such as the Master’s in Public Policy. The strength of this Faculty lies in its diversity and its contributions to research and learning in the liberal arts and sciences.

Business Administration

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

The Faculty brings together three Schools: the School of Communication includes courses covering media and culture, technology and society, communication policy, and political economy; the School for the Contemporary Arts offers programs in art and culture studies, dance, film, music, theatre, and visual art focused on developing creative artists and scholars with diverse skills; and the School of Interactive Arts and Technology (SIAT) is a future-focused school where technologists, artists, designers and theorists thrive in collaborative research, invention and theoretical thinking.

Education

The Faculty of 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 Master’s and Doctoral programs for research faculty as well as practitioners. The diverse community of scholars and educators endeavour to promote innovation in the way teachers teach and learners learn. Faculty members are recognized for their work in developing, advancing, and enacting knowledge that makes a difference in public education and the Faculty follows a rigorous research program to investigate theory and provide innovative leadership in issues of educational pedagogy.

Environment

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

Health Sciences

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

Science

The Faculty offers a comprehensive suite of undergraduate programs, leading to the BSc degree including Actuarial Science, Biochemistry, Biological Science, Biomedical Physiology & Kinesiology, Chemistry, 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.

Continuing Education

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.

2.2 Institutional Accreditation

With no equivalent quality-assurance organization for post-secondary institutions in Canada, SFU is seeking formal accreditation from the Washington-based Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is one of seven independent regional agencies officially sanctioned by the U.S. Department of Education to evaluate post-secondary school educational quality and institutional effectiveness.
Institutional Accountability Plan and Report (2010/11-2012/13)

The independent, non-profit NWCCU approved SFU’s application for accreditation in January 2009 and SFU’s Senate endorsed the project in March 2009. The full accreditation process, which is based on a series of self-assessment studies and NWCCU member peer reviews, will take between five and seven years to complete. Upon completion, SFU will become the first major Canadian post-secondary research institution to be accredited. This will give SFU a distinct competitive advantage nationally and globally.

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

3.1 Demand Driven Enrollment

Changes to the BC population demographics have been discussed in detail in previous plans but the major changes and their impact bears repeating. Although the population of the Lower Mainland will grow over the next four 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 demographic is SFU’s traditional market and the implications are that enrollment from school leavers and college students will decline while the need for post-secondary education for those over 24 years of age will increase. From a programming view this represents a growing need for continuing studies and professional programs and an opportunity for SFU to provide such programs. Blended learning models have been developed to accommodate adult learners and SFU continues to meet the rising demand for a new generation of highly qualified individuals to fill important educational, research and administrative positions in the public and private sectors by developing innovative research-intensive and professional graduate programs.

SFU has an Enrollment Plan (http://www.sfu.ca/irp/enrollment/sfu_enrollment_plan.html) which includes SFU’s contribution towards the Ministry of Advanced Education and Labour Market Development’s enrollment targets.

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

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<tr>
<td>FTE</td>
<td>% Achieved</td>
<td>18,343</td>
<td>19,472</td>
<td>18,944</td>
<td>20,505</td>
<td>19,464</td>
<td>21,229</td>
<td>20,105</td>
<td>21,866</td>
<td>20,203</td>
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<td>106.2%</td>
<td>108.2%</td>
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* Source: Government Letter of Expectations, June 02, 2008

SFU has consistently exceeded its funded targets over the last four years. In 2009/10, an unpredicted increase in applications increased new domestic student intake to 4,526 students, substantially more than the University’s goal of 4,120. The costs and additional support associated with this over enrollment are being carefully managed and monitored.

3.2 International Students

As global forces reduce the size of the world and increase the need for culturally informed graduates, internationalization of higher education in Canada has become an imperative. The universality of access to knowledge in the information age, the competitive nature of world trade, and the increasing rate of cultural exchange dictate that the international dimension of higher education must keep pace with global changes. 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
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possible from studying at SFU’s campuses alone. These attributes would be increased and enhanced through increased frequency and duration of academic activity and everyday life outside Canada.

In 2005, SFU launched a Dual Degree Program in partnership with Zhejiang University (ZU) in China. This program has annual cohorts of Canadian and Chinese students from both SFU and ZU. Students study Computing Science in English at SFU and in Chinese (Mandarin) at ZU. The first Canadian students graduated and received their degrees in June 2009. At the completion of the five-year program they receive degrees from both universities. The target of 50 students each year has been met. These international students (Chinese) are in addition to the 10% of total enrollments as agreed by Senate previously. New dual degree programs with prestigious university partners are in early to mid-level planning in Communications, Business and Bioinformatics (China), International Studies (Australia) and French (France) will be operational this year.

SFU has a contractual relationship with Navitas Education Ltd of Australia to participate in the offering of College level university-transfer programs. Fraser International College (FIC), a private college adjacent to the Burnaby campus which provides transition programs for international students, has been fully operational since September 2006. The current contract runs to March 2011 and its academic operations have recently undergone an external review prior to consideration of contract renewal. FIC has been successfully recruiting international students to study university preparatory courses who then transfer to SFU for degree completion. FIC now has a student body of approximately 1,080 students, meeting their enrollment target of 1,000 students a year ahead of schedule. Between Fall 2007 and January 2010, 560 students have transferred from FIC to SFU. Students from FIC are being carefully tracked to monitor their academic performance and retention at SFU, and these students continue to perform as well as or slightly better than other international students attending SFU.

SFU continues to work to establish the administrative structure and fee arrangements that will enable it to achieve the 15% participation goal of international students. In 2009/10, SFU exceeded its target of 608 new international students, enrolling 1,481 or 20% of new undergraduate students. With new initiatives to increase retention of international students, this student body now represents 13.2% of the total undergraduate population (as shown in Table 2).

| Table 2: Total International Student Undergraduate Enrollment (FTE) |
|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| International Target - FTE | 1,124 | 1,280 | 1,501 | 1,812 | 2,417 | 2,364 | 2,524 | 2,653 |
| % of AVED Funded UG FTE | 6.9% | 7.8% | 9.0% | 10.1% | 13.2% | 13.0% | 14.0% | 15.0% |

3.3 Programming for the Future

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

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

Demographic trends make the time right for part-time credit studies for older adults to expand at SFU. 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. SFU NOW (Nights Or Weekends) has been established specifically for the working adult student who cannot attend classes during the day. All SFU NOW classes are scheduled on weekday evenings or on Saturday. This programme allows students to earn a full bachelor of general studies degree or take either upper or lower division courses which include communication, political science, sociology and anthropology and use them towards another degree programme.

SFU continues to expand 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 and benefits both students and the entire BC post-secondary system.

3.4 Faculty & Staff

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

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

Due to the current fiscal environment, it was decided at the beginning of the 2009/10 budget process, that newly vacated faculty positions would no longer be automatically refilled. Rather, the positions and associated funding would be considered by the Vice President Academic Office for elimination or reallocation on the basis of strategic need. Further, future growth in faculty numbers would be dependent on revenue generation or savings from new efficiencies. This focus has continued for fiscal 2010/11.

3.5 Financial Projections

With the remarkable rebound in equity markets and the result of measures built into the 2009/10 budget, namely limiting spending of cash reserves, implementing a voluntary faculty exit incentive plan, and carefully managing resources across the University, SFU’s 2009/10 financial results present a much improved situation compared to one year ago. While operating reserves have started to recover, they have not yet returned to sustainable levels and SFU’s operating budget for 2010/11 included another round of strategic budget allocation decisions to produce a balanced budget.

Tuition increases have been held at 2% per year for the past five years and funding for student growth has ceased. Without improvements to the Provincial operating grant or the freedom to align tuition levels with the true cost of delivering programs, the University will partially address the shortfall through initiatives to generate additional revenues from new programs and/or services. SFU looks forward to engaging with the Ministry to continue to review and develop funding models for post-secondary education in the Province.
4. SFU’s Planning Framework

The President’s Agenda, the Academic Plan, and the Strategic Research Plan provide the strategic direction for SFU. From these plans flow a number of supporting operational plans which include specific strategies and actions to be implemented in order to meet strategic goals. The following illustrates SFU’s Planning Framework.

A brief description of the core plans that guide the activities of the University are outlined in the following pages. A copy of the full plans can be found on SFU’s website.
4.1 Mission and Values & Commitments

**SFU’s Mission, Values and Commitments**

SFU's mission is to advance knowledge through teaching, research, and engagement with the community.

- 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 mission is supported by three key plans, the President’s Agenda, the Academic Plan, and the Strategic Research Plan. The highlights of these plans are outlined on the following pages.

4.2 President’s Agenda (2005-2009)

A summary of the President’s Agenda is included here however the complete text is available on the SFU website:


The President identified three general objectives, these being to establish:

- the best liberal arts and science education in Canada;
- the most innovative interdisciplinary and professional programs; and
- the most responsive engagement with the broader community.

In order to achieve these objectives, the President 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. These objectives and supporting focus areas are listed below.

**Academic Quality Enhancement**

**Graduate Student Enrollment**

The importance of graduate enrollment 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 enrollment in graduate programs to 25% of total enrollment.
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Program Diversification
Increasing the number of professional and quasi-professional programs, as well as creating new interdisciplinary specializations is a priority.

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.

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

Quality of Student Life

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

Internationalization
Curriculum-driven experiential learning in an international environment will become a more sharply focused thematic element in SFU’s internationalization strategy, in addition to more structured opportunities for interaction between international and domestic students on all of the institution's campuses.

Quality of Student Services
The capacity for serving students needs to be optimized.

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.

Public Profile

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’.

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.

Private Fundraising
In 2009/10 donors provided more than $21 million in philanthropic support with more than $9 million enhancing our research and teaching capabilities through chairs and centres and over $3 million directly supporting students through scholarships, bursaries and awards.
4.3 Academic Plan (2010-2013)

SFU’s academic planning occurs on a three year cycle. Recently SFU completed the planning for the next three year cycle, 2010 – 2013, and is now implementing strategies designed to achieve the planned outcomes. The process of developing new goals began with the development of an Academic Vision for SFU.

SFU’s Academic Vision

To be the University of choice which integrates teaching and learning, research, and engagement with the community and achieves high standards in both the fundamental and applied disciplines. It is an intellectually stimulating and culturally vibrant environment that:

- Defines scholarship as the creation, advancement, application, transmission and preservation of knowledge, and the stimulation of critical and independent thinking.
- Commits to excellence in teaching, learning, research and community engagement in a wide spectrum of academic disciplines across our 8 Faculties, with a particular emphasis on multidisciplinarity and the ability to anticipate or respond to emerging areas of higher education demand.
- Provides a global perspective with a local orientation and is an active and highly valued partner in the social, cultural and economic life of our communities.
- Enables students to reach their goals and potential and become ethical, responsible and informed citizens.
- Employs effective, efficient, and innovative approaches to teaching, learning, research, service and administration.

This Academic Vision guides the Faculties and Departments to plan for the next three year period. Each academic Department and each Faculty have produced plans, all of which contribute to the Academic Plan. The Five Academic Themes contained in the Academic Plan and the associated Goals of each Theme are listed below.

### Academic Theme 1: High Quality Student Experience

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

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

Goal 1.5 - Increase our International, First Nations and interdisciplinary exposure.

**Academic Theme 2: Teaching and Learning in a Research University**

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

Goal 2.1 - Support new program development in select areas.

Goal 2.2 - Review curriculum for learning outcomes and linkages to faculty research.

Goal 2.3 - Increase student exposure to research and researchers.

**Academic Theme 3: Research**

We will support and pursue national and international research initiatives.


**Academic Theme 4: The University's Role in the Community**

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

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

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

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

Goal 4.4 - Work more closely with alumni.

Goal 4.5 - Link each of our three campuses closely to their communities.
Academic Theme 5: Financial Sustainability and Institutional Strength

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

Goal 5.1 - Create a comprehensive Strategic Enrollment Management Plan.

Goal 5.2 - Centralize support activities to reduce costs.

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

Goal 5.4 - Encourage greater financial efficiency.

Goal 5.5 - Intensify Fundraising efforts.

Goal 5.6 - Review graduate tuition and support.

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

Goal 5.8 - Communicate plans and achievements internally and externally.

Evaluation of Academic Achievements

The Academic Plan is supported by a number of strategies and key performance indicators which will be assessed annually to measure progress and success of the goals outlined above.

Full text of the current Academic Plan can be found at:

4.4 Strategic Research Plan (2010-2015)

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

SFU’s Research Goal

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

The major objectives of the Strategic Research Plan are to:

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

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

Evaluation of Research

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

5.1 SFU Key Strategic Goals

The President’s Agenda, the Academic Plan (2010-2013), and the Strategic Research Plan (2010-2015) provide the priorities for their respective areas. The University Planning Framework highlights nine key strategic goals from these plans organized under five Core Themes. These strategic goals are supported by strategies in the supporting plans and will be monitored for success through a variety of key performance indicators.

**SFU Core Theme 1 - Teaching and Learning**

Strategic Goals:
1. Offer academic programs in areas of strength and strategic importance.
2. Promote teaching excellence.

**SFU Core Theme 2 - Research**

Strategic Goal:
3. Increase our research profile.

**SFU Core Theme 3 - Student Experience and Student Success**

Strategic Goal:
4. Provide an outstanding student experience.

**SFU Core Theme 4 - Community and Citizenship**

Strategic Goals:
5. Engage and involve our many communities.
6. Promote and leverage the distinctiveness of our University.

**SFU Core Theme 5 - Financial Sustainability and Institutional Strength**

Strategic Goals:
7. Build sustainable financial and administration models for the University.
8. Recruit, retain, and engage the best people.
9. Strengthen and leverage our infrastructure.
5.2 Core Theme: Teaching and Learning

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

Renewed Focus on Teaching and Learning

SFU’s has recently completed a probing, intensive process to review and develop recommendations for enhancing teaching and learning support at SFU. A Task Force set up by the Vice President, Academic submitted its final report in January 2010 and provides a blue print for effective support of Teaching and Learning at SFU. The recommendations constitute the first step of an unfolding process of discussion, refinement, and elaboration that will lead to the development of implementation plans. Although implementation will require considerable time and commitment, activities to promote a culture of teaching and learning and to develop a new teaching and learning support system are identified as immediate priorities.

Development of Applied and Professional Programs

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

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

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

Heath Sciences Programming

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 model 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. Master’s degrees with concentrations in Population & Public Health and in Global Health have been successfully launched with their first graduates having completed in Spring 2007. Graduate concentrations in Infectious Diseases, Environmental and Occupational Health and, Social Inequities and Health Disparities have recently been approved. 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. SFU and Fraser Health Authority have signed a Memorandum of Understanding to collaborate on research and education. Currently there are many individual faculty collaborating with the Health Authority across various disciplines.

This 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.

Environmental Studies Programming

SFU’s history of engaging with the local community to conduct research on relevant issues has resulted in a wealth of interdisciplinary expertise in areas related to managing British Columbia’s natural and environmental resources. Now, the Faculty of Environment will build on the University’s important work in teaching and research related to environment and sustainability.

This exciting Faculty brings together a breadth of environmental expertise from across the university, providing a strong base for evaluating and addressing vital environmental challenges that are profoundly affecting our world’s future. Combining this expertise into one Faculty enhances education, research and outreach programs in this critical area. As it grows over time, the Faculty will attract increased attention to internationally acclaimed research programs, and provide exciting new educational opportunities for students.

The Faculty of Environment currently offers programs and courses from the following academic units: Environmental Science, Geography, Resource and Environmental Management, Sustainable Community Development and Development Studies. With these components, the vision is to build a faculty that encompasses a truly interdisciplinary approach to environmental issues. The faculty will further develop outstanding interdisciplinary initiatives that already exist, expanding opportunities for students to achieve breakthroughs beyond conventional approaches to environmental sustainability.
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The Faculty will also be home to programs that integrate economic, social, scientific and environmental topics. Students will learn not only the science behind environmental issues such as global warming, but also the societal, economic and political dimensions that tend to make issues controversial and solutions unclear. Students in the new faculty will gain critical insight into how our world is changing while developing strategies to create a more sustainable future.

Programming in Surrey

SFU Surrey has launched over 30 academic programs to meet SFU's and the Ministry's first phase target of 2,500 FTE by 2009/10. Over 5,850 undergraduate and graduate domestic students (2,678 FTE) were enrolled in Surrey courses and programs in 2009/10. This does not include the 2,300 registrants in over 80 Continuing Studies programs and courses.

SFU is currently revising its first year cohort programmes at Surrey to reflect the growing diversity of programmes with the addition of new programs in BusOne and Systems One (first year for Applied Sciences students).

SFU was successful in being awarded a $10 million Knowledge Infrastructure Program grant and the purchase of incremental space in the Central City Tower. When completed in March, 2011, the new space will support first year Chemistry, Biology, Physics, and Kinesiology teaching laboratories. For the first time, students will not be required to travel to SFU Burnaby for their lab courses.

Despite year after year increases in applications, for the third consecutive year, the first year intake of new students remains flat-lined. A joint review by Kwantlen Polytechnic University and SFU in July 2008 again showed evidence of a gap in university spaces in Surrey and the South Fraser and the critical need of education in achieving Provincial economic and social goals. Recently the Surrey Board of Trade has developed a position paper as a call to action to draw attention to the importance of further investment in K-12 and university education in Surrey.

SFU Surrey's focus remains on planning for the second phase of growth outlined in the 2006 Memorandum of Understanding between SFU and the Ministry. Health and Engineering remain important priorities for this future program and research growth at SFU Surrey. In March, 2009, a Bachelor of Science concentration in Exercise and Nutrition in Health and Disease concentration was approved by SFU's Senate. The offering of this degree awaits additional FTE grant funding by the Province. Planning has also continued for other innovative and distinctive programs including a medical education program in response to the Fraser Health Authority's demand for family physicians and engineering systems engineering programs that support Provincial and City priorities for clean energy applications and sector growth. In terms of capital for further facilities, as part of its capital plan, SFU provided the desire to proceed on another building to support teaching and research in Engineering and Health.

Interplay of Research and Teaching

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

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

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

In this context, SFU’s Centres and Institutes play a critical role. SFU has close to 50 research centres that fall under the direct authority of individual Deans. There are also 18 research institutes that report to the Vice-President Research, have a University-wide mandate, and represent SFU’s activity as part of multi-university consortia. These Centres facilitate collaborative research, especially multi-disciplinary research; undertake specific types of teaching or training programs; facilitate multi-university initiatives, such as Centres of Excellence; and provide specific types of services to the community. Many of the University’s Centres and Institutes also play an important role in disseminating the results of university-based research to the public sphere, and contributing significantly to public policy decisions.

Strategic Research Themes

The Strategic Research Plan articulates SFU’s strengths by identifying integrative strategic research themes that cross disciplinary and administrative boundaries. In defining these themes, the University intends to facilitate and encourage both individual initiatives and new collaborations within existing structures. However, through the process of identifying research strengths and existing and potential synergies among them, the aim is to encourage and support cross-disciplinary initiatives that build on strengths and show potential for significant impact and leverage. Excellence in research and strategic investment of resources aligned with this thematic approach will give SFU a distinctive edge and comparative advantage, leading to our goal of being the most research-intensive comprehensive university in Canada, and competing effectively in selected areas on the international scene.

SFU recognizes the contributions of all researchers across the entire spectrum of scholarly inquiry at, and associated with, the University. The University plans to maximize its strengths, building on themes that unify initiatives from the humanities to the sciences and engage its many communities.

The strategic research themes encompass both cross-disciplinary teams and disciplinary or individual contributions to collective achievements. The seven strategic research themes are:
1. Origins

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

2. Communication, Computation, and Technology

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

3. Culture, Society, and Human Behaviour

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

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

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

5. Environment, Resources, and Conservation

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

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

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

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

7. Pedagogy

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

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

Student experience refers to the overall view a student has regarding their time at SFU. It relates to their classroom and non-classroom based experiences, their sense of value, and their connectedness to the University. It has clear implications for student recruitment and retention, institutional reputation, and alumni support.

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

Student Success

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

Student Engagement

Student engagement refers to students’ participation in educationally effective practices, both inside and outside the classroom. It is characterized by two critical features: 1) the amount of time and effort students put into their studies and other educational activities and 2) how an institution deploys its resources, organizes curriculum, and supports learning with services and programs that lead to experiences and desired outcomes such as persistence, satisfaction, success, and completion. The most well-known measure of student engagement in post-secondary education in North America is the National Survey of Student Engagement, or the NSSE. SFU began participating in the NSSE in 2009 and after a second round of participation will be in a position to measure progress against the baseline established in 2009, as well as look at appropriate comparator institutions. Many student engagement initiatives are provided through campus-wide programs within faculties and across various service units. Some of those led by Student Services include:

- Residence Life (e.g. Living/Learning Communities)
- Student Development (e.g. Peer Educators, LEAD, orientation leaders, “U”Life)
- Work Integrated Learning (e.g. co-op, volunteer, service learning)
- SFU International (e.g. field school admin, exchange co-ordination, international buddy program)
- Health and Counselling Services (e.g. health and wellness programs)
- Recreation and Athletics (e.g. intramural and instructional programs)
5.5 Core Theme: Community and Citizenship

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.

SFU’s Community Goals

SFU has long been regarded as an exemplar of community collaboration and partnership. The University plans to continue to increase its 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 partnerships with First Nations communities and offering new programming for First Nations students;
- extending credit and non-credit course offerings to SFU’s Surrey campus;
- continuing to expand offerings of specialized curriculum into local communities;
- establishing the School for the Contemporary Arts at Woodward’s in downtown Vancouver;
- building on the University’s established presence as a resource for community dialogue; engaging in collaborative research ventures with the City of Burnaby;
- building strength in teacher training within BC’s schools.

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. Some examples include:

- As part of the City of Burnaby-SFU Research Agreement the University committed the time of business school graduates to help compile the City’s Economic Development Plan, Business Cluster Analysis.
- The University participates with the City of Burnaby in sponsoring the annual "Hall of Fame Business Award" which recognizes a "generational business" in Burnaby that has contributed to the welfare of the City over many years.
- SFU has supported the City’s efforts to dredge and restore Burnaby Lake and sits on the Mayor’s Burnaby Lake Task Force Committee.
- SFU worked with the Burnaby Board of Education, the SFU Community Trust and the City in ensuring that the new UniverCity elementary school will also serve as a community centre outside school hours and will be host to cooperative ventures between the SFU Faculty of Education and the School Board.
- The SFU Facility Services department works with the City of Burnaby in land use planning, delivering municipal services and in meeting regulatory requirements of new building programs.
- The SFU Community Trust is working closely with the City and TransLink on a proposal to link the University and the Production Way Skytrain Station via a high-speed gondola project.

Vancouver

SFU began its development of a downtown campus in the early 1980’s by pioneering mid-career, advanced professional education using a storefront centre. SFU’s Vancouver campus currently serves over 70,000 people annually, of whom 10,000 are students enrolled in credit and non-credit courses. The campus comprises the
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original Harbour Centre facility (the campus hub), the Morris J. Wosk Centre for Dialogue, the Segal Graduate School of Business, the new SFU Woodward’s, and the performance complex and visual arts studio space at 611 Alexander. Since 1988 SFU has committed approximately $150 million to the establishment and improvement of University facilities in the downtown core. This growth has allowed SFU to offer significant enhancements to its academic and other community-related services. These include:

- The re-location of the School for the Contemporary Arts to SFU Woodward’s. The building contains six public performance venues offering cultural and artistic programming within the innovative, mixed-use redevelopment of the historic Woodward’s district;
- The expansion of accessible credit and non-credit programs in areas such as international studies, public policy, writing and publishing and urban studies;
- The development of community programming offering technical training for the cultural sector. SFU’s non-profit Simon Fraser Presentation Society works with community arts groups to provide access to SFU Woodward’s cultural spaces. (Funding by Western Economic Diversification and Heritage Canada.)
- Wide-ranging research - including human security, communication, mental health and addiction, gerontology and urban issues - in partnership with community agencies; and
- Creation of new opportunities for community engagement through public dialogues, meetings and events.

Surrey

Completing the next phase of assessment for a company incubator in Surrey City Centre in collaboration with the City of Surrey, and the feasibility of a health campus/cluster with Fraser Health Authority, with the establishment of the Surrey Campus in 2002, SFU 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.

In 2009/10, some of the examples of new community engagement, program innovation, and industry development projects are as follows:

- Entering into a Letter of Intent with Powertech Labs and the City of Surrey work together on specific projects advancing sustainability in Surrey through clean energy initiatives. This joint initiative will focus on energy engineering education, company incubation, energy-related sustainability projects and related economic growth in the clean energy sector.
- Completing a concept document for a health campus/cluster with Fraser Health Authority, the Surrey Board of Trade, and Kwantlen Polytechnic University;
- Continuing a Punjabi Youth Program as part of SFU’s India Initiative;
- Expanding the Venture Connection program to support student entrepreneurs at all of SFU’s campuses. Success of this program continues with an SFU student winning the competition for the top student entrepreneur in the world;
- Launching an Aboriginal Health Program for students of aboriginal ancestry. The program, which began in September, is a post-secondary access program for students of Aboriginal ancestry interested in pursuing health careers; and
- Launching the SFU Certificate in Canadian Business Management Fundamentals, the first program presented in Mandarin. Offered in cooperation with the Sing Tao Daily, this five-course certificate program is for Mandarin-speaking professionals who want to learn more about Canadian business practices and gain business skills essential to achieving success in the Canadian business environment.

Relevant Research

SFU engages communities in university research, e.g., the technology industry, the business community, the rural or urban community, the preschool-12 education sector, the francophone community, the immigrant community, or the Aboriginal community. The successful development of the Vancouver campus community
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should inspire bold urban renewal projects in Surrey and the Great Northern Way campus. SFU has a unique opportunity for the School for the Contemporary Arts to engage the Vancouver community with its cultural infrastructure, and to firmly ensconce SFU as the cultural and intellectual heart of the community.

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

Recruitment of Outstanding Faculty and Students

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

- **Canada Research Chairs (CRCs):** To date, SFU has filled 40 Canada Research Chairs.

- **Endowed Research Chair in Arthritis Research:** The Arthritis Research Foundation has contributed $4M toward the establishment of this Chair.

- **Pfizer/Heart and Stroke Foundation of BC and Yukon Chair in Cardiovascular Prevention Research:** This Chair will be located in St. Paul’s Hospital, and will focus on gaining an understanding of cardiovascular disease and prevention strategies.

- **BC Leading Edge Endowment Fund (LEEF) Chairs:** The increasing availability of state-of-the-art infrastructure has helped to attract three new outstanding senior researchers to SFU as LEEF Chairs: John Reynolds, Tom Buell BC Leadership Chair in Salmon Conservation and Management; Robert Young, Merck Frosst LEEF Chair in Pharmaceutical Genomics and Bioinformatics in Drug Discovery; Urs Ribary, LEEF Chair in Cognitive Neuroscience in Childhood Health and Development. A fourth candidate has been recommended for a Chair in prevention of youth violence, and a search is currently underway for the remaining LEEF Chair in visual analytics.

- **Vanier Canada Graduate Scholarships:** In 2009, six students were awarded $150K scholarships to pursue graduate studies at SFU (three in the Faculty of Arts & Social Sciences, two in the Faculty of Science and one in the new Faculty of Environment).

- **SFU Community Trust Endowment Fund Graduate Fellowships in the Humanities:** Beginning in the 2009/10 academic year, 15 new graduate fellowships worth $6,250 each for one semester of study will be granted to doctoral students in the Humanities. These fellowships were created in recognition that Humanities in general is not a high priority for graduate funding from the provincial government.

- **New NSERC CREATE program for graduate student training:** The new Collaborative Research and Training Experience program supports the training of teams of outstanding students and postdoctoral fellows from Canada and abroad. SFU is working on its quota of six proposals for the upcoming competition.

Faculty Retention

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

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

Over the past few years, SFU has engaged in several efforts to improve recruiting and retention success. A number of initiatives are now in place, including:
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- A Retention Award Fund to assist in the retention of outstanding faculty.
- A special banking program developed in the 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.
- Progressive benefit programmes and parental leave benefits, generous relocation and professional development reimbursement programs, modified work arrangements and accommodation policies, onsite accessible Childcare, Tuition Waiver in SFU programs for faculty and staff and their families and reciprocal Tuition Waiver Programs at Carleton and York Universities. A modern elementary school is planned to open at UniverCity in September 2010.
- An annual campus-wide New Faculty Orientation Program welcomes and orients new faculty to policies, programs and services.
- Ongoing workshops for faculty, academic administrators and administrative staff to facilitate information-sharing across campuses and develop learning communities and networking.
- A Faculty Advisor position was developed to personally assist new faculty with relocation and immigration issues.

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 April 2009 standing at nearly 39%. A growing number of international PhDs is being hired given the increasingly competitive hiring market, the international nature of academia, and Canada's shortage of PhD candidates in some disciplines.

Investment in Infrastructure

The following investments have been made:

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

- **Upgrade to SFU’s Chemistry facilities**: The Federal and Provincial governments are investing $49.4M under the Knowledge Infrastructure Program to renovate the chemistry building at SFU’s Burnaby campus. The existing labs will be restored to address deferred maintenance problems and to bring the facility up to modern and green standards. The renewal project will enable SFU to further its contribution to research and development in key areas of health and life sciences, environment, and information and communication technologies.

- **Surrey Podium 2**: Podium 2 was acquired with funding from the Knowledge Infrastructure Program and provincial government to provide additional space for labs, teaching space, offices and support activities at the Surrey campus.
Western Economic Diversification (WD): SFU has been the beneficiary of an unprecedented level of support from WD over the last few years, including: the recently-announced $884K for SFU’s 4D LABS to purchase BC’s first advanced mask writing facility; $360K for the TIME Centre, $325K for an advanced wireless antenna pattern measurement facility, $417K for a new Entrepreneurship Initiative at SFU Surrey, $1.9M for the new MedChem medicinal chemistry facility, and $700K for a state-of-the-art magnetic resonance facility that provides services to SFU researchers and local biotech companies in drug and vaccine design. A seventh proposal is expected to be awarded in June for $1M to nurture culture in Vancouver’s Downtown East Side by providing technology infrastructure for the 21st Century Theatre in the new School for the Contemporary Arts building at the former Woodward’s site.

Provincial funding for the establishment of new research initiatives: The province has funded a number of important research programs at SFU over the past few years, including: $500K per year for a Crime Reduction Program at the SFU Institute for Canadian Urban Research Studies and Department of Criminology (Ministry of Public Safety and the Solicitor General, with the RCMP); $2M for a Centre for Mental Health and Addiction (Ministry of Health); $3.5M for the Children’s Health Policy Centre (Ministry of Children and Family Development); $250K for the International Cybercrime Research Centre; and $500K for a Centre for Reduction of Violence Among Children and Youth.

External non-government funding for the establishment of new research initiatives: SFU researchers have also been very successful in obtaining funding for research infrastructure from other external sources, including: $1.33M for visual analytics research at SFU and UBC (Boeing Company); $5.5M to the Faculty of Health Sciences for the Children’s Health Policy Centre and a level 3 containment lab for infectious disease research (philanthropist Djavad Mowafaghian); $5M from IBM Canada for the development of a Crime Analysis Centre at SFU; $0.5M from IBM Canada for the establishment of a Secure Health Data Centre; and $100K donation of hardware from Sun Microsystems for computationally secure research in areas of crime prevention, computing, and health.

Information Technology Improvements

The purpose of SFU’s Information Technology Services (ITS) is to provide high quality, highly reliable IT and communication 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: The network has been extended to all new buildings and in conjunction with BCNet, with capabilities to provide 10Gb service and dedicated light paths where necessary.

Academic Support: A new, campus-wide collaboration system has been implemented for all members of the campus community, called SFU Connect. This provides common email, calendaring, and other collaboration facilities for all members of the campus community. Over 50,000 accounts have been migrated to the new service over the last months.

Research Support: The WestGrid II high-performance computing facility has been installed and made operational in the new, state-of-the-art facility in the Water Tower Building. As funding allows, it is anticipated that other research and administrative servers will be moved into that facility.

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 challenging budgets in the future SFU expects the demands for increased automation to put pressure on IT resources. New projects for the 2009–10 financial year include new sets of business processes for travel & expense management, position management, and continuing studies, as well as planning for normal upgrades of major systems.
Institutional Accountability Plan and Report (2010/11-2012/13)

- **Information Technology (IT) Management**: The rationalization of commodity IT services is being pursued and a strategic planning initiative within ITS has begun. It is expected that this will clarify goals and focus, and also to suggest a more intentional governance model for IT and communications across the university.

**Library Services**

The SFU Library and its services go far beyond the traditional print collection to include some 72,000 electronic journals and 2.6 million other digital items. Services to students have expanded to include student learning and writing support through the Student Learning Commons for all students, including those needing help with academic English and whose academic careers are at risk. Technical advice is offered in co-operation with Academic Computing Services. Reference services are offered in person, through chat reference, twitter and 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. SFU Library is a leader in digitization projects in Canada, now providing access to one and one-half million pages through its Multicultural Canada and other digitization projects. It has made SFU theses available online, as well as supporting digitization projects for such institutions as University of Victoria, Brandon University, and Prince George Public Library. SFU Library is the BC Leader in the $11 million CFI Synergies project, and is the primary development site for open source software from the Public Knowledge Project (PKP). This includes the Open Journal System (OJS) now used by over 5,000 scholarly publications and other PKP software for conference management and internet metadata harvesting. SFU Library is also the home for the reSearcher software for electronic resource access and management. This has brought in income to support other Library ventures and enhanced SFU and BC’s reputations for technological inventiveness and entrepreneurship.
6. **Ministry Goals & Strategic Objectives for Post-Secondary Education**

The four strategic goals outlined in the Ministry of Advanced Education and Labour Market Development 2010/11 Service Plan are:

**Goal 1:** BC’s dynamic and integrated post-secondary education system meets the needs of a knowledge-driven economy and society.

**Goal 2:** BC’s workforce is highly skilled and globally competitive.

**Goal 3:** BC is a global destination of choice for students, skilled workers and entrepreneurs.

**Goal 4:** Public sector labour relations support the Province's goals for long term, sustainable growth and prosperity.

6.1 **SFU’s Alignment with Ministry Objectives**

The following table demonstrates SFU’s strategic alignment with the Ministry’s Strategic Objectives and Performance Measures defined under the Accountability Framework for public post-secondary education.

<table>
<thead>
<tr>
<th>Ministry Objective</th>
<th>Description</th>
<th>Ministry Performance Measures</th>
<th>SFU Strategic Goals</th>
</tr>
</thead>
</table>
| Capacity           | The public post-secondary system is sufficient in size to meet the needs of the province. | Student spaces, Credentials Awarded, Sponsored Research Funding | • Offer academic programs in areas of strength and strategic importance.  
• Surrey expansion (contingent on funding) |
| Access             | All citizens have equitable and affordable access to public post-secondary education. | Aboriginal student headcount | • Engage and involve our many communities.  
• Meet the needs of adult learners.  
• Strategic Plan for Aboriginal Students. |
| Quality            | The public post-secondary system is of sufficient quality to meet the needs of students, employers, and citizens. | Quality of instruction, Student satisfaction with education, Skill Development | • Promote teaching excellence.  
• Provide an outstanding student experience. |
| Relevance          | The public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education. | Usefulness of knowledge and skills, Unemployment rate | • Promote and leverage the distinctiveness of our University.  
• Strategic resource allocations to health science, environmental studies, applied sciences, and performing arts while maintaining current core programs.  
• Support and pursuit of national and international research initiatives. |
| Efficiency         | The public post-secondary system is able to deliver education programs to students in a timely and cost effective manner. | Bachelor degree completion rate | • Build sustainable financial and administration models for the University.  
• Recruit, retain, and engage the best people.  
• Strengthen and leverage our infrastructure. |
6.2 Performance Measures

SFU assesses and manages its performance using a number of operational indicators and key performance measures. The Office of Institutional Research and Planning provides the results of these indicators on their website at the following link:

http://www.sfu.ca/irp/

In addition, the new Academic Plan (2010-2013) and the Strategic Research Plan (2010-2015) assess performance of the strategic objectives based on a review of achievements and evaluation of key performance indicators. In addition, it is expected that the Planning Framework will assess the nine key strategic goals based on a set of qualitative and quantitative measures.

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

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>More than 10% above target</td>
</tr>
<tr>
<td>Achieved</td>
<td>Up to 10% above target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>Up to 10% below target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>More than 10% below target</td>
</tr>
</tbody>
</table>
7. Performance Measures, Targets, and Results

Ministry Strategic Objective: Capacity

Ministry Performance Measure: Student Spaces¹

SFU’s Achievement: 108.8%

<table>
<thead>
<tr>
<th>Performance</th>
<th>Total Student Spaces</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>21,229</td>
<td>20,105</td>
<td>21,867</td>
</tr>
</tbody>
</table>

SFU’s total student headcount for 2009/10 was 34,162 students, including 28,477 undergraduates and 5,685 graduates.

With 51% of undergraduate students attending the University on a part-time basis, this equates to 18,280 total domestic full-time equivalent (FTE) undergraduate students which represented an increase of 5 per cent over the previous year and exceeded the government funded enrollment target of 20,105. The 2009 fall intake of new domestic students was 4,526 students, significantly more than the University’s goal of 4,120.

The majority of students enter SFU’s undergraduate programs either directly from BC Grade 12 or through college transfer. In 2009/10, 40 per cent of SFU’s new undergraduates came from BC Grade 12 with average entry grades of 84 per cent. BC College transfer students made up another 27 per cent of new students, making SFU the largest receiving institution of BC College transfer students. The Faculty of Arts accepted 70 per cent of incoming students followed by the Faculties of Communication, Art and Technology (8 per cent), Science (8 per cent), and Applied Sciences (6 per cent). SFU exceeded its international student target of 608, enrolling 1,481 new international students or 20 per cent of new undergraduate students.

SFU places strategic emphasis on building graduate programs and providing innovative research opportunities to attract graduate students. The annualized graduate student headcount rose 3 per cent over the previous year to 4,171 FTE students; this represents SFU’s largest ever increase in new graduate students. SFU continues to focus strategic planning on accommodating the growth of graduate enrollments.

¹ Operational definition: Number of Full-Time Equivalent (FTE) student enrollments delivered overall.
Institutional Accountability Plan and Report (2010/11-2012/13)

Ministry Strategic Objective: **Capacity**

Ministry Performance Measure: **Credentials Awarded**

SFU’s Achievement: **102.7%** (over 2008/09)

<table>
<thead>
<tr>
<th>Performance</th>
<th>Credentials Awarded</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,679</td>
<td>Under Review</td>
<td>5,831</td>
</tr>
</tbody>
</table>

Total credentials awarded by SFU to students has grown by 10 per cent from 2003 to 2009, with Bachelor’s increasing by 37 per cent, Master’s by 22 per cent, and Doctoral degrees by 59 per cent. Decreases of enrollment in liberal arts certificates have lead to decreases in undergraduate diplomas and certificates and enrollment in business and education graduate diplomas has also decreased.

Increasing the credentials awarded relies on the growth in enrollment and retention of students. Improved retention requires the development of the distinctive programs, curriculum and pedagogy. It also requires that the University provide student services and support that add quality to the campus experience beyond that supplied by for-credit learning. Priority has been given to achieving a significant increase in student financial assistance budgets, to providing increased access to affordable student residences, and to providing increased funding to other student services commensurate with practice at other universities.

---

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

Ministry Performance Measure: **Sponsored Research Funding**

SFU’s Achievement: **96.7%**

<table>
<thead>
<tr>
<th>Performance</th>
<th>2008/09 Actual</th>
<th>2009/10 Target</th>
<th>2009/10 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$86.7 M</td>
<td>≥ previous year</td>
<td>$83.8 M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Funding – All Sources</th>
<th>2010/11 Target</th>
<th>2011/12 Target</th>
<th>2012/13 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Sources (million $)</td>
<td>≥ previous year</td>
<td>≥ previous year</td>
<td>≥ previous year</td>
</tr>
<tr>
<td>Provisonal Sources (million $)</td>
<td>$61.5 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Sources (million $)</td>
<td>$15.2 M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SFU has made significant progress towards creating a supportive environment within which research and scholarship can flourish. In terms of total Tri-Council research funds per faculty member, SFU ranks #14 in the country. SFU’s researchers have consistently exceeded the national success rates in NSERC and SSHRC competitions, and in 2008/09 SFU also exceeded the national success rate in the CIHR operating grant program. The astounding 126% growth in research income between 2002 and 2007—and ability to attract $86 million in sponsored research funding in 2008—has put the University into the top-20 group of Canadian post-secondary institutions in this measure.

SFU ranks #3 in the country for the number of NSERC doctoral prizes. Graduate students are important members of the research community, both as research assistants and independent scholars. Emphasizing an interdisciplinary, theme-based approach that is firmly rooted in the study of fundamentals will strengthen graduate research and teaching. SFU proposes also to increase opportunities for undergraduate research through independent study semesters and research assistantships. The University is determined to augment its talent pool and research infrastructure, thereby contributing to the productivity and international competitiveness of British Columbia and Canada.

---

3 Operational definition: Total research revenue awarded from federal government, provincial government and other sources.
Institutional Accountability Plan and Report (2010/11-2012/13)

Ministry Strategic Objective: Access

Ministry Performance Measure: Number and percent of students who are Aboriginal

SFU’s Achievement: 103.8%

<table>
<thead>
<tr>
<th>Performance</th>
<th>Aboriginal Student Headcount</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>495</td>
<td>≥ previous year</td>
<td>514</td>
</tr>
</tbody>
</table>

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

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

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

---

4 Operational definition: Unique headcount of Aboriginal students and percent of domestic students who are Aboriginal.
Institutional Accountability Plan and Report (2010/11-2012/13)

Ministry Strategic Objective: Quality

Ministry Performance Measure: Student Satisfaction with Quality of Instruction\(^5\)

SFU’s Achievement: 105.3%

<table>
<thead>
<tr>
<th>Performance</th>
<th>2008/09 Actual</th>
<th>2009/10 Target</th>
<th>2009/10 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96.1%</td>
<td>≥ 90%</td>
<td>94.8%</td>
</tr>
<tr>
<td>+/- 0.6%</td>
<td></td>
<td>+/- 0.7%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets</th>
<th>2010/11 Target</th>
<th>2011/12 Target</th>
<th>2012/13 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>≥ 90%</td>
<td>≥ 90%</td>
<td>≥ 90%</td>
</tr>
</tbody>
</table>

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.

---

\(^5\) Operational definition: Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who rated the quality of instruction in their program positively.
Institutional Accountability Plan and Report (2010/11-2012/13)

Ministry Strategic Objective: **Quality**

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

SFU’s Achievement: **104.7%**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Student Satisfaction with Education</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008/09 Actual</strong></td>
<td><strong>2009/10 Target</strong></td>
<td><strong>2009/10 Actual</strong></td>
</tr>
<tr>
<td>96.8%</td>
<td>≥ 90%</td>
<td>94.3%</td>
</tr>
</tbody>
</table>

The University remains concerned with course availability: 54% of undergraduate students surveyed are getting the specific courses they want, and 79% of students are getting the number of courses they want each Fall semester. 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.

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

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

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

---

Operational definition: Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who were very satisfied or satisfied with the education they received.
Institutional Accountability Plan and Report (2010/11-2012/13)

Ministry Strategic Objective: Quality

Ministry Performance Measure: Student assessment of skill development

SFU’s Achievement: 96.7%

<table>
<thead>
<tr>
<th>Performance</th>
<th>Student Assessment of Skill Development</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>83.1% +/- 1.2%</td>
<td>≥ 85%</td>
<td>82.2% +/- 1.2%</td>
</tr>
<tr>
<td>79.2% +/- 1.4%</td>
<td>81.5% +/- 1.2%</td>
<td>Written Communication</td>
</tr>
<tr>
<td>79.7% +/- 1.3%</td>
<td>78.6% +/- 1.3%</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>77.6% +/- 1.4%</td>
<td>76.8% +/- 1.3%</td>
<td>Group Collaboration</td>
</tr>
<tr>
<td>91.5% +/- 0.9%</td>
<td>89.1% +/- 0.9%</td>
<td>Critical Analysis</td>
</tr>
<tr>
<td>75.7% +/- 1.4%</td>
<td>75.1% +/- 1.4%</td>
<td>Problem resolution</td>
</tr>
<tr>
<td>91.0% +/- 0.9%</td>
<td>88.5% +/- 1.0%</td>
<td>Learn on your own</td>
</tr>
<tr>
<td>87.3% +/- 1.1%</td>
<td>85.8% +/- 1.1%</td>
<td>Reading &amp; Comprehension</td>
</tr>
</tbody>
</table>

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

---

7 Operational definition: Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who indicated their education helped them to develop various skills.
Institutional Accountability Plan and Report (2010/11-2012/13)

Ministry Strategic Objective: Relevance

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

SFU’s Achievement: 93.1%

<table>
<thead>
<tr>
<th>Performance</th>
<th>Student Assessment of Usefulness of Knowledge &amp; Skills</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/09 Actual</td>
<td>89.0%</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>+/- 1.2%</td>
<td>83.8%</td>
<td>+/- 1.3%</td>
</tr>
<tr>
<td>2009/10 Target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009/10 Actual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010/11 Target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12 Target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012/13 Target</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

International Co-op provides students with a unique opportunity to experience the world, while working in their field of study. Students have the opportunity to expand their career horizons, while gaining international and intercultural work experience. In the past 12 years, SFU students have worked in over 950 placements around the world.

Operational definition: Percentage of employed bachelor degree, diploma, associate degree and certificate graduates who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job.

---

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

Ministry Performance Measure: **Unemployment Rate**

SFU’s Achievement: >250%

<table>
<thead>
<tr>
<th>Performance</th>
<th>Unemployment Rate Baccalaureate Graduates</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4% +/- 0.6%</td>
<td>≤ 13.4%</td>
<td>5.3% +/- 0.8%</td>
</tr>
</tbody>
</table>

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

---

9 Operational definition: Percentage of bachelor degree, diploma, associate degree and certificate graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.
Institutional Accountability Plan and Report (2010/11-2012/13)

Ministry Strategic Objective: Efficiency

Ministry Performance Measure: Bachelor's Degree Completion Rate\(^\text{10}\)

SFU’s Achievement: **95.2% and 98.4%**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Direct Entry Students</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>74.3%</td>
<td>≥ previous year</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance</th>
<th>Direct Entry Students</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.2%</td>
<td>≥ previous year</td>
<td>79.9%</td>
</tr>
</tbody>
</table>

Although SFU is substantially achieving these targets, the reason for the declining trend from last year’s higher performance is being investigated.

\(^{10}\) Operational definition: Proportion of direct entry students completing a bachelor degree within seven years, and proportion of transfer students completing a bachelor degree within five years.
8. Financial Outlook

Provincial Grants

The provincial operating grant is expected to be $219.7 million in 2010/11. This includes $6.4 million which was restored by government after approval of last year’s budget, a modest increase for growth in graduate students (98 FTE’s), and costs associated with salary costs under the final few months of the 2006-2010 Negotiating Framework. There is no growth funding for undergraduate students however the grant to support the Electronic Library Network has remained stable and the federal grant to support French language programs has increased to $1.7 million.

Tuition

Tuition and student fees are the second major source of operating income. Over-enrollment in fall 2009 has significantly increased 2010/11 revenues and total enrollment planned for 2010/11 is 24,050 FTE’s. This is slightly lower than the forecast for 2009/10, as enrollment needs to be brought back to manageable levels. Revenues from tuition fees are offset by the additional cost of course delivery and program support.

In some Faculties, differentiated tuition fees have been implemented to reflect the higher cost of delivering premium programs. All tuition fees, however, are capped by a legislated annual increase and 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.

Investment Income

Despite recent improvements in economic conditions, uncertainty remains about the stability of the financial markets. SFU will continue to employ its long-term investment strategy to maximize total returns on investment portfolios at an appropriate level of risk, while maintaining a spending-rate that protects the University's operations from temporary market volatility.

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. The Higher Education Price Index which measures the inflation rate applicable to higher education is approximately double the Consumer Price Index or about 4%.

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.

Operations

Salaries and benefits comprise the majority of the University’s operating expenses. With more than 6,000 employees in four employee groups, the salary and benefits costs comprise over 70% of operating expenses. While provincial funding supports compensation agreements made under the Province’s Negotiating
Framework, salary and benefit costs associated with progression through the ranks and step increases are not funded. Moreover, market pressures on salaries continue to force salaries to increase and the abolition of mandatory retirement also impacts salaries and benefits as fewer faculty are retiring. Compensation agreements are scheduled for negotiation in 2010, although the Faculty Association has agreed to a 2-year extension of the current contract, with no salary increase.

Other expense increases are related to the growth of campus infrastructure including operating costs of buildings, including the School for the Contemporary Arts which opens in 2010, increased debt servicing for the Woodward’s development, information technology system upgrades and maintenance, and support for research.

As part of the 2009/10 budget, the University created an emergency reserve of approximately 1% of operating revenues to provide the financial flexibility to fund unplanned events. The overall goal is to build the emergency reserve to 2% of operating revenues by 2012/13.

The Annual Capital Allowance funding provided by the provincial government to support maintenance, renovations, and upgrade of buildings, has been slashed from an original budget of $6.6 million in 2009/10 to $500,000 in 2010/11. This has a severe impact on the University’s ability to meet general and cyclical maintenance requirements.
### 8.1 General Operating Fund Summary Financial Report

<table>
<thead>
<tr>
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<tbody>
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<td><strong>Revenues</strong></td>
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<td>Credit Course Fees</td>
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<td>150,326</td>
<td>149,834</td>
<td>157,704</td>
<td>156,649</td>
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<td>Non-Credit Course Fees</td>
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<td>8,476</td>
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<td>Student Services Fees</td>
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<td>9,718</td>
<td>9,559</td>
<td>9,470</td>
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<td>Investment Income</td>
<td>(13,878)</td>
<td>14,148</td>
<td>3,803</td>
<td>3,997</td>
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<td>Other External Income</td>
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<td>9,623</td>
<td>19,019</td>
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<td><strong>Total Revenues</strong></td>
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<td>417,219</td>
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<td>423,829</td>
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<td><strong>Expenditures</strong></td>
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<td>Salaries and Benefits</td>
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<td>306,647</td>
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<td>Library Acquisitions</td>
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<td>8,303</td>
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<td>Student Financial Aid</td>
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<td>Other Operating Costs</td>
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<td>73,733</td>
<td>95,705</td>
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<td><strong>Total Expenditures</strong></td>
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<td>386,632</td>
<td>417,219</td>
<td>428,884</td>
<td>439,135</td>
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<tr>
<td><strong>Annual Surplus (Shortfall)</strong></td>
<td>(22,743)</td>
<td>29,062</td>
<td>-</td>
<td>(3,920)</td>
<td>(15,306)</td>
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<tr>
<td><strong>Net Operating Reserves</strong></td>
<td>(19,508)</td>
<td>13,150</td>
<td>13,150</td>
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<td>n/a</td>
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</tbody>
</table>

**Notes:**
- 2008-09 Actuals reflect an Investment Loss of $13.9M and a Voluntary Faculty Exit Incentive cost of $4.9M, which was funded in 2009-10.
- 2009-10 Actuals reflect a $29M surplus largely due to over enrollment that resulted in additional tuition and student fees of $13M over budget. The surplus was also due to a $10M variance in investment income and additional provincial grant funding of $6M. These revenue increases are offset by allocations to departments to support additional over enrollment costs.
- In 2010-11 and beyond, we assume that the market will continue to stabilize and investment rates of return in operating will improve the net asset balance.
8.2 Capital

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

At the conclusion of currently committed projects in 2011, SFU will remain significantly short of space, relative to the BC Space Planning Standards, for functions such as the library (72%), and academic offices (69%), administration (75%), and maintenance (57%). The existing capacity of University facilities to support research is also compromised and expansion of the University’s data centre is paramount. The capital projects listed below which are either in action or planning over the next three years provide an overview of all planned projects, regardless of funding source. It outlines the University’s strategy to address its current and projected facility requirements. It illustrates SFU’s commitment to renew existing and provide additional capacity allowing us to improve access to post-secondary education.

It is assumed that facilities needed to accommodate normal and/or targeted enrollment growth will be funded by government in accordance with the BC Space Standard and the Unit Rate Budgeting methodology, as adopted by the Ministry of Advanced Education and Labour Market Development. It should be noted that for projects presently in planning, estimates are the centre of a range and are intended to be indicative of an order of magnitude only. Completion dates and costs are estimates in 2009 dollars and may vary subject to the sequence of funding or construction priority.

Below is a list of the capital projects active over the next three years.

(a) Major Capital Projects Under Construction

SFU Vancouver - School for the Contemporary Arts
Construction of the building is underway. Cost ~$71,500,000. To be completed 2010/11.

SFU Burnaby - Renew Chemistry Building
Renewal of the building is underway. Estimated cost ~$49,375,000. To be completed 2010/11.

SFU Surrey - Podium 2
This project is currently under construction. Estimated cost ~ $10,000,000. To be completed 2010/11.

(b) Planned Major Capital Projects Over $50 Million

SFU Vancouver - Harbour Centre Replacement
Preliminary planning. Estimated cost ~ $100,000,000. To be completed 2016/17.

SFU Surrey - Sciences and Technology
Preliminary planning. Estimated cost ~$60,000,000. To be completed for 2013/14.

SFU Burnaby - Student Union
Preliminary planning. Estimated cost ~$50,000,000. To be completed for 2015/16.

SFU Burnaby - Residence Rehabilitation and Expansion
Preliminary planning. Estimated cost ~$50,000,000. To be completed for 2014/15.
(c) **Major Capital Projects under $50 Million**

**SFU Burnaby - Library Renewal and Student Learning Centre**  
This project is in planning. Estimated cost ~ $45,000,000. To be completed 2014/15.

**SFU Burnaby Parkade**  
This program is in planning. Estimated cost ~ $30,000,000. To be completed 2014/15.

**SFU Burnaby Athletics and Recreation**  
This program is in planning. Estimated cost ~ $26,000,000. To be completed 2013/14.

**SFU Burnaby - Data Centre Renewal**  
This program is in planning. Estimated cost ~ $20,000,000. To be completed 2013/14.

**SFU Burnaby - Boiler Plant Replacement**  
This project is in planning. Estimated cost ~ $17,000,000. To be completed 2013/14.

**SFU Burnaby Water and Sewer Infrastructure**  
This program is in planning. Estimated cost ~ $16,000,000. To be completed 2011/12.

**SFU Burnaby First Nations House**  
This program is in planning. Estimated cost ~ $15,000,000. To be completed 2014/15.

**SFU Burnaby Renew Roadway Reconstruction**  
This program is in planning. Estimated cost ~ $12,500,000. To be completed 2011/12.

**SFU Burnaby Renew SFU Theatre**  
This program is in planning. Estimated cost ~ $10,000,000. To be completed 2013/14.

**SFU Burnaby Graduate Student Centre**  
This program is in planning. Estimated cost ~ $10,000,000. To be completed 2014/15.

**SFU Burnaby International Student Centre**  
This program is in planning. Estimated cost ~ $10,000,000. To be completed 2012/13.

Note: Projects under $10,000,000 not listed individually.
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 appreciates 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 and more recently at the Vancouver campus. The Applied Sciences Building (TASC 2) opened in 2006; the Arts and Social Sciences complex (ASSC 1) opened in 2007; a new Health Sciences building opened in 2008; and the new building for the School for the Contemporary Arts will open in 2010. SFU Surrey continues to expand, and with the addition of Podium 2, will provide further opportunities for program and student growth.

New programming is underway with a focus on programme creation in the Faculties of Health Sciences and Environment. 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. This continuous improvement has been achieved through the dedication and hard work of all faculty and staff.

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 review the formulaic approach to grants which have remained at the same level for more than a decade. 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 the University to set fees that reflect the actual cost 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.
10. Appendix

SFU 2009/10 Accountability Framework Performance Measure Results¹
(Prepared and supplied by Ministry of Advanced Education and Labour Market Development)

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
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<tbody>
<tr>
<td></td>
<td>2008/09</td>
</tr>
<tr>
<td></td>
<td>Actual</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student spaces²</td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td>Credentials awarded³</td>
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<td>Number</td>
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<td>5,831</td>
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<td>Sponsored research funding⁴</td>
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<td>Sponsored research funding from all sources (million $)</td>
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<tr>
<td></td>
<td>$83.8</td>
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<tr>
<td>Federal sources (million $)</td>
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<tr>
<td>Provincial sources (million $)</td>
<td>$10.8</td>
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<tr>
<td>Other sources (million $)</td>
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<tr>
<td>Aboriginal student headcount⁵</td>
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</tr>
<tr>
<td>Number</td>
<td>495</td>
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<tr>
<td></td>
<td>514</td>
</tr>
<tr>
<td>Percent</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td>Bachelor’s degree completion rate³</td>
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<tr>
<td>Direct entry students (%)</td>
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<tr>
<td></td>
<td>70.7%</td>
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<tr>
<td>Transfer students (%)</td>
<td>81.2%</td>
</tr>
<tr>
<td></td>
<td>Substantially achieved</td>
</tr>
<tr>
<td>Student satisfaction with education⁶</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td>96.8%</td>
</tr>
<tr>
<td></td>
<td>≥ 90%</td>
</tr>
<tr>
<td></td>
<td>0.7%</td>
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<tr>
<td>Baccalaureate graduates' assessment of skill development⁶</td>
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</tr>
<tr>
<td></td>
<td>%</td>
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<td></td>
<td>%</td>
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<td>Skill development (avg., %)</td>
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<td>≥ 85%</td>
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<td>Written communication</td>
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<td>Oral communication</td>
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<td>Critical analysis</td>
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<td></td>
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<tr>
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<tr>
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<td></td>
<td>88.5%</td>
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<tr>
<td>Reading and comprehension</td>
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<tr>
<td></td>
<td>85.8%</td>
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Institutional Accountability Plan and Report (2010/11-2012/13)

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<tr>
<th>Performance measure</th>
<th>Reporting year</th>
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<td>Target</td>
<td>Actual</td>
<td>Target</td>
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<td>Baccalaureate graduates</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td>Achieved</td>
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<tr>
<td></td>
<td>96.1%</td>
<td>0.6%</td>
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<tr>
<td>Baccalaureate graduates</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td>Substantially achieved</td>
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<tr>
<td></td>
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<td>Unemployment rate5,7</td>
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<td>Baccalaureate graduates</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td>Exceeded</td>
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<td>3.4%</td>
<td>0.6%</td>
<td>≤ 13.4%</td>
<td>5.3%</td>
<td>0.8%</td>
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Notes:
1 There have been a number of changes to the performance measures for the 2009/10 reporting cycle. Please consult the standards manual for a description of each measure. See http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.
2 Results from the 2008/09 reporting year are based on data from the 2008/09 fiscal year; results from the 2009/10 reporting year are based on data from the 2009/10 fiscal year.
3 Annual performance is measured using a rolling three-year average of the most recent academic years, e.g., the results for the 2009/10 reporting year are a three-year average of the 2006/07, 2007/08 and 2008/09 academic years. Revisions are incorporated once a year based on October 2009 CDW data and January 2010 RUCBC data. The formula for the credentials target is currently under review. In the interim, the 2009/10 result has not been assessed.
4 Results from the 2008/09 reporting year are based on data from the 2007/08 fiscal year; results from the 2009/10 reporting period are based on data from the 2008/09 fiscal year.
5 Results from the 2008/09 reporting year are based on data from the 2007/08 academic year; results from the 2009/10 reporting year are based on data from the 2008/09 academic year.
6 Results from the 2008/09 reporting year are based on 2008 survey data; results from the 2009/10 reporting year are based on 2009 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment.
7 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

<table>
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<tr>
<th>Target assessment scale</th>
<th>Description</th>
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<td>Exceeded</td>
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</tr>
<tr>
<td>Achieved</td>
<td>Up to 10% above target</td>
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<tr>
<td>Substantially achieved</td>
<td>Up to 10% below target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>More than 10% below target</td>
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</table>