June 23, 2016

Honourable Andrew Wilkinson, MLA
Minister of Advanced Education
PO Box 9870, Stn Prov Govt
Victoria, BC  V8W 9T5

Dear Minister Wilkinson,

We are pleased to present Simon Fraser University’s Institutional Accountability Plan and Report for the 2015-16 reporting cycle. The document was reviewed and approved by the senior administration of SFU and by our Board of Governors on June 23, 2016.

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

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

Sincerely,

Bill Cunningham                        Andrew Petter
Chair, Board of Governors                       President and Vice-Chancellor

attachment
# Table of Contents

Letter from the Board of Governors .................................................................................. i

1. Executive Summary ........................................................................................................ 4

2. Institutional Overview ...................................................................................................... 7
   2.1. SFU Faculties ........................................................................................................... 7
   2.2. Governance ............................................................................................................. 12
       2.2.1. Board of Governors ...................................................................................... 13
       2.2.2. Senate ............................................................................................................. 13

3. Strategic Direction and Context ..................................................................................... 15
   3.1. SFU’s Strategic Vision/Mission .............................................................................. 15
   3.2. SFU’s Core Themes and Strategic Goals ............................................................... 16
       3.2.1. Core Theme 1: Engaging Students ................................................................. 16
       3.2.2. Core Theme 2: Engaging Research ................................................................. 16
       3.2.3. Core Theme 3: Engaging Communities ......................................................... 17
       3.2.4. Fundamental Theme: Leveraging Institutional Strength .............................. 17
   3.3. Underlying Principles ............................................................................................. 18
   3.4. The Integrated Planning Framework ..................................................................... 19
   3.5. Ministry Objectives for Post-Secondary Education .............................................. 20

4. Quality Assurance .......................................................................................................... 22
   4.1. Accreditation .......................................................................................................... 22
       4.1.1. Institutional Accreditation ............................................................................ 22
       4.1.2. Academic Accreditation/Recognition ......................................................... 23
   4.2. External Reviews .................................................................................................... 23
       4.2.1. Academic Departmental External Reviews .................................................. 23
       4.2.2. Administration Departmental External Reviews .......................................... 25

5. Planning and Operational Review .................................................................................. 27
   5.1. Engaging Students .................................................................................................. 27
       5.1.1. Teaching and Learning Focus ...................................................................... 27
       5.1.2. Flexible Education ....................................................................................... 28
       5.1.3. Educational Goals ......................................................................................... 29
       5.1.4. Experiential Learning .................................................................................... 29
       5.1.5. Lifelong Learning ......................................................................................... 30
       5.1.6. Student Experience and Success .................................................................. 30
       5.1.7. Student Services ............................................................................................ 32
       5.1.8. Aboriginal Education ..................................................................................... 34
       5.1.9. International Students ................................................................................... 34
       5.1.10. English as an Additional Language Supports and Services ...................... 36
       5.1.11. Enrolment ..................................................................................................... 37
   5.2. Engaging Research .................................................................................................. 38
       5.2.1. Interplay: Research and Teaching ................................................................. 38
       5.2.2. Strategic Research Plan ................................................................................ 38
       5.2.3. Research Performance .................................................................................. 39
       5.2.4. Innovation and Knowledge Mobilization .................................................... 44
5.3. Engaging Communities........................................................................................................... 46
   5.3.1. Community Engagement ................................................................................................. 46
   5.3.2. Campuses ......................................................................................................................... 48
   5.3.3. Alumni .............................................................................................................................. 51
5.4. Leveraging Institutional Strength .......................................................................................... 52
   5.4.1. Faculty and Staff .............................................................................................................. 52
   5.4.2. Finance ............................................................................................................................. 54
   5.4.3. Information Technology .................................................................................................. 58
   5.4.4. Library Services .............................................................................................................. 61
   5.4.5. Sustainability at SFU.......................................................................................................... 62
   5.4.6. Programming for the Future ............................................................................................ 63

6. Major Strategic Risks ............................................................................................................... 67
   6.1. Risk Management ................................................................................................................ 67
       6.1.1. Deferred Maintenance .................................................................................................. 67
       6.1.2. Pension Funds .............................................................................................................. 68

7. Performance Reflected by Ministry Measures ....................................................................... 70
   7.1. Student Spaces .................................................................................................................... 70
   7.2. Credentials Awarded .......................................................................................................... 71
   7.3. Aboriginal Student Spaces (FTE) ....................................................................................... 71
   7.4. Student Satisfaction with Education .................................................................................... 72
   7.5. Student Assessment of the Quality of Instruction ................................................................. 72
   7.6. Student Assessment of Skill Development ......................................................................... 73
   7.7. Student Assessment of the Usefulness of Knowledge and Skills in Performing Job .......... 74
   7.8. Unemployment Rate .......................................................................................................... 75
   7.9. Sponsored Research Funding ............................................................................................. 76
   7.10. Summary of Performance ................................................................................................ 77

8. Conclusion ................................................................................................................................. 79

9. Appendix .................................................................................................................................... 80
1. Executive Summary

The Institutional Accountability Plan and Report analyzes SFU’s performance against the Ministry of Advanced Education’s identified indicators to ascertain if SFU is meeting its obligations. It provides a review of achievements related to the identified goals, objectives, and targets in the Ministry’s Institutional Accountability Framework.

SFU’s Vision/Mission is to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. There are three strategic goals that guide all planning at all levels within the institution:

1) To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.
2) To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.
3) To be Canada’s most community-engaged research university.

Total student Full-Time Enrolment (FTE) has grown by 56.9% from 2001-02 to 2015-16, with undergraduate domestic students growing by 35.3%, undergraduate international students by 446.2%, and graduate students by 57.9%. However, since 2008-09, domestic student enrolments have leveled off due to the number of domestic seats funded by the provincial government being fixed, and most growth since then is attributed to a sharp increase in international student enrolment. The fixed number of funded seats, together with the population growth in the South Fraser Region of BC, has created an increased demand for domestic student spaces and has forced the entry level GPA to rise. In this constrained environment, SFU is strategically directing its future growth towards programs that meet the urgent needs of British Columbia’s growing economy in areas such as engineering science, information technology, creative technology, health sciences, and environmental studies.

SFU is committed to addressing regional inequalities in education. The successful and continued development of its Surrey campus gives one of the fastest growing cities in BC easy access to a major research university; however, demand for university access in the growing South Fraser Region is still not met. SFU is ready to deliver new programs at Surrey in sustainable energy and environment systems, health systems, and creative technology if new spaces and capital can be funded.

In addition to the ongoing development of the Surrey campus, the new Innovation and Residence Centre at the Vancouver campus is almost complete. In order to address the diverse needs of learners in all regions, distributed options for learning, including on-line and distance education as well as blended models, continue to be developed.

Neither tuition fees nor the government grant have increased sufficiently to cover inflationary and growth pressures and, of necessity, SFU has taken a series of steps to manage these financial pressures, including reducing expense budgets, using cash reserves, slowing the recruitment of faculty and staff, and making strategic budget allocations to differentiate the rate of growth between programs. This efficient fiscal management has resulted in SFU currently having one of
the lowest overhead of any of the comprehensive universities. Revenues have been supplemented by enrolling increasing numbers of international students, which strain physical and human resources, as well as student support services. The use of information technology is being optimized to improve efficiency and effectiveness of our services.

Also, the growing deferred maintenance issue being faced on the Burnaby campus is a major concern. In order to make better use of the space available and apply new pedagogies, as well as for environmental reasons, major renovations and/or replacement needs to be considered.

This Institutional Accountability Plan and Report required by the Ministry of Advanced Education illustrates SFU’s continued support of the priorities identified in “Skills for Growth – British Columbia’s Labour Market Strategy to 2020” and “The BC Jobs Plan” by being responsive to student, employer, and regional economic needs. SFU is helping to make BC a preferred choice for both domestic and international students while also expanding research, scientific discovery, and commercialization, as it proudly engages the world. In further support of the BC Skills for Jobs Blueprint, SFU is adding FTEs to graduate computing, engineering, mechatronics, and business disciplines. SFU anticipates accelerating this initiative in 2016-17.
Institutional Overview

Engaging the World
2. Institutional Overview

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

Among Canadian universities, SFU was the first to introduce the trimester system (1965), to offer athletic scholarships (1965), to instill student representation on its senate (1967), to create an executive MBA (1968), to implement computerized registration (1970), to establish the first Department of Women’s Studies in Canada (1972), and to appoint a female president (Dr. Pauline Jewett, 1974). This tradition of innovation continues into the present day, with SFU becoming the first university outside of the United States to achieve provisional status in the National Collegiate Athletic Association, or NCAA (2011).

SFU is one of Canada’s premier comprehensive universities and BC’s second largest research intensive university. It boasts three campuses in three adjacent cities within the lower mainland of BC: the original campus atop Burnaby Mountain; the Vancouver campus which includes Harbour Centre, the Segal Graduate School of Business, the Morris J. Wosk Centre for Dialogue, the Goldcorp Centre for the Arts, the Bill Reid Gallery, the performance and study complex and visual arts studio space at 611 Alexander, and the almost complete Innovation and Residence Centre on West Hastings; and a campus located in an award winning tower in Surrey’s Central City area.

SFU employs 971 continuing faculty, 1,840 administrative and support staff, and enrolls 34,990 full-time and part-time undergraduate and graduate students in eight Faculties.

2.1. SFU Faculties

Applied Sciences

The Faculty of Applied Sciences (FAS) offers internationally recognized academic programs in a wide range of technology areas. It is home to three schools: computing science, engineering science, and mechatronic systems engineering, all of which integrate innovative education with world-class research.

The Faculty has more than 400 graduate students and 3,500 undergraduate students who engage in experiential learning through co-operative work terms, research and lab work, international exchange programs, and interdisciplinary studies.

Computing science offers unique dual degree programs at the undergraduate and graduate levels with Zhejiang University in Hangzhou, China, that emphasize both academic excellence and cross-cultural experience. In addition, computing science offers joint undergraduate degrees in several disciplines so students develop a broad skill set and a unique approach to interdisciplinary problem solving.
The Faculty launched two professional master’s programs recently: in 2014, computing science launched its Professional Master’s program in Big Data to address the urgent need for data architects and scientists in industry; and, in 2016, mechatronic systems engineering will launch a Professional Master’s Program in Mechatronic Product Realization, primarily for internationally trained engineers.

All undergraduate degree programs in engineering science and mechatronic systems engineering are accredited by the Canadian Engineering Accreditation Board (CEAB). In addition, engineering students may enrol in an entrepreneurship program that is offered in collaboration with the Beedie School of Business. Co-operative education and capstone projects are mandatory for engineering students.

The Faculty engages in research with industry, government, and other academic institutions in priority areas that include information and communication technologies, health and related life sciences and technologies, environmental science and technologies, and natural resources and energy. This enables its graduate students to train in areas of strategic interest to Canada while pursuing M.Sc., M.Eng., and PhD degrees.

**Arts and Social Sciences**

The Faculty of Arts and Social Sciences (FASS) is the largest and most diverse Faculty at SFU with 301 full-time faculty members, 93 full-time staff in sixteen disciplinary departments, five academic programs, and one language institute. FASS offers a wide range of Ministry-approved BA, Honours, and postgraduate degree programs, awarding a total of 2,991 undergraduate and 260 graduate degree credentials in spring and fall of 2015. On SFU’s 50th anniversary in 2015, FASS alumni totalled 67,229. With a presence at all three campuses, the Faculty teaches 11,516 undergraduates and graduates annually, and plays an important role in international recruitment (20% of new student intake in 2015-2016).

FASS supports innovation in teaching and learning, funding experimental pilots, recognizing teaching excellence with annual juried teaching awards, teaching fellow appointments, and an annual teaching symposium. As part of its quality teaching, FASS provides experiential learning opportunities to facilitate skill development, including bringing research into the classroom and a growing co-op program. Faculty incorporate educational technologies into their pedagogy in face-to-face, online, and blended environments while at the same time providing a high-quality student experience in the classroom through the tutorial system, where undergraduate students meet weekly in small-scale settings. Degree pathways feature diverse exposure to a large number of disciplines, learning approaches, and critical reasoning and communication skills.

FASS is recognized across Canada and internationally for its research strength. The 2016 QS ranking of academic institutions by subject ranked four FASS disciplines in the top 25% worldwide, including Psychology (11th in Canada), Economics and Econometrics (7th in Canada), English Language and Literature (9th in Canada), and Modern Languages (12th in Canada). A further three FASS disciplines ranked in the top 35% worldwide, including Linguistics (9th in Canada), Politics and International Studies (9th in Canada), and History (11th in Canada).
FASS researchers apply successfully for Tri-Council grants, achieving a 52% success rate in the 2015 Insight grant competition, higher than the 31% national average. In addition, the Department of Psychology was awarded two new Tier 1 Canada Research Chairs in Cognitive Neuroscience and Clinical Youth Psychological Science. Ongoing Tri-Council funded Partnership and Partnership Development Grants involve research preserving many of BC’s First Nations languages; collaborations between forensic psychologists and the criminal justice system to reduce reoffending by adolescents; collaboration with the City of New Westminster to the development of teaching resources and a public exhibition on its waterfront’s history; and collaboration with international institutions, libraries, and publishers to revision the canon in the history of philosophy.

Research activities within the Faculty involve both established methods and new techniques that leverage technology to analyze large data sets to make discoveries such as language use and political trends, and to develop new ways to track illegal online activity. Digital Humanities projects are developing new forms of understanding our cultural and intellectual heritage. The Faculty regularly hosts public events, including lectures, concerts, and public dialogues through its centres and departments.

**Beedie School of Business**

The Beedie School of Business at Simon Fraser University has emerged as a leading institution for influential and relevant management education and research. It is a hub for research and teaching in areas of technology and innovation; sustainable, socially responsible corporate citizenship; financial risk management; corporate governance; and cross-cultural management. Home to Western Canada’s largest undergraduate business program at a research institution, the country’s first Executive MBA, and the EMBA in Aboriginal Business and Leadership launched in 2011, the School is ranked 8th in per capita Financial Times 45 journal list publications (2010-2014) in a 2016 Canadian Federation of Business School Deans (CFBDS) study. The School maintains dual accreditation from the European Federation for Management Development (EFMD) and the Association for the Advancement of Collegiate Schools of Business (AACSB)—a combination carried by few business schools worldwide. The School is also a signatory to the Principles for Responsible Management Education (PRME) under the UN Global Compact and a partner institution in the Canadian International Resources and Development Institute (CIRDI), a centre of expertise in improving and strengthening resource governance.

**Communication, Art and Technology**

The Faculty of Communication, Art and Technology (FCAT) works at the intersection of communication, art, and design. If it is creative and at SFU, it is probably in FCAT. FCAT is multidisciplinary and values engagement, building on foundations of disciplinary excellence in communication, interactive arts and technology, contemporary arts, publishing, and creative technology.

FCAT brings together three schools and two professional programs. The School of Communication covers media and culture, technology and society, communication policy, and
political economy. The School for the Contemporary Arts offers programs in dance; film; music; theatre performance; theatre production and design; visual art; and art, performance, and cinema studies. The School of Interactive Arts and Technology (SIAT) offers undergraduate and graduate degrees at the nexus of computing, design, and creative technology. The Publishing program is a multidisciplinary, research-based professional program focused on book, magazine, and online publishing, and offers Canada’s only graduate degree in publishing. The Master’s in Digital Media (MDM), offered in collaboration with UBC, BCIT, and the Emily Carr University of Art and Design, is Canada’s first professional graduate program in digital media.

The Faculty aims to engage in a set of multidisciplinary projects responsive to society’s needs and interests in the creative economy while still providing space for reflective consideration of alternatives. Faculty graduates become the artists, designers, communicators, writers, and publishers who shape society. FCAT students are the makers and the culture creators. FCAT has research strengths in cultural policy and practice, media analysis, the artistic practice and the social impact of new media, film, dance, music composition, visual art, interactive systems, visual analytics, chronic pain management, and publishing.

**Education**

The Faculty of Education aims to become a national leader in innovative programs and interdisciplinary educational research.

The Faculty of Education offers undergraduate programs for those interested in teaching and other education-related service fields, professional development programs for pre-service teachers, field programs for professional development of in-service teachers, and graduate programs that include a variety of research intensive academic programs as well as applied practice professional programs. The Faculty has a strong commitment to community engagement, apparent in programs such as Field Programs, which offers in-service professional development and education to over 20 cohorts of teachers across BC, and in the community-based master’s program, where the Faculty situates graduate cohorts in diverse locations across BC and the Yukon Territory. The Faculty graduate programs continue to seek a balance between the development of scholars and researchers through MA and PhD programs, and the ongoing professional development of educators through MEd and EdD programs. The Faculty of Education currently has the largest graduate population at SFU, and attends to both scholarly development and the enhancement of professional practice.

The faculty profile of the Faculty of Education may be characterized as one of high levels of scholarly productivity and noteworthy individual and collective achievements. The diverse community of scholars and educators endeavor to promote innovations in the way teachers teach and learners learn. The Faculty maintains a diverse and accomplished scholarly profile, and many of its scholars have strong international reputations in their fields, recognized for their rigorous programs of research and for their work in developing and advancing knowledge that makes a difference in public education.

The Faculty of Education has 12 active research centres or institutes promoting collaborative educational research. It also boasts a strong record of grants and awards in support of research.
Environment

The Faculty of Environment aspires to be the leading engaged Faculty of Environment in Canada, defined by its innovative interdisciplinary contributions to shaping a just and sustainable world.

The Faculty’s aim is to educate and train the next generation of entrepreneurial, engaged environmental leaders. Inherently student-centred, the Faculty’s goal is to create learning environments that are challenging, collaborative, experiential, skills-based, and ethically-informed.

The Faculty of Environment advances novel educational approaches, from field courses to online programs. Its students are trained to discover pro-active solutions to new and emerging environmental challenges that are complex and rapidly changing.

To accomplish its mission, the Faculty must be strategic, crosscutting, creative, integrative, and forward-looking. Building upon high-quality, evidenced-based research and teaching means linking the natural, social, and policy sciences, as well as pure and applied research.

Whether promoting urban and environmental research and education, informing and influencing policies in response to climate change, working with Aboriginal communities, exploring sustainable business opportunities or human/environmental interactions from ancient to modern times, the Faculty’s research centres and networks promote meaningful engagement in the search for long-term solutions to society’s most pressing problems.

Careers in environment-related fields of planning, sustainable business, spatial information systems, risk and impact assessment, consulting, restoration, conservation, management, and policy formulation await graduates.

Health Sciences

Health Sciences at SFU is one of Canada’s most interdisciplinary programs in the health sciences discipline. This unique Faculty serves as an innovative platform to support and develop interdisciplinary education and research, integrating the social and natural sciences with population health outcomes, societal application, and policy analysis. A vibrant undergraduate and graduate teaching program with an emphasis on experiential learning is at the heart of the Faculty. It is committed to giving students practical opportunities to apply their knowledge in research laboratories and to engage with community health problems in British Columbia and around the world. Health Sciences offers a BA and a B.Sc. in Health Sciences, a Master of Public Health (MPH), a Master of Science (M.Sc.), and a PhD in Health Sciences. The MPH is a practice-based program that integrates core public health knowledge with the attainment of professional skills as a public health practitioner, and is one of the few public health programs in Canada accredited by the Council for Education in Public Health. The Faculty of Health Sciences has crosscutting research interests in global health, health system policy, and public health practice, and supports strong interdisciplinary research groups addressing critical population level concerns in mental health and addictions, environmental and occupational health, and prevention of infectious and chronic disease.
Science

The Faculty of Science offers undergraduate and graduate degrees in a full range of science disciplines: actuarial science, molecular biology and biochemistry, biological sciences, biomedical physiology, kinesiology, chemistry, earth sciences, mathematics, physics, and statistics. To meet the demand for interdisciplinary undergraduate programs, the Faculty also offers chemistry and earth science, biological physics, behavioural neuroscience, business administration and molecular biology, biochemistry and computing science, management and systems science, and operations research programs.

The Faculty puts on exciting and educational science courses for non-majors such as The Science of Beer and Logarithm and Blues. The former, a partnership with Central City Brew Pub, explores the chemistry and biology behind brewing as well as the business aspects of marketing, packaging, and entrepreneurship. The latter, co-taught by a professional musician and a physicist, explores musical acoustics and the perception of sound and music.

The Faculty of Science’s commitment to science education extends into the community. The Faculty is proud of the efforts of its staff, faculty, and student volunteers in bringing close to 10,000 children, youth, and teachers to campus every year to take part in free, science-based programs centred on the Trotter Studio for Innovative Science Education, and the Trotter Observatory and Science Courtyard. This year saw the Faculty’s first international outreach in the form of a joint astronomy workshop with the University of Antofagasta, Chile.

Two of this year’s three SFU Excellence in Teaching Awards went to Science faculty members: Daniel Leznoff (Chemistry) and Richard Ward (Department of Biomedical Physiology and Kinesiology). Additionally, two of SFU’s first three Teaching Professor appointments were made in the Faculty of Science: Veselin Jungic (Mathematics) and Joan Sharp (Biological Sciences).

Among the many research-related highlights of the past year is the now world-famous work of Gerhard and Regine Gries (Biological Sciences) and Robert Britton (Chemistry) on detecting and controlling bed bugs. Biological control of the brown rat is now on the Gries radar screen. Richard Lockhart (Statistics and Actuarial Science) won the 2015 Gold Medal from the Statistical Society of Canada.

2.2. Governance

In 1963, British Columbia’s University Act created SFU and prescribed its governance system, which is composed of a chancellor, a convocation, a board, a senate, and faculties. The Board of Governors and the Senate are the principal governing bodies, with the University Act defining the scope and limits of each one’s authority, membership, and responsibilities. Amendments to the University Act have not significantly altered either the structure or roles of these bodies. The University Act also grants SFU the authority to award its various degrees.
2.2.1. Board of Governors

The Board of Governors is the senior governing body at the University constituted under the University Act. The powers of the Board of Governors are “without limitation to its broad and overarching power to manage, administer, and control property revenue, business and affairs of the university.” Further, the Act states that a university’s Board of Governors is authorized “to do and perform all matters and things that may be necessary or advisable for carrying out and advancing . . . the purposes of the university.” SFU’s Board of Governors is comprised of 15 members, the majority of whom must have no employment, contractual or financial relationship with the University. Governance structures, including lines of authority, roles, and responsibilities for principal governing bodies and their members, are clearly defined, broadly communicated, and well understood.

All University policies come to the Board for approval or for information. Policies affecting the academic governance of the University are approved by Senate and are reviewed by the Board’s University Relations Committee to fulfill the requirements of the Act and to ensure Senate is maintained as the body with primary responsibility for the University’s academic governance.

2.2.2. Senate

The University Senate is responsible for the academic governance of the University and so it must be concerned with all important matters that bear on teaching and research in the University; this includes the development of new initiatives, the formation of priorities, and the consideration and approval of academic policies.

Among the many statutory powers of the Senate are: the ability to identify and conduct its business; to elect a vice-chair; to establish committees and delegate authority to them; to set criteria for admission to and graduation from the University; to award scholarships, bursaries, and academic prizes; to recommend to the Board the approval or concluding of academic programs; to set the terms of affiliation with other post-secondary (or secondary) institutions; and to establish a standing committee of final appeal for students facing academic discipline.
Strategic Direction and Context
3. Strategic Direction and Context

3.1. SFU’s Strategic Vision/Mission

Following an extensive consultation process within and beyond the University, the SFU Vision/Mission was developed and launched in February 2012. The Vision/Mission, which focuses on SFU’s strengths and aspirations as an “engaged university,” represents the culmination of a year-long consultation process that included thousands of students and community members and hundreds of SFU faculty, staff, and alumni.

Figure 1

**SFU’s Vision/Mission**

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

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

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

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

*The full details of the SFU Vision/Mission can be found at: [http://www.sfu.ca/engage.html](http://www.sfu.ca/engage.html)*
3.2. SFU’s Core Themes and Strategic Goals

3.2.1. Core Theme 1: Engaging Students
Goal - To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

Strategies
• SFU will foster supportive learning and campus environments.

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

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

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

3.2.2. Core Theme 2: Engaging Research
Goal - To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

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

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

• SFU will promote research excellence, supporting and encouraging all researchers, including undergraduates, graduate students, faculty, staff, and community partners who assist the research mission.
• SFU will seek opportunities to transfer the results of its research to the broader society, including policy-makers, civil society leaders, and the community.

3.2.3. **Core Theme 3: Engaging Communities**

**Goal – To be Canada’s most community-engaged research university.**

**Strategies**

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

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

• SFU will meet the lifelong learning needs of students, alumni, and the community, and will respond with innovative programs and learning opportunities for academic, personal, and professional development.

• SFU will be BC’s public square for enlightenment and dialogue on key public issues, and will be known as the institution to which the community looks for education, discussion, and solutions.

3.2.4. **Fundamental Theme: Leveraging Institutional Strength**

In order to achieve SFU’s goals, the institution must ensure that it builds institutional strength to support the activities it undertakes. This institutional strength includes recruitment and retention of excellent faculty, recruitment of high-quality students, and development of supporting structures such as its Student Services, IT capabilities, and the Library.
### 3.3. Underlying Principles

In addition to the core themes and fundamental theme, SFU commits to the following underlying principles:

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

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

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

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

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

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

The Integrated Planning Framework is the result of a consultative administration process that is derived from the Vision/Mission itself. The Framework provides a way for determining future initiatives, allocating resources, and measuring success. It is used to provide guidance to all institutional planning activities and includes mechanisms for monitoring progress and achievements. It is a dynamic document that reflects the University response to its changing environment, and it is updated annually.

The “Planning Wheel” above illustrates how all operational plans integrate to form the University’s Planning Framework. The Academic Plan, Strategic Research Plan, and Community Engagement Strategy, which represent core theme planning, form the main linkages between the Vision/Mission and the Faculty Plans, the Departmental Plans, and functional plans. All plans are constrained by the two outer circles—Financial Model and Governance Model.
3.5. Ministry Objectives for Post-Secondary Education

SFU’s Alignment with Ministry Goals and the Accountability Framework

<table>
<thead>
<tr>
<th>SFU STRATEGIC GOALS and OUTCOMES</th>
<th>Ministry of Advanced Education Goals¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GOAL 1 Students are supported to achieve their education, employment, and training goals.</td>
</tr>
<tr>
<td>Engaging Students</td>
<td></td>
</tr>
<tr>
<td>Students gain the knowledge to complete degree requirements.</td>
<td>✓</td>
</tr>
<tr>
<td>Students acquire skills necessary in an ever-changing and challenging world.</td>
<td>✓</td>
</tr>
<tr>
<td>Students apply knowledge in the workplace or further studies.</td>
<td>✓</td>
</tr>
<tr>
<td>Engaging Research</td>
<td></td>
</tr>
<tr>
<td>Research is at a high-quality level.</td>
<td>✓</td>
</tr>
<tr>
<td>Research is mobilized through partnerships/collaborations with external partners.</td>
<td>✓</td>
</tr>
<tr>
<td>Research is integrated into learning and teaching.</td>
<td>✓</td>
</tr>
<tr>
<td>Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.</td>
<td>✓</td>
</tr>
<tr>
<td>Engaging Communities</td>
<td></td>
</tr>
<tr>
<td>SFU is engaged locally.</td>
<td>✓</td>
</tr>
<tr>
<td>SFU is engaged globally.</td>
<td>✓</td>
</tr>
<tr>
<td>SFU is engaged with its alumni.</td>
<td>✓</td>
</tr>
</tbody>
</table>

The matrix above shows that all of SFU’s goals both complement and support three goals of the Ministry of Advanced Education.

Quality Assurance

Engaging the World
4. Quality Assurance

4.1. Accreditation

4.1.1. Institutional Accreditation

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

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

The full accreditation process, which is based on a series of self-assessment studies and NWCCU member peer reviews, has been completed by SFU. The University, poised to become the first major Canadian post-secondary research institution to be accredited, now awaits the NWCCU’s final accreditation decision. Attaining accreditation will give SFU a distinct competitive advantage nationally and globally.

SFU submitted its Comprehensive Initial Accreditation Self Evaluation Report in February 2016 and hosted a site visit by the NWCCU in April 2016. Final decision regarding accreditation will be decided by the NWCCU at its Board meeting in the summer of 2016.

Benefits of institutional accreditation include:

1. Accreditation provides an accepted and broadly recognized set of best-practice standards that will enhance SFU’s reputation for academic quality by demonstrating accountability through improved institutional assessment and evaluation.
2. Accreditation will help establish clearer benchmarks/standards for assessing educational goals, smooth the progress of curriculum reform, and benefit students’ learning experiences.
3. International accreditation will enhance the value of an SFU degree for alumni abroad.
4. Accreditation will simplify relationships with US institutions, including collegiate sports associations.
5. 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.
4.1.2. Academic Accreditation/Recognition

SFU has a number of programs that are accredited and/or recognized by relevant professional governing bodies and associations. Reviews are demanded by professional associations, industry, and the Faculties and departments themselves in order to maintain the highest possible standards for their respective programs.

Table 2 - A list of SFU’s current specialized or programmatic accreditation and/or recognition.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree or Program</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences</td>
<td>Engineering Science</td>
<td>Canadian Engineering Accreditation Board</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>Mechatronic Systems Engineering</td>
<td>Canadian Engineering Accreditation Board</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>PhD-Clinical Psychology</td>
<td>Canadian Psychological Association</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
<td>European Quality Improvement System (EQUIS)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
<td>(Signatory to) Principles of Responsible Management Education (PRME)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration-Management Information Systems</td>
<td>Business Technology Management Accreditation Council (BTMAC)</td>
</tr>
<tr>
<td>Education</td>
<td>Teacher Certification</td>
<td>BC College of Teachers</td>
</tr>
<tr>
<td>Environment</td>
<td>Physical Geography-Geosciences Concentration</td>
<td>Recognized by the Professional Engineers and Geoscientists of British Columbia</td>
</tr>
<tr>
<td>Environment</td>
<td>Master of Resource Management (Planning)</td>
<td>Recognized by the Canadian Institute of Planners and the Planning Institute of BC</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Public Health</td>
<td>Council on Education for Public Health (CEPH)</td>
</tr>
<tr>
<td>Science</td>
<td>Chemistry</td>
<td>Canadian Society for Chemistry</td>
</tr>
<tr>
<td>Science</td>
<td>Earth Sciences</td>
<td>Recognized by the Association of Professional Engineers and Geoscientists of British Columbia</td>
</tr>
<tr>
<td>Science</td>
<td>Biomedical Physiology and Kinesiology (Kinesiology major only)</td>
<td>Canadian Council of University Physical Education and Kinesiology Administrators</td>
</tr>
<tr>
<td>Science</td>
<td>Statistics</td>
<td>Statistical Society of Canada</td>
</tr>
<tr>
<td>Science</td>
<td>Actuarial Sciences</td>
<td>Canadian Institute of Actuaries</td>
</tr>
<tr>
<td>Science</td>
<td>Biological Sciences</td>
<td>College of Applied Biology</td>
</tr>
</tbody>
</table>

4.2. External Reviews

4.2.1. Academic Departmental External Reviews

All academic units are reviewed on a periodic basis, normally once every seven years. The purposes of such reviews are to enable units to:

- Conduct their own assessments of their strengths and weaknesses.
- Obtain the view of external experts in the field.
- Support academic planning.

The review process is intended to ensure that:

(a) The quality of the unit's programs is high and there are measures in place to ensure the evaluation and revision of the teaching programs.
(b) The quality of faculty research is high, and faculty collaboration and interaction provide a stimulating academic environment.
(c) Department members participate in the administration of the unit and take an active role in the dissemination of knowledge.
(d) The departmental environment is conducive to the attainment of the objectives of the department.

Below is a schedule of the SFU departments that have recently been, and currently are, involved in an external academic review. For each review, the recommendations made by reviewers have been considered and implemented where possible.

<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Recommendations received following site visits</th>
<th>External Reviewers’ Home Institutions</th>
<th>Action Plan developed and approved by Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>Biological Sciences</td>
<td>May 2013</td>
<td>uWestern Ontario / uAlberta / uTennessee</td>
<td>Dec 2013</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>May 2013</td>
<td>George Mason / uWaterloo / Queen’s</td>
<td>Nov 2013</td>
</tr>
<tr>
<td></td>
<td>Health Sciences</td>
<td>Apr 2013</td>
<td>York / McMaster / uAlberta</td>
<td>Jan 2014</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Mar 2013</td>
<td>Dalhousie / uToronto / Northwestern</td>
<td>Mar 2014</td>
</tr>
<tr>
<td></td>
<td>Statistics &amp; Actuarial Sciences</td>
<td>Jun 2013</td>
<td>uGeorgia / uToronto / ulowa</td>
<td>Jan 2014</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>Apr 2014</td>
<td>McMaster / uLaval / uToronto</td>
<td>Jan 2015</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td>May 2014</td>
<td>Purdue / uToronto / Stanford / uNorth Carolina, Asheville</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>Apr 2014</td>
<td>uAlberta / Wilfred Laurier / uVictoria</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Gerontology</td>
<td>May 2015</td>
<td>uAlberta / McMaster / uMissouri, Columbia</td>
<td>Dec 2015</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>Jun 2015</td>
<td>Western / Queen’s / uOntario Institute of Technology</td>
<td>Dec 2015</td>
</tr>
<tr>
<td>2015/16</td>
<td>Chemistry</td>
<td>May 2016</td>
<td>UVic / uSaskatchewan / Georgia Inst of Tech</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Criminology</td>
<td>Apr 2016</td>
<td>uToronto / uOttawa / uMontreal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Studies</td>
<td>Apr 2016</td>
<td>uOttawa / McGill / uWaterloo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linguistics</td>
<td>May 2016</td>
<td>Indiana University / uWashington / Carleton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Policy</td>
<td>May 2016</td>
<td>uRegina / Carleton / uChicago</td>
<td></td>
</tr>
</tbody>
</table>
4.2.2. Administration Departmental External Reviews

Complementing the periodic academic reviews are the administration departmental reviews. These assessments focus on core administrative functions of the University and are designed to:

- Identify the highest value opportunities to improve the quality of administrative processes and outputs.
- Enhance the capabilities of the departmental administration staff to better support the academic and research objectives of the University.
- Identify ways to better serve the diverse stakeholders of the SFU community.

The administration reviews are usually undertaken by external advisors. The review process consists of a comprehensive document review, interview sessions with relevant departmental senior managers and University customers, interim reporting to senior management for feedback, and the submission of a final report. Results and recommendations are presented to the associated unit for comment, and summary information is presented to the University executive team upon completion of the review.

Table 4 – A list of SFU’s administration departmental external reviews.

<table>
<thead>
<tr>
<th>Findings Published</th>
<th>Department</th>
<th>External Reviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun 2010</td>
<td>Facilities Services</td>
<td>PwC Advisory Services</td>
</tr>
<tr>
<td>Oct 2011</td>
<td>Human Resources</td>
<td>PwC Advisory Services</td>
</tr>
<tr>
<td>Dec 2011</td>
<td>Graduate Studies</td>
<td>Edge Training and Consulting</td>
</tr>
<tr>
<td>Mar 2012</td>
<td>Finance</td>
<td>GNA Consulting</td>
</tr>
<tr>
<td>May 2012</td>
<td>Art Gallery</td>
<td>GNA Consulting</td>
</tr>
<tr>
<td>Feb 2013</td>
<td>Faculty of Arts and Social Sciences (admin only)</td>
<td>GNA Consulting</td>
</tr>
<tr>
<td>Jun 2013</td>
<td>Parking Services</td>
<td>Collings Johnston Inc.</td>
</tr>
<tr>
<td>Jul 2015</td>
<td>Academic Relations</td>
<td>Private Consultant</td>
</tr>
<tr>
<td>Oct 2015</td>
<td>Office of Research Services</td>
<td>External University Administrators</td>
</tr>
<tr>
<td>TBA</td>
<td>Space Management Review</td>
<td>Huron Consulting</td>
</tr>
<tr>
<td>TBA</td>
<td>Teaching and Learning Centre</td>
<td>Queen’s University / University of Waterloo</td>
</tr>
</tbody>
</table>

The University is currently reviewing its approach to administrative reviews in order to enhance the focus on continuous improvement and exceptional customer service. An outside firm with expertise in administrative reviews is being consulted and the University expects to utilize specialized software that will support the review process. The cloud-based software will provide an electronic platform for opportunity evaluation, proposal assessment, and execution plan monitoring to assist in driving lasting change throughout the organization.

The first review utilizing the new process is expected to begin in the summer of 2016 and candidates are currently being assessed.
Planning and Operational Review
5. Planning and Operational Review

5.1. Engaging Students

The education of students is the central purpose for any university, and the students’ experience while attending a university can enhance or inhibit their ability to learn. At SFU, students are not “end-users” to be trained and produced, but partners in learning, discovery, and community engagement. In addition to encouraging critical thinking and research skills, SFU provides opportunities for students to gain practical experience, social aptitudes, and civic understanding, not only to be job ready, but also to be life ready.

Much of the activities focusing on the engagement of students are identified in the five-year Academic Plan 2013-2018 and the 2013-2018 Faculty Plans.

5.1.1. Teaching and Learning Focus

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, co-operative education experiences, field studies, project-based assignments, in credit and non-credit contexts, and through a wide variety of pedagogies and experiences. SFU continues to strive for relevant and diverse learning experiences for its students in the various Faculties. Through an ecosystem approach, partnerships, collaborations, and opportunities for connections among SFU faculty, staff, and programs have been integral toward advancing curriculum, teaching, and learning.

The implementation of program-level educational goals to provide clarity for students and increase program accountability continues to be supported through the academic department review process and support from the Teaching and Learning Centre. Meanwhile, the Office of Graduate Studies and Postdoctoral Fellows launched a Professional Online Scholarship and Training Initiative to develop online or blended graduate programs aimed at working professionals looking to advance, restart, or transform their careers.

Recognizing that a large proportion of SFU students have English as an Additional Language (EAL) and that SFU has a multilingual and multicultural environment, the Centre for English Language Learning, Teaching, and Research was formed to provide support services to students, staff, and faculty. It offers students EAL support that responds to their academic, social, and cultural needs as they transition into and through the University. It also aims to cultivate innovative research-based teaching and learning practices.

Activities to promote a culture of teaching and learning and to provide opportunities for faculty and programs remain high priorities. The University’s Teaching and Learning Centre
continues to provide centralized and discipline-specific opportunities and support to SFU programs and instructors through its partnerships and community stewardship. In addition to educational consultants designated to each Faculty, unique to the Centre is an emphasis on educational media where faculty are supported individually or through an intensive Ed Media Protégé program as they work with staff professionals to actualize their instructional intentions by creating their own media. SFU’s annual teaching and learning social brought over 110 SFU educators together to celebrate, promote, and learn from one another’s efforts. In June 2015, the Centre co-hosted with UBC the 35th annual conference of the Society for Teaching and Learning in Higher Education (STLHE). SFU faculty, staff, and graduate students shared their expertise at the conference, resulting in SFU presenters facilitating or co-facilitating 36 (13%) of the 279 accepted sessions. Well-being in learning environments continues to be a focus with events such as “Building Connections: Well-being & Teaching” by the University’s Health and Promotion team. Their leadership in the field has been recognized through various awards, a project feature in the American College Health Association's (ACHA) Action Newsletter, and by co-designing and joining the Okanagan Charter for Health Promoting Universities and Colleges at the 2015 International Conference on Health Promoting Universities and Colleges.

Since mid-2011, SFU’s Teaching and Learning Development grants have enabled over 140 instructor-led projects to explore, innovate, and diversify student learning experiences in each of SFU’s eight Faculties. Similarly, the new Integrated Learning Technology program supports instructors’ interests to provide richer learning experiences by expanding the functionality and capacity of the Canvas learning management system and investigating its effectiveness. Uptake for Canvas, SFU being the world’s largest self-host of the open source version, remains strong with over 71,000 student seats and 1,400 courses reported for fall 2014 as compared to 66,000 student seats and 1,100 courses in fall 2013. Stemming from grassroots interests, communities of practice such as Canvas Now have emerged as well as pilots using book publishers and open educational resources to inform future digital resource management strategy and an Open Educational Resource grant program. Additionally, a new process for teaching and course evaluations is in the process of initial roll-out. Common questions at the institutional and Faculty level will enable cross-comparisons while individualized questions support discipline-specific considerations and facilitate instructors’ self-reflection. Lastly, recommendations from the Task Force on Flexible Education suggest future directions to provide a relevant educational experience to SFU’s students through flexibility.

5.1.2. Flexible Education

Flexible education at SFU encompasses the ways in which the university community collectively and individually designs, delivers, and supports learner and instructor choice within academic programs in response to increasingly diverse student needs.

A Task Force on Flexible Education (TFFE) was formed in 2014 to develop processes and actions to integrate flexible learning into the SFU education experience. Ultimately, the task force subscribes to the notion that flexible education can be understood as the attempt to
support creative and responsive teaching and learning approaches that lead to more engaging and effective student learning.

The TFFE has produced a report that provides a new focus and a set of priorities for units and individuals who already have responsibility for some key strategic and operational activities in the areas of teaching and learning. The Vice-President, Academic has obtained agreement from Senate to undertake a number of actions, which will lead to the implementation of the recommendations in the Task Force report. These actions include:

- Communicating the report recommendations to all units that may be involved.
- Each unit identifies and develops a plan stating how it intends to contribute to supporting the recommendations, the resource implications, the need for communication/collaboration/partnerships, and drafts a preliminary list of goals/deliverables/performance indicators for the unit.
- The coordination of these activities will be managed through the Vice-President, Academic’s office and a consolidated plan developed. The Vice-President, Academic will second a faculty member as a special advisor to oversee the process.
- Regular reporting will be made to all groups of progress being made.

5.1.3. Educational Goals

In May 2013, the University Senate approved that all academic units at SFU are expected to develop and subsequently assess educational goals at the academic program level (majors, minors, masters, and doctorates), as part of the regular external review process, commencing with the 2014 review cycle. These goals are articulated in the external review self-study reports, post-review action plans, and mid-cycle progress reports, and they will be publicly accessible on unit websites.

Educational goals are considered broadly as the anticipated benefits to students from participation in an academic program, and may include knowledge, understanding, skills, competences, experience, attitudes, ethics, and professional development. The goal statements are intended as a framework for curriculum discussion, course mapping, and program structure, and will more clearly reflect what is already occurring within units. SFU’s academic units are encouraged to find approaches to defining and assessing their goals in a manner that best suits each unit’s discipline and context.

5.1.4. Experiential Learning

In recent years, experiential education has increased in significance and strategic importance for SFU. As an institution, SFU has been successful at articulating and leveraging the value of long-standing experiential learning opportunities such as co-operative education, study abroad opportunities, and field schools. Innovative and small-scale programmatic offerings, such as the Semester in Dialogue and Change Lab, incorporate intensive, credit-bearing curriculum designed to be both experiential and interdisciplinary. Some Faculties have built explicit
experiential education into their core degree programming. SFU continues to consider how best to expand experiential course offerings and more deeply embed internal and external experiential opportunities.

5.1.5. **Lifelong Learning**

Lifelong Learning is at the core of the University’s Vision/Mission to be student centred, research driven, and community engaged. Through SFU NOW (Nights or Weekends) and CODE (Centre for Online and Distance Education), students may complete their degree at places and times convenient for them.

Lifelong Learning’s practical curriculum answers to the career transitioning and professional development needs of working adults. Through 27 Senate-approved non-credit certificates and diplomas, learners gain skills in areas as diverse as applied business analysis, legal interpretation and translation (Mandarin/English), non-profit management, social innovation, and public relations—to name just a few of the offerings. Online certificates such as next-generation transportation and restorative justice provide students across the world access to thought leaders in areas essential to the well-being of the planet and its inhabitants. The Aboriginal pre-health and university prep programs, offered in partnership with the Faculties of Science, Health Sciences, and Arts and Social Sciences, assist students of Indigenous backgrounds who wish to make their dream of a university education a reality.

Community engagement is, in many ways, what Lifelong Learning is all about. The 55+ program has over 4,500 fee-based registrations annually, not to mention the 1,500+ attendances at free events. In addition, Lifelong Learning offers educational programming designed to advance communities and, through free events like the Philosophers’ Cafés and City Program public lectures, promote open dialogue on a variety of topical issues to over 10,000 attendees annually.

5.1.6. **Student Experience and Success**

The “Student Experience” refers to the totality of students’ experiences at the University, and includes their sense of how the University values them and, ultimately, defines their sense of connection with the institution. Students’ experiences have clear implications for a number of critical personal and institutional outcomes: student recruitment and retention, student satisfaction, institutional reputation, career preparation and transition, and alumni support—to name a few. Successful student experiences are built on a foundation of engagement, fostered by a supportive learning and living environment, all of which contribute to healthy and thriving campus communities.

Fostering an exceptional university experience while students pursue their academic, personal, and career related goals cuts across all aspects of university life, and, therefore, is a community responsibility. This includes providing the support needed to assist students in being successful academically while completing their desired credential in a timely manner, as well as
providing programs and services that help identify and support students’ various related needs. A student’s overall experience is a reflection of what happens to them both inside the classroom (e.g., quality of teaching, class size, rigour and relevance of the curriculum, course availability, accessibility of professors, inclusive classroom practices, etc.) and outside of the classroom (e.g., access to courses; opportunities for experiential learning such as co-op programs, field schools, and leadership programs; academic support such as advising, Student Learning Commons, Student Success program, access to health counseling professionals, and disability services; and quality of ancillary services such as housing, food, parking, etc.). The overall experience is not universal as each student is unique, but aggregate measures do help indicate what is generally working well and what could be improved. A variety of indicators are used to assess this broader notion of “student experience,” including externally administered surveys, which reflect levels of satisfaction regarding various aspects of campus and academic life (e.g., BC Two Years Out Survey, Globe and Mail Survey, International Student Barometer, and the BC International Students Survey), as well as institutionally compiled retention and completion data (by Institutional Research and Planning and Student Services) and institution-specific surveys (such as the SFU Fall Undergraduate Survey).

At the operational level, “student success” has typically been defined more narrowly as “academic success,” and traditionally measured by attrition and persistence rates, completion rates, time to completion rates, etc. Recognizing that student success is grounded in experience, the experiences of all SFU students are of great importance to the institution as they inform both individual and institutional success. It would be challenging to uncouple experience from success. So, for the purposes of this report, these two concepts have been strategically entwined under a single heading: “Student Experience and Success.”

At SFU, student success has also traditionally been measured in terms of academic success as indicated by various categories of academic standing such as “Good Academic Standing” (GAS) for those achieving a Cumulative Grade Point Average (CGPA) of 2.0 or greater, or various levels of probationary standing for students struggling to be in GAS, through to Required to Withdraw (RTW) for those students who fail to meet standards over time. Programs such as the Back on Track (BOT) program and those offered by the Student Learning Commons (SLC) are examples of institutional responses aimed at supporting all students who wish to improve their academic standing or who fall below good academic standing. The SLC supports both graduate and undergraduate students in their academic pursuits. Services are provided primarily through workshops and consultations, and the SLC works closely with others on all three campuses, including the offices administering Foundations of Academic Literacy (FAL) and Foundations of Analytical and Quantitative Reasoning (FAN), the Library, Student Services, and IT Services. The SLC serves over 4,000 students through various workshops and consultations with learners each year.

The Back on Track program is available to students who would otherwise be required to withdraw due to their inability to maintain good academic standing. More than 1,000 students participate annually in the Back on Track program, working one-on-one and in groups to identify how to better understand and support themselves as effective learners. This program is designed and delivered by multiple campus service units, including academic advising, counseling, and the Student Learning Commons, providing students with a seamless and
integrated support system. Over 70% of those completing the BOT program do achieve sufficient CGPAs to allow them to get back on track to good academic standing.

Additionally, SFU is providing services so that all its students are able to make career informed academic choices throughout their academic careers and not just at the end of their studies as they transition out. The Career Services unit has been moved into the Student Success Division so that career-oriented activities are embedded into the work SFU does with its students from prospect through to graduation. The Student Services-led Experiential Community of Practice is developing resources that showcase the myriad of options SFU students have to customize their degree with experiential education options. These may be seen in A Degree of Experience.

While these measures will continue to inform SFU’s sense of the student experience and student success, a broader, more inclusive definition is currently being considered, one that includes other measures of personal and community engagement in the learning environment that extend the notion of student success beyond the academic classroom. These additional University mediated offerings may now be captured on SFU’s new Co-Curricular Record, called “My Involvement,” so that this kind of student engagement is institutionally recognized and valued. As the definition of student experience becomes more inclusive, SFU will be concurrently identifying measures to evaluate its progress in this area.

5.1.7. Student Services

Student Services at SFU is a large and diverse portfolio that includes the office of the Registrar and Student Enrolment Services, Student Affairs, and Athletics and Recreation in addition to support services in marketing and communications, business assessment and analysis, strategic enrolment management, finance, and administration. These multiple units are dedicated to ensuring students are recruited, admitted, and supported in their personal, professional, and academic development as well as maintaining the integrity of pertinent records and Senate-related policies and operations.

An organizational chart for Student Services is available at: http://www.sfu.ca/content/dam/sfu/students/avp/AVPSI%20Org%20Dec%202013.pdf

Student Services at SFU is committed to enhancing the student experience by working with members of the campus community and beyond to provide services, programs, opportunities, and environments that optimize student learning and success. Student Services continually reviews and improves its transactional business to ensure the most effective, cost-efficient, and timely outcomes. It delivers all the programs and services denoted by the service units listed above, as well as designs and delivers innovative programming specific to the particular needs of SFU students (e.g., supporting English as an Additional Language learners). Student Services works with many partners across SFU’s campuses and in local, national, and international communities to deliver the programs and services needed to support students’ academic, personal, and professional success. It seeks to blur the lines between the traditional
“academic” side of the house and the “programs and services” side in recognition that it is all one experience for the learner. Examples of this partnership work include:

- The **Strategic Enrolment Management Council**, co-chaired by the Associate Vice-President, Students and the Associate Vice-President, Academic, with representatives from all Faculties and campuses, and key enrolment administrators.

- The **Creating Healthy Campus Communities** programs, which are championed by Health Promotion (Health and Counseling Services) but delivered in partnership with individual faculty members, the Teaching and Learning Centre, Career Services, and others.

- The **Back on Track** program for students that are struggling academically, which is jointly designed and delivered by the Student Learning Commons (Library), Academic Advising (Student Success), and counselors (Health and Counseling Services).

- The **Terry Fox Campus event**, which is coordinated by Recreation in partnership with the Terry Fox Trust and various Faculty and service units.

- Participation and leadership by staff on many external Boards of Directors for various for-profit and not-for-profit organizations.

- Leadership on relevant Student Services research with both internal and external organizations.

- Working with various campus staff and faculty members as well as external settlement organizations in support of Syrian refugees.

Student Services also offers students many opportunities to develop their leadership and employability skills through specially designed programs such as the Peer Educators, the Peer Mentors, and the Innovative Leadership programs, and it is a direct provider of many student and para-professional work integrated learning opportunities (e.g., Campus and Student Central ambassadors, peer mentors, several co-op student positions, residence and academic advisors, work study, etc.). Student Services wants as many students working within Student Services as possible, helping ensure that it continues to focus on the right things through a student lens. Finally, Student Services staff members work closely with both student governments, the Simon Fraser Student Society (SFSS) and the Graduate Student Society (GSS), on many joint activities related to the student experience.

Many of Student Services’ activities have significant community engagement components through such programs as co-operative education (over 3,000 SFU students/year working in local, national, and international workplaces); careers services (networking with over 5,000 employers and professional groups); international services for students, which actively interface with over 100 global partners/year for study abroad activities (including field schools and exchanges); hundreds of international professional associations; and SFU’s award winning national and international recruitment campaigns that reach out to students, parents, and organizations across the world. Residence and Housing also runs a small hotel (the Simon) as well as seasonal residential housing opportunities for external clients. Many Student Services staff actively participate on provincial, national, and international professional association boards. A smaller number of staff are concurrently engaged in research related to the advancement of both theory and practice in student affairs and service. This ensures that SFU
Student Services staff and programs remain current and continue to “set the pace” in many areas provincially, nationally, and internationally.

5.1.8. Aboriginal Education

SFU is committed to Aboriginal education. With healthy year over year Aboriginal student enrolment, a committed Office for Aboriginal Peoples, a well-established and supportive Indigenous Student Centre, and an Office of Indigenous Education housed within the Faculty of Education, SFU both embraces and encourages Aboriginal Peoples within the SFU culture. The full extent of SFU’s commitment to Aboriginal Peoples and Aboriginal education can be found within the Aboriginal Strategic Plan (ASP), which was first approved by Senate in 2007 and updated in 2013.

The ASP was the result of a two-year comprehensive planning and visioning process. It was built on a long-standing history of engagement, collaboration, and partnership with various Aboriginal Peoples and communities (i.e., First Nations, Métis, and Inuit). The Plan was developed within a context of new understandings, new perspectives, new strategies, and new partnerships with Aboriginal Peoples. Its aim is to positively influence the University's approach to academic programming, community engagement, student support, international engagement, knowledge and leadership development, infrastructure development, government and NGO relationships, communication strategies, and, equally important, research on matters of direct relevance to Canada's Aboriginal Peoples.

Since its approval, much progress has been made to advance ASP goals and strategies. Various initiatives, and the progress made on them so far, are detailed in Annual Reports on Aboriginal Strategic Initiatives submitted by the Director of the Office for Aboriginal Peoples. The financial resources for implementing the ASP are from the Vice-President, Academic's budget, the various Faculties and other University offices, and through special allocations from the University Priority Fund.


5.1.9. International Students

As global politics and economics increase the need for interculturally competent graduates, the internationalization of higher education in Canada has become an imperative. Universality of access to knowledge, the interconnectedness of world trade, and the increasing rate of cultural exchange dictate that the international dimension of higher education must contribute to and be influenced by global change. SFU recognizes the importance of internationalization and it is an essential component of the University’s Vision/Mission as an engaged university. In 2013, SFU adopted an International Engagement Strategy, which guides SFU in efforts to engender
active global citizenship among its students, faculty, and staff, and to ensure that SFU is an engaged partner and contributor on the international stage.

Developing global citizens through higher education requires real global experience combined with the development of intercultural skills and a celebration of and commitment to diversity. By providing internationally-informed curriculum and learning opportunities such as international exchange and field schools, and conducting globally collaborative research, SFU is fostering a culture of inclusion and mutual respect that embraces the diversity and multi-ethnic character of today’s society. SFU welcomes international students from all countries; the richness of their diversity strengthens SFU’s community. The active community of international students is a testament to the University’s Vision/Mission to be an engaged and internationalized university.

In 2005, SFU launched the Dual Degree program in partnership with Zhejiang University (ZU) in China. This program has regular cohorts of students from both SFU and ZU studying together at both universities. Students alternate between terms of study at SFU and ZU, and at the completion of the programs (graduate and undergraduate options) receive degrees from both universities. The first students graduated and received degrees in June 2009. Enrollment targets have been met and the program has expanded. It has also served as a model for the development of other degree program partnerships with universities in Australia and France, in programs such as Business, International Studies, Communications, and Education. The Beedie School of Business partners with four widely respected graduate business schools in North and South America to offer an innovative international Executive MBA experience, which further supports SFU’s commitment to being a community and world engaged university.

SFU has a contractual relationship with Navitas Education Ltd. of Australia, a company that establishes colleges world-wide, to offer university transfer pathway programs. Fraser International College (FIC) is a private college co-located on the Burnaby campus that provides transition programs for international students. It has been operational since September 2006. In 2010, the contract was renewed for a ten-year term after the academic operations of the college underwent an external review. FIC has been successfully recruiting international students who transfer to SFU for undergraduate degree programs after completion of preparatory and university transferable courses. FIC now has a student body of approximately 2,525 students. From September 2007 to May 2016, approximately 4,230 students have transferred from FIC to SFU. Students from FIC are carefully tracked to monitor their academic performance and retention at SFU, and these students perform as well as or slightly better than other international students attending SFU.

SFU has established the administrative structures, fee arrangements, and admission policies to enable it to achieve its international enrolment goal. With new initiatives to increase retention of international students, this student body now represents 18.2% of the total undergraduate enrolment. This growth in enrolment of international students has resulted in additional revenue but has also placed additional pressure on faculty and the facilities and services provided to these students. In order to better manage the intake targets for international students, SFU is applying differential admission standards for international students. SFU
remains committed to attracting international students in disciplines aligned with regional labour market needs and to fostering a positive experience for these students.

SFU is committed to internationalization, in principle and practice. SFU is opening its doors to international students, and recognizes that international students are a key component to SFU’s internationalization. The mosaic of culture and perspective that they provide enriches the SFU community and helps to further internationalize the domestic student population. Many international students remain in Canada and seek permanent residency after graduation, which has direct economic benefits. Those who do not remain in BC contribute to the economy and diversity of community while they are living here, and when they continue their travels abroad, they become important “brand” ambassadors for SFU, BC, and Canada.

<table>
<thead>
<tr>
<th>Actual Data</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>International UG - FTE</td>
<td>3,103</td>
<td>3,756</td>
<td>3,979</td>
<td>3,895</td>
<td>3,980</td>
<td>4,132</td>
</tr>
<tr>
<td>Share of total UG - FTE</td>
<td>14.3%</td>
<td>16.5%</td>
<td>17.3%</td>
<td>17.0%</td>
<td>17.5%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

### 5.1.10. English as an Additional Language Supports and Services

SFU, like many post-secondary institutions in Metro Vancouver, has a very diverse student population, which includes a significant percentage of international students. A review committee was established in 2010 to inquire into existing support and services available to English as an Additional Language (EAL) students and to make recommendations for improvements and expansion. The subsequent report highlighted an institutional need for more of a coordinated and strategic response to EAL issues, and provision of more and better mechanisms for language and academic skills support to EAL students.

In May 2014, the Faculty of Education was selected to develop a cross-university collaborative and co-operative strategy to complement and add to the strengths of EAL activities underway at SFU. The developed strategy addresses needs and gaps in the curricular and co-curricular academic and language support and services provided to the EAL student population. The Faculty of Education has established the Centre for English Language Learning, Teaching and Research to work with the SFU community by focusing on students and instructors. The Centre works with departments to integrate EAL curricular support within course design, offers instructional design workshops that addresses EAL issues, creates on-line resources for students and instructors, encourages communication across academic and support areas in order to increase efficiency and share best practices, finds creative ways to fill support gaps, and uses opportunities for research to identify what works well for EAL support of SFU’s diverse population and for the SFU community as a whole.
5.1.11. Enrolment

Changes to the BC population demographics have been discussed in detail in previous documents, but the major changes, and their impact, bear repeating. Although the population of the Lower Mainland will grow over the next few years for the cohort 18 - 29 years of age, the number of people between the ages of 18 and 24 will decrease except for those in the South Fraser Region. SFU remains committed to serving these growing communities south of the Fraser and sees the provision of advanced education to this area a priority.

The shrinking demographic of the 18-24 year olds in BC generally is SFU’s traditional market, and the implications are that enrolment from school leavers and college students will decline, while the need for post-secondary education for those over 24 years of age will increase. From a programming view, this represents a growing need for continuing studies and professional programs, and an opportunity for SFU to provide such programs. 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.

Tables 6, 7, and 8 show SFU’s Ministry funded graduate and undergraduate enrolment growth to 2015-16.

Table 6 – Undergraduate and Graduate Enrolment and Ministry Funded Targets (FTE)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
</tr>
<tr>
<td></td>
<td>20,203</td>
<td>22,661</td>
<td>20,203</td>
<td>22,713</td>
<td>20,203</td>
</tr>
<tr>
<td>% Achieved</td>
<td>112.2%</td>
<td>112.4%</td>
<td>110.5%</td>
<td>109.8%</td>
<td></td>
</tr>
</tbody>
</table>

Table 7 – Domestic Undergraduate Enrolment and Ministry Funded Targets (FTE)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
</tr>
<tr>
<td></td>
<td>17,682</td>
<td>19,018</td>
<td>17,682</td>
<td>19,071</td>
<td>17,682</td>
</tr>
<tr>
<td>% Achieved</td>
<td>107.6%</td>
<td>107.9%</td>
<td>106.0%</td>
<td>105.1%</td>
<td></td>
</tr>
</tbody>
</table>

Table 8 – Graduate Enrolment and Ministry Funded Targets (FTE)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
</tr>
<tr>
<td></td>
<td>2,521</td>
<td>3,643</td>
<td>2,521</td>
<td>3,642</td>
<td>2,521</td>
</tr>
<tr>
<td>% Achieved</td>
<td>144.5%</td>
<td>144.5%</td>
<td>142.0%</td>
<td>142.8%</td>
<td></td>
</tr>
</tbody>
</table>

SFU has consistently exceeded its funded targets over the last four years.
5.2. Engaging Research

SFU’s strategic vision for research commits the University to becoming a world leader in knowledge mobilization, renowned for its capacity to disseminate knowledge and its ability to harness new ideas and innovations for the benefit of society. This commitment rests on a solid foundation of, and continued commitment to, fundamental research.

5.2.1. Interplay: Research and Teaching

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

5.2.2. Strategic Research Plan

The 2016-2020 Strategic Research Plan (SRP), which will be finalized later this year, will provide a platform for the University to strengthen its research leadership, invest in key priority areas for research and research training, respond to dynamic research environments, and participate in collaborative initiatives. Through these activities, SFU can communicate its distinctive research strengths and goals to its stakeholders, government, industry, and community partners.

The SRP is independent and uses SFU’s vision of engaging research as its touchstone. The unwavering commitment to supporting the full continuum of research remains a key part of SFU’s success. A high level set of forward-looking strategic priorities serves as an inclusive space where researchers can engage across disciplines to lead breakthrough discoveries and innovations. This enables the University to build on its core strengths, develop strong partnerships and networks, and become more resilient to changes in research funding programs.
5.2.3. Research Performance

Over the past 10 years, SFU has transformed into one of Canada’s top research-intensive universities. It is consistently ranked among Canada’s top 15 research universities by every major global and national university ranking system. This remarkable trajectory has positioned the University to achieve national and/or international leadership in a number of research areas.

Sponsored Research Income

In FY2014, when Canada’s combined university research income shrank for the first time in over a decade, SFU slightly increased its income to $103.1 million (Source: ReSearch Infosource Analysis 2015). This was followed by a 13.8% increase in FY2015 to $117.4 million. The FY2015 gains can be largely attributed to the receipt of Canada Foundation for Innovation (CFI) infrastructure grants worth $8.6 million and corresponding BC Knowledge Development Fund (BCKDF) grants of $6.7 million. Over the last 10 years, SFU has nearly doubled its research income (Figure 3).

Notably, British Columbia’s universities outpace the rest of the country in attracting research income from Canadian granting agencies. Since 2000, these universities have increased their per capita share of federal research grants by 148%—almost double the Canadian average, according to a media release from the Research Universities’ Council of British Columbia.

Research Support Fund

The federal Research Support Fund for the indirect costs of research is calculated based on Tri-Council funding received in the previous three years. SFU’s Research Support Fund grant for FY2015 was $8 million, of which the majority was allocated to management and administration costs and facilities expenditures (Figure 4).
Grant Competitions

To increase participation in programs for major projects as well as in research funded by provincial and federal ministries, support for grant preparation and administration is provided. This support has been instrumental in SFU’s success in the major Tri-Council grant competitions.

In FY2015, SFU maintained its competitive level of research funding from the Tri-Council and increased its CFI/BCKDF funding and its income from foreign sources. On average, SFU received $124,100 in research funding per full-time faculty position in FY2014, a measure of research intensity (Source: Research Universities of the Year 2015, Re$earch Infosource).

Research Output and Impact

SFU’s research spans a broad range of fundamental and applied areas, from origins of the universe and future-oriented technologies to nanoscience and macroeconomics (Figure 5). In 2015, SFU researchers published a combined total of 2,200 journal articles, almost 28% of which appeared in the world's most elite (top 10%) journals.

In 2015, SFU’s research excellence was recognized by national and international ranking systems. For eight out of the past nine years, SFU has been named by Maclean’s University Rankings as Canada’s top comprehensive university, and ranks second among the comprehensives in all three faculty performance indicators: national faculty awards, social sciences and humanities grants, and medical/science grants. SFU’s research impact also scored highly (see Highlight: Research Impact).

SFU’s pioneering interdisciplinarity is reflected in field-specific rankings. It appears among the world's elite institutions in 18 of the 42 subjects in the 2016 QS World University Rankings by Subject. SFU is ranked in the top 100 in the world in two subject areas, geography and archaeology. It ranks among the top 5 in Canada in archaeology (#4), engineering and technology (#5), and social policy and administration (#5). Shanghai Jiao’s Academic Ranking of World Universities ranks SFU within the top 100 universities in the world in the fields of computer science, social science, and economics/business.

---

2 Latest FY stat available at time of printing
SFU consistently ranks among Canada’s top universities in research impact. In the latest QS World University Rankings, SFU is ranked 2nd among Canadian universities for citations per faculty, while Times Higher Education ranks SFU 6th among Canadian universities for citations. Elsevier’s SciVal places SFU 5th among Canadian universities by field-weighted citation impact.

Figure 6 illustrates the relative research impact (position along the axes) and research output (represented by the size of the circles) of Canada’s research-intensive universities. Along with Canada’s largest four universities, SFU stands out as a national leader in research impact, as measured by its highly cited research articles (y-axis) and high ratio of research publications in top-quality journals (x-axis).

**Major Research Awards**

In addition to discipline-specific honours, in the period covered by this report SFU researchers received the following major awards and fellowships: American Institute for Medical and Biomedical Engineering Fellowship (Bozena Kaminska, Engineering Science); Association for Computing Machinery Fellowship (Jian Pei, Computing Science); Canada Clean50 Award (Majid Bahrami, Mechatronic Systems Engineering); Canadian Academy of Engineering (Ash Parameswaran, Engineering Science); Canadian Academy of Health Sciences Fellowship (Robert Hogg, Health Sciences); CUFA BC Academic of the Year Award (Bruce Lanphear, Health Sciences); Governor General’s Literary Award for Nonfiction (Mark Winston, Centre for Dialogue); Royal Society of Canada College of New Scholars, Artists and Scientists membership (Alissa Antle, Interactive Arts and Technology); and Sloan Research Fellowship (Leonid Chindelevitch, Computing Science).

**Research Collaboration**

SFU fosters local to international collaborations to advance fundamental and applied research and innovation across diverse sectors. In the past six years, SFU has collaborated with over 2,100 institutions worldwide, in more than 110 countries (Figure 7).
Research Partnerships

In FY2016, SFU collaborated with 151 partners on 428 funded researched projects. Some of SFU’s notable research partnerships announced in this period include the following:

- SFU established an ImageTech lab at Surrey Memorial Hospital with $3.6 million from Western Economic Diversification, together with $1 million in earlier funding from the Canadian Foundation for Innovation (CFI) and support from Philips Healthcare. Led by neuroscientist Ryan D’Arcy, the lab combines state-of-the-art imaging technologies to provide unparalleled insight into brain/body conditions and facilitate breakthroughs in diagnostics and treatment.

- SFU has opened the new Pacific Blue Cross Health Informatics Lab in the Faculty of Applied Sciences at SFU Burnaby. Led by Jian Pei, Canada Research Chair in Big Data Science, it will support graduate students while creating business intelligence for the healthcare industry.

- Pascal Haegeli of Resource and Environmental Management is the new Research Chair in Avalanche Risk Management, established through SFU and partners from the Canadian avalanche community. Another new research chair position has been established through a partnership between SFU, the John Volken Academy, the City of Surrey, and the Surrey Fire Fighters Association—the SFU Chair in Technology Innovations for Youth Addiction-Recovery and Mental Health, which will link the City’s Youth Mental Health initiative to Surrey’s Innovation Boulevard.
• SFU is collaborating in GlycoScreen, a unique centre for fundamental carbohydrate research, on the development of new drug and diagnostic targets leading to transformative health solutions. GlycoScreen augments the research capability of the Canadian Glycomics Network (GlycoNet) in which SFU is a key partner.

• Mechatronics professor Majid Bahrami leads a $700,000 Natural Sciences and Engineering Research Council of Canada (NSERC)-funded project that combines expertise from SFU’s Laboratory for Alternative Energy Conversion and Ontario’s Sheridan College to help Canadian companies advance their graphite thermal management products.

• William Davidson of Molecular Biology and Biochemistry co-leads a $9.9-million project with Laval University to address the sustainability of BC’s coho salmon fishery. The project, funded by Genome Canada, involves an international team of scientists who are using genomics tools to improve the production of healthy Pacific salmon stocks, benefiting West Coast fisheries and First Nations communities.

• In June 2015, SFU announced the creation of the Faculty of Environment’s Pacific Water Research Centre, a hub of collaborative research applied to mitigating real-world water crises globally.

• AGE-WELL, Canada’s first research network to focus on technology and aging, co-led by SFU gerontology professor Andrew Sixsmith, launched its first slate of core research projects supported by a total of $5 million in funding, five of which involve SFU researchers.

• A global research effort led by health sciences professor Elliot Goldner and a Vietnamese colleague aims to help reduce the mental illness gap in Vietnam. With up to $1.5-million in funding from Grand Challenges Canada and the Vietnamese government, the “Frugal Innovations” project will train Vietnamese health care workers to screen for depression, encourage supported self-management, and teach coping skills to families.

• SFU, the First Nations Health Authority, and St. Paul’s Hospital Foundation have established a First Nations Health Authority Chair in Heart Health and Wellness. The Chair will lead research, education, and knowledge mobilization relating to First Nations’ heart health.

• On September 17, 2015, at SFU’s Surrey campus, former Canadian soldier Trevor Greene took his first public steps with the help of a customized exoskeleton. SFU neuroscientist Ryan D’Arcy has been working with Greene for over five years on a research project about brain plasticity. The exoskeleton, from the Israel-based company ReWalk, was customized with the assistance of several SFU researchers.

• SFU continues to be a key leader in the Innovation Boulevard initiative. Since the City of Surrey’s mission to Israel in spring 2015, SFU has been working closely with
Surrey to expand the focus of Innovation Boulevard from health technology to include technological innovations in big data and cyber security—two key areas where SFU can play a significant leadership role.

**Strategic Research Initiatives**

- **Big Data:** In the spring of 2016, SFU launched a University-wide strategic initiative in Big Data. By building on SFU’s strategic investments in advanced computing expertise and infrastructure, this initiative aims to engage more students in data-intensive research; increase educational, innovation, and entrepreneurship activities in Big Data; create a cluster of Big Data expertise; build partnerships and communities of practice for data-intensive research; and situate SFU’s Centre for Interdisciplinary Research in the Mathematical and Computational Sciences (IRMACS) as a one-stop-shop for digital research support.

  SFU was the lead institution on the $30 million proposal to CFI’s Cyberinfrastructure Initiative as part of the $75 million refresh of Compute Canada’s national advanced research computing (ARC) platform. As part of this initiative, SFU was selected to host one of the four new national Advanced Research Computing (ARC) systems. This reflects SFU’s outstanding leadership and built capacity in advanced ARC nationally (through Compute Canada) and regionally (through WestGrid).

- **Community-Engaged Research:** The application of academic expertise to societal problems is a longstanding feature of SFU scholarship and supports its vision as Canada’s leading engaged university. The VP Research Office is leading a year-long initiative to recognize and strengthen community-engaged research (CER) activities at SFU by developing an inventory of projects and reviewing best practices in CER. SFU will host the international community-university conference CUExpo 2017.

**Research Centres and Institutes**

SFU has established 47 research centres under the direct authority of the relevant Faculty Dean, and 27 research institutes that have a University-wide mandate or multi-university consortium.

**5.2.4. Innovation and Knowledge Mobilization**

In October 2015, the University launched SFU Innovates (sfu.ca/innovates) to inspire, develop, and support impact-driven innovation and entrepreneurship. The launch event also served as the official opening of SFU VentureLabs at Harbour Centre, at which the Hanhai-SFU China-Canada Commercialization and Acceleration Network (C2-CAN) will have a presence. C2-CAN is an outcome of SFU’s memorandum of understanding with Hanhai Zihye Investment Management Group to commercialize advanced technologies from both countries. Through Zone Startups India (the international digital technology incubator/accelerator in Mumbai that is home to the BSEI-Ryerson-SFU Accelerator
Program India) and C2-CAN, SFU Innovates connects researchers and entrepreneurs with opportunities to build collaborative networks and accelerate ideas on a global scale.

A few proof points of SFU’s success at stimulating innovation and entrepreneurship in 2015-16 include the following:

- SFU and the SFU Innovates brand were a highly visible presence at the inaugural BC Tech Summit 2016, co-presented by the Government of BC and the BC Innovation Council. The SFU Innovates Tech Lounge featured displays from companies launched by SFU entrepreneurs, including Shield-X Technologies (Brain Shield functional helmet decal). Research Row showcased computing scientist JC Liu’s crowd gaming and navigation platforms, 4D LABS’ advanced materials research and development, and MetaOptima’s Molescope skin-cancer screening device. Tech Showcase featured the wearable lower-limb exoskeleton of mechatronics researchers Siamak Arzanpour and Edward Park.

- Alectos Therapeutics, an SFU spinout company based on the glycobiology research of chemist David Vocadlo, announced a new milestone in their collaboration with Merck to develop new treatments for neurodegenerative diseases. They have progressed to clinical testing of a first-in-class molecule for the treatment of tauopathies.

- Majid Bahrami of Mechatronic Systems Engineering has developed a pre-market prototype of a new low-cost system for generating clean drinkable water from the air. The Hybrid Atmospheric Water Generator (HAWgen) technology is being commercialized through his SFU spinout company, Watergenics Inc.

- SFU alumna Maryam Sadeghi, founder of former SFU Venture Connection client company MetaOptima, took part in the “Innovators to Know – Celebrating Canada’s Research Excellence” event organized by Universities Canada, where 14 Canadian innovators met with high school students, science policy makers, and Parliamentarians.

- The Beedie School of Business launched the Certificate in Innovation and Entrepreneurship to “offer students the interdisciplinary teams and skills that realistic, practical innovation requires,” says Director of Entrepreneurship Sarah Lubik. Offered by the Beedie School of Business in partnership with five of SFU’s Faculties, the program is open to all SFU undergraduate students. Beedie also launched the Graduate Certificate in Science & Technology Commercialization to provide science and engineering graduates from SFU and UBC with the theoretical understanding and practical tools to take research discoveries out of the lab and into the marketplace, where they can have real impact.

- With a $1.3 million gift from the Royal Bank of Canada, the Beedie School is establishing the RBC First Peoples Enterprise Accelerator, facilitated by RADIUS (RADical Ideas Useful to Society) in partnership with the EMBA in Aboriginal Business and Leadership. It will provide $30,000 in scholarships over the next ten years.
through the RBC Award in Aboriginal Business and Leadership, enabling Aboriginal undergraduate and graduate students to take advantage of SFU’s many innovation and entrepreneurship programs.

- A gift of $1 million from Scotiabank will help prepare SFU students to transform the world through social innovation. The gift will benefit students participating in the trailblazing social innovation programs facilitated by RADIUS, Beedie’s social innovation lab and venture incubator. It will fund three new initiatives designed to further social innovation education.

- **RADIUS Ventures** has partnered with the Business Development Bank of Canada (BDC) in a pilot project to fund social entrepreneurship. BDC has committed to provide RADIUS Ventures with $50,000 in financing for the next fiscal year, which the program will use to support its Slingshot venture acceleration program. The partnership will also see BDC and RADIUS host a series of workshops for growth-ready ventures.

- **VentureLabs®** is the national and international accelerator network delivered by SFU in partnership with Ryerson University and the University of Ontario Institute of Technology, the University of Victoria, the BC Institute of Technology, Emily Carr University of Art + Design, and other partners. Its 30 participating companies report the following cumulative impact: 93 entrepreneurs trained, 269 jobs created, 69 patents, $6.4 million in revenue earned, and $82 million in equity raised.

### 5.3. Engaging Communities

SFU is committed to contributing all of its capacities, from people to properties, to develop healthier and more vibrant communities. Whether by preparing adaptable, high-functioning citizens, or by sharing and mobilizing knowledge, SFU encourages, supports, and celebrates service to the community.

#### 5.3.1. Community Engagement

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

SFU’s has developed a formal [Community Engagement Strategy](#), which stems from the University’s Vision/Mission to be an engaged university. The Vision/Mission’s goal and objectives specific to community engagement are as follows:
Goal: To be Canada’s most community-engaged research university.

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

**Strategy: Reach**
SFU will develop partnerships and maximize the capacities of its three campuses to enhance the social, economic, environmental, and cultural well-being of communities locally and globally.

**Strategy: Relationships**
SFU will build respectful and mutually beneficial community relationships.

**Strategy: Lifelong Learning**
SFU will meet the lifelong learning needs of students, alumni, and the community, and will respond with innovative programs and learning opportunities for academic, personal, and professional development.

**Strategy: BC’s Public Square**
SFU will be BC’s public square for enlightenment and dialogue on key public issues, and will be known as the institution to which the community looks for education, discussion, and solutions.

SFU considers engagement as collaboration between the University and communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The term engagement contrasts with that of outreach which typically refers to one-way dissemination and communication to the public. SFU’s communities are local, provincial, national, and global, and its partnerships and initiatives involve both public and private sector organizations in a variety of sectors and industries as well as academic and professional networks.

SFU is currently developing a Strategic Community Action Plan, which will encapsulate the years 2016-2020. The three phase development of this plan should be complete in August 2016 and represents a natural evolution of the Community Engagement Strategy. It will define the networks and mechanisms through which community engagement could best be supported at SFU.

**SFU’s Community Commitments**

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

- Expanding and deepening community partnerships and connections. Community connections are an integral part of the academic mission, creating opportunities for
practical and experiential learning, informing and inspiring research, and contributing to the University’s overall relevance and success.

- Maximizing institutional capacities to enhance the societal, economic, environmental, and cultural well-being of communities, both locally and globally, and respectful and mutually beneficial community relationships.

- Addressing the lifelong learning needs of students, alumni, and the community with innovative programs and learning opportunities.

- Establishing SFU as BC’s public square for education and dialogue on key public issues and reputation as the institution to which the community looks for education, discussion, and solutions.

5.3.2. Campuses

Burnaby

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

A few of the many highlights over the last year:

- The Trottier Observatory and Science Courtyard opened on April 17, 2015, at the Burnaby campus. The observatory is now the permanent home for the Faculty of Science’s flagship outreach program, Starry Nights. It will also house the SFU Astronomy Club, and serve as a resource for astronomy classes and student research.

- The President’s Faculty Lecture Series: A public program aimed at showcasing outstanding SFU faculty and their research, and strengthening relationships between the University and the many communities SFU serves. The 2015-16 program featured four SFU faculty speakers, including Dr. Krishna Pendakur, professor of economics, who spoke at the Shadbolt Centre for the Arts in Burnaby and engaged the audience with the following question, “What does inequality really mean in Canada? 99% of us want to know.”

- Engaging with local neighbours: A series of events were held to improve and deepen the relationship between SFU Burnaby and the residential community at UniverCity. A three-session dialogue, facilitated by SFU Public Square, resulted in a number of joint actions, including improved signage and way-finding, as well as
increased communication of University events, which will also benefit all community visitors to SFU Burnaby.

- A strong relationship between SFU and the Burnaby Board of Trade (BBOT) that featured a shared purpose to develop strong networks within Burnaby to represent the interests of the Burnaby business community to local government, and to foster economic development in Burnaby. The 2015 partnership agreement between SFU and the BBOT included SFU platinum sponsorship of four particularly important community-university-government receptions:
  - The Local Government Reception which offered attendees a chance to engage directly with Burnaby’s local elected officials, including provincial MLAs, Burnaby Mayor Derek Corrigan, Burnaby City Councilors, and Burnaby School Board Trustees.
  - The Burnaby State of the City Luncheon which featured a presentation from Burnaby Mayor Derek Corrigan on City Hall's plans for Burnaby over 2015 and the coming years, and a first-hand account on what residents could look forward to for their communities, their families, and their businesses in Burnaby.
  - The Burnaby Business Excellence Awards which honoured and celebrated businesses, entrepreneurs, and not-for-profit organizations for their contributions to the local economy and community.
  - The Distinguished Speaker Series which featured Andrew Petter, President and Vice-Chancellor of Simon Fraser University and his presentation: "BC's Innovation Engines: How Universities Can Help Us Win in the Global Economy."

- Engaging alumni and community: SFU’s 50th year-long anniversary celebration served to connect the University with alumni and the community, as well as engage students, staff, and faculty. Over 200 charter students who began with the University in 1965-66 participated in the launch festivities at SFU’s Burnaby campus. The celebration year ended in May 2016 when SFU and the City of Burnaby co-presented the Burnaby Festival of Learning, a week-long celebration of learning with more than 50 free events that informed, engaged, and sparked creative conversations between diverse audiences. The Burnaby Festival of Learning kicked off with a Rhododendron Festival, which promoted the long-term sustainable, ecological health of communities. Other feature events included:
  - Bugs and Bodies: An Introduction to Forensic Entomology.
  - SFU Science Rendezvous and International Astronomy Day.
  - Beer Tap and Learn, complete with samples of experimental beer derived from the intricate ecology of yeasts produced by social wasp hosts.

**Vancouver**

In the past 26 years, SFU’s Vancouver campus has grown from a small storefront continuing studies operation to a broad-based urban university campus. Today, one in six undergraduate and one in four graduate students take courses at the Vancouver campus. They join thousands of working professionals enrolled in diploma programs, hundreds of seniors attending lectures,
and 40,000 citizens and conference attendees who are engaged in events annually at one of the downtown campus sites.

The campus includes the original Harbour Centre facility, the Morris J. Wosk Centre for Dialogue, the Segal Graduate School of Business, the Goldcorp Centre for the Arts, the Bill Reid Gallery, the performance and study complex and visual arts studio space at 611 Alexander, the newly opened SFU Venture Labs in the Harbour Centre Tower (an integral part of the SFU Innovates strategy), and the new Innovation and Residence Centre, 300 West Hastings (scheduled to open summer 2016).

SFU’s Vancouver campus represents the hub of the downtown educational precinct, with each site deeply engaged with its internal and external communities:

- The Goldcorp Centre for the Arts (GCA) contains six public performance venues, offering cultural, community, and artistic programming within the innovative, mixed-use re-development of the historic Woodward’s district. Festivals include Indian Summer, PUSH, and the VIFF. The VanCity Community Engagement Office at the GCA has multiple partnerships with neighbourhood organizations (e.g., Pivot Legal, Strathcona Community Centre, and Project Limelight), provides custom programming for local residents (e.g., Cultural Democracy 101 and Journalism 101), and organizes dozens of public events on relevant current issues, such as sustainability, housing affordability, human rights, and gender and justice.

- SFU’s Continuing Studies continues to expand its offerings with programs in restorative justice, human resources, community capacity building, seniors’ programs, and journalism.

- The Beedie School of Business continues to offer pioneering, innovative graduate degrees, including the EMBA in Aboriginal Business and Leadership, and the Americas’ MBA for Executives.

- The ground-breaking, award winning programs under the Centre for Dialogue umbrella (City Studio, Semester in Dialogue, Carbon Talks, Renewable Cities, and Public Square) passionately engage students and animate the public arena with dialogue on critical issues.

- The SFU Ventures Lab provides support and mentorship for technology startups and entrepreneurs as they roll out their products and services.

- Each site of the SFU Vancouver campus is deeply engaged with the downtown community in multiple ways: engaging in ground-breaking research in mental health and addiction issues; providing community access and programming in the Downtown Eastside; supporting social innovation and technology startups; offering free public lectures, seminars, and dialogues on key urban issues; engaging with business and government representatives to enhance the downtown experience; and providing students with state-of-the-art learning environments.
Surrey

Established in 2002, Simon Fraser University's Surrey campus is a 342,000-square-foot architectural masterpiece, located at Central City in Surrey. The building, designed by acclaimed architect Bing Thom, has won numerous national and international awards.

Located in one of Canada’s largest and fastest growing cities, SFU Surrey is adjacent to the Surrey Central SkyTrain station and transit bus loop, putting SFU students just minutes away from the resources available at SFU’s Burnaby and Vancouver campuses, and conveniently connecting them to the Metro Vancouver and South Fraser communities. SFU Surrey is uniquely situated in the middle of BC’s next great metropolitan core where Surrey’s City Centre is undergoing a complete revitalization. The result will be the emergence of BC’s next metro centre, which will include Surrey City Hall, the Fraser Health Authority, and Canada’s largest RCMP headquarters. City Centre, which currently includes a flagship library, will also be developing a community plaza; a premium hotel and residence; new commercial and residential developments combined with, and adjacent to, award-winning Central City; a large-scale urban park; recreational facilities; and outstanding SkyTrain and transit bus access.

SFU Surrey offers an urban and friendly campus environment where classes are small and academic experiences are rewarding, all set against the backdrop of a stunning architectural facility that embodies some of the world's most innovative design and technological features. Its co-operative education and student exchange opportunities are second-to-none, and its in-class and experiential learning experiences are rich with the cultural diversity of students from around the world. Each year, professors encourage approximately 7,000 students in their pursuit of academic excellence through unique programming in computing science (software systems), interactive arts and technology, mechatronic systems engineering, entrepreneurship, finance, marketing, management and systems science, mathematics operations research, science, criminology (police studies), education, health sciences, credit and non-credit courses, and programs in continuing education.

In 2013, SFU and the TD Bank Group announced the launch of the SFU Surrey-TD Community Engagement Centre (CEC). The SFU Surrey-TD CEC works in partnership with community groups to provide learning and social and community development opportunities at the SFU Surrey campus, in the community, and at the Surrey City Centre Library. Fostering connections between SFU and the ethnically diverse and growing South Fraser community, the SFU Surrey-TD CEC connects children, adults, and community members with SFU students, faculty, staff, and community partners through a range of courses, workshops, and experiences.

5.3.3. Alumni

SFU alumni are reaching positions of influence and making vital contributions to the world. Alumni are SFU’s largest, fastest growing, and potentially most influential stakeholder group. With more than 135,000 alumni in over 130 countries, this group serves as SFU’s greatest global ambassadors, building SFU’s reputation through their accomplishments and expanding
SFU’s reach through their connections. Alumni also support the University and its students in multiple capacities, including recommending SFU to prospective students, employing SFU co-operative education students, hiring SFU graduates, and contributing toward scholarships and bursaries that support the next generation of alumni. Alumni are both the best indication of what SFU has been in the past, and the best indicator of what SFU can be in the future. Learn more at www.sfu.ca/alumni

5.4. Leveraging Institutional Strength

To achieve its Vision/Mission, SFU relies upon the strength and flexibility of its infrastructure. From faculty and staff, to IT support, to building maintenance, and many other support units and services, SFU subscribes to the maintenance of a healthy and strong institutional infrastructure to fulfill its Vision/Mission.

5.4.1. Faculty and Staff

All Simon Fraser University employees belong to one of seven employee groups, five of which participate in collective bargaining. Bargaining groups include:

- The Faculty Association (SFUFA)
- The Teaching and Support Staff Union (TSSU)
- The Administrative and Professional Staff Association (APSA)
- The Canadian Union of Public Employees (CUPE Local 3338)
- Poly Party – which collectively bargains on behalf of tradespeople belonging to several unions with small numbers at SFU

A small group of “excluded” staff (the sixth group) does not bargain individually or as a group; their salaries tend to be based on settlements negotiated with APSA. The senior administrative staff that includes the President, Vice-Presidents, Associate Vice-Presidents, and Deans comprises the seventh group.

In 2014, the Faculty Association was certified as a union and is currently negotiating its first contract as a union with the University.

5.4.1.1. SFU as an Employer

In November 2015, for the ninth consecutive year, SFU was chosen as one of Canada’s top 100 employers and one of the most family-friendly workplaces by Mediacorp Canada, the country’s leading employment periodicals publisher. Mediacorp evaluates employers using eight criteria:

- Physical workspace
- Work atmosphere and social atmosphere
• Health, financial, and family benefits
• Vacation and time off
• Employee communications
• Performance management
• Training and skills development
• Community involvement

SFU scored consistently high in all eight categories. Some of the employee benefits that scored particularly high are:

• SFU provides generous maternity and parental leave top-up payments for employees who are new mothers, fathers, or adoptive parents and manages an onsite daycare facility, which they may take advantage of upon their return.

• Employees at the Burnaby campus may take advantage of a range of onsite amenities, including a nap room for employees who need a quick rest during the busy day, employee lounge and subsidized access to fitness facilities, which include state-of-the-art exercise equipment, volleyball, basketball, and badminton courts, swimming pool, sauna, and shower facilities.

• SFU’s employees and students enjoy a unique campus located on the top of Burnaby Mountain that offers breathtaking views overlooking Burrard Inlet and the surrounding city. The campus is also central to the ongoing new urbanist development project (UniverCity) designed to encourage sustainable lifestyles in a community that is home to 10,000 people atop the mountain.

5.4.1.2. Faculty Recruitment and Retention

SFU places a priority on being able to attract and retain highly qualified and productive faculty. Over the past five years, approximately 1% of faculty members per year (on average) have chosen to leave the University for reasons other than retirement. Retirement rates have remained lower than expected due to the elimination of mandatory retirement and uncertain economic conditions.

Faculty renewal at SFU is continuing in 2015-16 with all Faculties undertaking searches. The annual Faculty Renewal Plan, produced by the Vice-President, Academic, outlines the current status of the faculty complement and proposed activities regarding faculty recruitment and retention.

A number of initiatives and services aimed at recruitment, retention, and faculty development are in place at SFU:

• Retention awards to assist in the retention of outstanding faculty.
• Recognition of teaching and research excellence through the annual Excellence in Teaching and University Professor awards.
• Vigorous promotion of faculty accomplishments in local and national news outlets.
• Provision of one-on-one assistance by grants facilitators to assist in obtaining research grants.
• Teaching and Learning Centre programs designed to support development of teaching skills.
• The University Innovation office, which assists faculty entrepreneurs.
• Assistance to new faculty with relocation and immigration issues.
• Provision within SFU’s residential development, UniverCity, of housing geared specifically for SFU faculty and their families.
• A mortgage subsidy program to assist in the purchase of a first principle residence in the Lower Mainland.
• Progressive benefit programs and parental leave benefits; generous relocation and professional development reimbursement programs; and tuition waivers in SFU programs for faculty, their spouses, and children.
• Programs emphasizing sustainability, health, and wellness are available to all as well as access to extensive fitness facilities and programs.
• An innovative elementary school, University Highlands Elementary, opened in the UniverCity community in 2010.
• An annual New Faculty Orientation program is provided by Academic Relations.
• A comprehensive education program for new chairs and directors was implemented in 2013-14.
• Advice and assistance to the University community about human rights and related matters are provided through the SFU Human Rights Office.
• Mentoring for researchers in all fields, including grant facilitation through the Office of the Vice-President, Research.
• Recently revamped University websites for faculty and staff provide easily accessible and current 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 March 2016 standing at 35.2%.

5.4.2. Finance

5.4.2.1. Budgets

Government Funding

The 2013 BC provincial budget included a $50 million cut to the government grant for the post-secondary sector over a period of three years. SFU’s provincial operating grant was reduced by $2.3 million in 2014-15 and a further $2.96 in 2015-16.
SFU has been working proactively and collaboratively with the province on the deferred maintenance issue, which extends, to a large degree, to all post-secondary institutions in British Columbia. SFU has received annual maintenance and rehabilitation funding in the range of $2 million to $3 million per year from the province’s Routine Capital program, but in 2015-16 this figure saw a one-time increase to $12.9 million. In addition, for 2015-16, $25 million of operating funding was transferred to deferred capital contributions to fund on-going and future deferred maintenance projects.

Government of Canada operating grants were budgeted at $8.2 million for 2015-16 but are expected to finish the year slightly lower at $8.1 million.

**Tuition and Student Fees**

Tuition and student fees are also a major source of operating income and have increased to $235.1 million for 2015-16, exceeding provincial grant funding. The increase is due primarily to a 2% tuition fee increase for undergraduate and graduate programs, and an additional 8% increase in international undergraduate tuition.

In some Faculties, differentiated tuition fees have been implemented to reflect the higher cost of delivering specialty and professional programs. Since 2005, provincial government policy has limited tuition fee increases to 2% annually. This remained in effect for 2015-16 but is not applicable to international students.

**Other Revenues**

Other revenues are projected to increase as tuition and fees from international students are anticipated to have a positive impact on the royalty payments received from Fraser International College (FIC). In addition, the revenues generated from Ancillary Services are expected to cover all related expenses and debt service payments, as well as provide reinvestment to ensure long-term sustainability.

**Expenses**

Salaries and benefits comprise the majority of the University’s operating expenses. With nearly 2,700 continuing full-time employees, as well as part-time and temporary faculty and staff, salary and benefit costs comprise 67% of total budgeted operating expenses for 2015-16. Salary and benefit cost increases associated with progression through the ranks and step increases are not funded by the government.

**University Priority Fund**

Other budgeted expense increases relate to increased investment in strategic initiatives funded through the University Priority Fund (UPF). 2015-16 was the final year for accepting new applications into the existing UPF process. However, approved awards that span multiple years will be considered for future funding to ensure the relevant projects reach their stated longer term objectives.
In an effort to better align the UPF with institutional priorities, a new process has been undertaken to identify University-wide strategic investments that advance SFU’s “engaged university” vision and goals, differentiate SFU, and establish SFU as a leader. This renewed process has reduced the number of investment candidates and focused spending on major initiatives to maximize the impact on the University and its global reputation.

5.4.2.2. Investments

SFU’s endowment fund ended 2015–16 at $400.9 million, driven by a strong year of donations and investment earnings. SFU’s endowment fund consists of over 800 individual endowments that provided $15.7 million of support in 2015-16 for academic programs, professorships, student financial aid, athletics, library materials, and research.

In 2014–15, SFU adopted a new Responsible Investment Policy and became a signatory to the United Nations Principles for Responsible Investment (UN PRI). The new policy provides for governance of SFU’s investment strategy consistent with the UN PRI and the University’s investment objectives, with greater emphasis on environmental, social, and governance (ESG) factors in investment decisions. The University continues to review its portfolio and portfolio management team to ensure compliance with the UN PRI and to identify ways to further enhance its sustainable investment position.

5.4.2.3. Capital and Infrastructure

The University’s capital strategy is based on four strategic initiatives that will significantly contribute to SFU’s goals by fostering supportive campus environments for students, research, and the community:

1. SFU Surrey Expansion
2. SFU Burnaby Renewal and Rehabilitation
3. Community Engagement
4. Sustainability

Over the past few years, SFU has experienced significant growth in support of the accessibility agenda of the Province of British Columbia. However, much of this growth is a result of the University surpassing its per student funded targets, which puts excess stress on the University’s infrastructure. Total student FTE enrolment grew by 57% during the period from 2001-02 to 2015-16, but the space inventory during this time has not kept pace, increasing by approximately 47%. Consequently, capital plans include new building projects to accommodate past growth and to add system capacity. It is assumed that the facilities and infrastructure necessary to accommodate normal and/or targeted enrolment growth will be funded by the Ministry of Advanced Education in accordance with the BC Space Standards.

As the University celebrates its 50th anniversary year, aging campus facilities are experiencing ever-increasing issues related to health and safety deficiencies, lack of
functionality, and unreliable and inefficient building systems. In total, over half of the capital projects described below are targeted to renew or replace existing facilities and infrastructure.

**New Priority Projects**

**Surrey – Sustainable Energy and Environment Systems program**

**Burnaby – First Peoples’ House**
In planning phase. Estimated cost $12 million with target completion in 2018-19.

**Surrey – Health Systems Innovation and Sustainability**
In preliminary planning phase. Estimated cost $90 million with target completion in 2020-21.

**Surrey – Business and Creative Technologies**
In preliminary planning phase. Estimated cost $90 million with target completion in 2021-22.

**Surrey – Innovative Teaching and Other Facilities**
In preliminary planning phase. Estimated cost $36 million with target completion in 2021-22.

**Renewal/Replacement and Infrastructure Projects**

**Burnaby – Shrum Science Centre (Biology) Replacement**
In preliminary planning phase. Estimated cost $75 million with target completion in 2020-21.

**Burnaby – Library and Student Learning Commons Renewal**
In preliminary planning phase. Estimated cost $60 million with target completion in 2019-20.

**Burnaby – Shrum Science Centre (Physics) Renewal**
In preliminary planning phase. Estimated cost $50 million with target completion in 2020-21.

**Burnaby – Convocation Mall Renewal**
In preliminary planning phase. Estimated cost $30 million with target completion in 2020-21.

**Student Housing Projects**

**Burnaby – Student Residence Expansion – Phase 1**
In preliminary planning phase. Estimated cost $37.5 million with target completion in 2018-19.

**Burnaby – Student Residence Expansion – Phase 2**
**Major Ongoing/Planned Self-Funded Projects**

**Burnaby – Multi-Purpose Complex Envelope Replacement and Upgrade**

**Burnaby – Data Centre**
In construction phase. Estimated cost $9.5 million with target completion in 2016-17.

**Burnaby – SFSS Student Union Building and Stadium**
Student Union Building in construction phase with target completion in summer 2018. Stadium in design phase. Estimated cost $64.5 million (funded by SFSS).

**Burnaby – Student Residence Demolition – Louis Riel House**
In demolition phase. Estimated cost $5.5 million with target completion in fall 2016.

**Burnaby – Athletics and Recreation – Lorne Davies Complex Renewal**
In preliminary planning phase. Estimated cost $10 million with target completion in 2018-19.

**Burnaby – Athletics and Recreation – Field House**
In negotiation phase. Third party developer would provide the estimated $15 million with target completion in 2019-20.

**Burnaby – Art Gallery**

**Burnaby – Bio-Mass Central Heating Plant**
In negotiation phase. Third party utility provider would provide the estimated cost of $20 million with target completion in 2018-19.

**5.4.2.4. Financial Statements**

The most recent Audited Financial Statements are available at:

[http://www.sfu.ca/finance/publications.html](http://www.sfu.ca/finance/publications.html)

**5.4.3. Information Technology**

**One Information System**

The future of Information Technology at SFU requires unification of the vast and diverse array of people, processes, data, and technologies into a seamless system. Information Technology (IT) Services is referring to this vision for all Information Systems (I.S.) as One I.S. Creating One I.S. requires integration of the University’s core administrative systems, development of a single integrated teaching and learning ecosystem, and implementation of a unified research computing environment.

Integrating SFU’s administrative systems requires development of interfaces linking its independent PeopleSoft system silos and developing tools to ensure they work together as a single system. It means creating a shared database capability to ensure the University makes decisions based on a single source of the data truth.
IT Services will integrate the University’s various teaching and learning tools onto a set of consistent platforms that are tightly integrated. By using a consistent information system architecture, IT Services will provide the best support possible to the University’s teaching and learning Vision/Mission.

Improving service to SFU researchers starts with unifying the research computing environment into an understandable collection of services that are consistent, easy to find, and well supported. The University’s strategic emphasis to be the preeminent leader in Canadian research computing demands exceptional effort from IT Services.

To achieve this vision, close co-operation and collaboration across all information systems providers throughout the University is required. This vision of unified information systems also requires significant internal improvements within the IT Services organization.

**Strategic Priorities**

To support this vision, IT Services is focusing on improving leadership, investing in people, strengthening customer service, implementing the new stewardship process, enhancing project management processes, creating a planning framework, improving its operational processes, creating an enterprise architecture, and measuring its performance.

**Leadership**

IT Services is moving forward as a synchronized unit by strengthening its core and building bridges between the groups within its department to achieve the vision of One I.S.

**People Investment**

IT Services is investing in people and leveraging the vast educational resources of the University to maintain pace with new information systems innovations.

**Customer Service**

IT Services is enhancing customer service by focusing on relationship management throughout the University. Better relationships lead to better communication, which naturally allows the University to understand its customers better and to ultimately improve the quality of service it provides.

**Stewardship**

A new stewardship process has been designed to engage the University’s customers. Its purpose is to help IT Services make informed decisions regarding its services. These decisions include setting priorities, approving all projects, ranking initiatives, reviewing process performance, assessing risk, and providing strategic planning guidance.

**Project Management**

To ensure the University’s investments in new initiatives are managed prudently, consistent project management processes are necessary throughout the IT department. Every project will include a business case to explain why it is needed, a project plan to define how it will be implemented, regular reporting to monitor progress, change control to manage schedule, scope,
budget updates, and formal closure processes.

**Planning**
The stewardship model provides the guidance to develop a planning process. The purpose of a formal planning process is to develop a long term strategic plan with a set of goals that are aligned with the strategic Vision/Mission of the University. The next step is implementing an annual planning process to define and measure IT Services’ yearly initiatives and how these initiatives are linked into the strategic goals.

**Process Focus**
IT Services is applying information systems best practices, particularly ITIL (Information Technology Infrastructure Library), to create well-documented industry-standard processes. Initiatives such as a change advisory board will be implemented to reduce risk, improve service, and increase value to the University’s customers.

**Enterprise Architecture**
Development of a formal enterprise architecture will help advise planning and future decision-making for information systems. It will also inform development of key information systems initiatives by defining data models, applications systems, and computing platforms.

**Metrics**
IT Services is introducing monthly status reports with the intention of delivering on two key benefits. First, it will share with the University what the department does. Everyone will be aware of what everyone else is doing, which will improve co-operation and coordination across the organization. Second, the reports will begin to report on performance metrics, which will promote transparency by allowing the University community to see where the department is spending its money.
Information Technology Summary

All of the above changes will inevitably lead to University-wide cultural changes in information systems. Greater engagement of the University in IT Services’ decision-making processes, more focus on relationship management, long term systems plans, and increased integration of information system architectures all lead to a unified and integrated approach toward information systems across the entire institution.

5.4.4. Library Services

The SFU Library and its services go far beyond a traditional print collection of over 3 million volumes and 3,500 print journal subscriptions to include 71,000 e-journals, and more than 10 million digital volumes in total. The Rare Books and Special Collections division develops and manages extensive holdings of rare books, manuscripts, organizational archives, visual material, and oral histories, with a current collecting emphasis on content reflecting the literary, political, and cultural history of British Columbia. Services to students 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. The Research Commons provides a range of services enhancing success for graduate students, such as Thesis Boot Camps, advanced workshops and support for research software, and graduate-level writing support.

The Library’s facilities on all three SFU campuses provide access to collections, in-person research assistance, and study space. Reference and information services are also offered through many virtual channels for the convenience of researchers via telephone, through email, chat and text messaging, and twitter. Technical advice is offered in co-operation with IT Services. The BC Electronic Library Network is hosted by the SFU Library, a synergistic
relationship that has fostered online support, resource sharing, and electronic journal licensing for all BC post-secondary libraries. The Electronic Health Library of BC, supporting online information service to health services educational, training, and practitioner organizations, is also hosted by the SFU Library.

The SFU Library is a leader in digitization and software development projects in Canada, providing access to over two million pages through its Multicultural Canada and other digitization projects. The Library also supports digitization projects for such institutions as the University of Victoria, Brandon University, and the Prince George Public Library. The SFU Library makes all SFU theses and dissertations freely available online via Summit, the SFU Research Repository, which also houses academic papers, video, audio, and other scholarly output from the University community. The SFU Library is the primary development site for open source software from the Public Knowledge Project (PKP). The PKP software suite includes the Open Journal System (OJS), now used by over 14,000 scholarly publications, and other PKP software for monograph publishing, conference management, and internet metadata harvesting. The SFU Library is also the home for the reSearcher software for electronic resource access and management. The Library’s research data repository platform, Radar, provides a long-term digital preservation solution for research data in a variety of formats. The Library is also collaborating closely with SFU researchers on innovative Digital Humanities projects, creating scholarly digital editions, data visualization and modelling, and other new forms of digital scholarship. These digitization and development activities have brought in income to support other Library ventures and have enhanced SFU’s and BC’s reputations for technological innovation and entrepreneurship.

5.4.5. Sustainability at SFU

In 2008, SFU’s longstanding commitment to “sustainability” found expression in a new Sustainability Policy, which formed the foundation for SFU’s first Sustainability Strategic Plan (2013-2016).

The Policy articulates two principles that ultimately shaped the Plan. The first is that sustainability is an “institutional priority for all University activities, providing a foundation on which SFU may establish itself as a leading institution in the transition to a sustainable society.” The second is that each Vice-President is “responsible for reviewing Sustainability Action Plans for their portfolios, and for approving actions, schedules, and funding to implement them.”

The Plan calls on members of the SFU community to see the work they already perform, whether academic or supporting, as a means of developing and contributing to more sustainable ways of being, including working in the world.

Since the development of the Plan, SFU has achieved several high profile successes including but not limited to:

- Earning the prestigious AASHE Sustainability Tracking Assessment and Rating
System (STARS) Gold 2.0 rating for University-wide sustainability efforts.

- Reducing greenhouse gas (GHG) emissions for the University's operations to 16% below 2007 levels while growing in space and in numbers.
- Transforming the University's waste management system by replacing all interior garbage bins with zero waste stations and introducing organics recycling. This significantly increased SFU's diversion of waste from landfill from 25% in 2012 to 70% in 2015, and ultimately winning the University three awards.
- Developing a Bachelor of the Environment, Master's in Ecological Restoration, and a fellowship program for emerging social entrepreneurs.
- Achieving Fair Trade Canada designation and winning the Fair Trade Canada award in 2014.
- Developing a comprehensive and leading University Energy Utilization Policy.
- Signing onto the UN Principles for Responsible Investment and creating a Responsible Investment Committee of the Board.
- Developing a leading edge Sustainability Reporting Initiative (SRI) to make progress data more accessible and transparent.

The University is now in the process of developing 20-year goals and the next Sustainability Strategic Plan (2017-2021). In order to develop these goals and the five-year plan, the University is conducting a University-wide and year-long community engagement initiative titled “SFU 2021.” This extensive engagement initiative is designed not only to produce the goal and plan outcomes but also to connect all the different departments and units in a shared project that will go a long way to linking and uniting the many different groups across the three campuses. It will give the external communities in and around SFU a chance to help shape the future direction of the University.

5.4.6. Programming for the Future

5.4.6.1. Student Focused Programming

SFU’s strategic planning processes will continue to address the current British Columbia post-secondary 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 a 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 possess technological sophistication in their ability to use and adapt to emerging technologies while also acquiring full confidence in their abilities to evaluate the impact of those technologies on their lives and the world. SFU’s curriculum and internationalization strategies should
provide graduates with an understanding of other cultures and an appreciation for the value, inevitability, and complexity of interacting in a globalized environment. Students should also have acquired the ability to identify and evaluate information resources. Their SFU experience will nurture the qualities and virtues imperative for a democratic society: compassion, empathy, ethical and moral values, and tolerance.

SFU NOW (Nights or Weekends) reflects SFU’s response to the demographic trends by illustrating a need for more part-time credit studies for older working adults. Within BC, there are only a few competing part-time degree studies programs for a learner seeking face-to-face experiences, and there is little emphasis on non-cohort-based, part-time degree studies for working adults. Since it began, SFU NOW (Nights or Weekends) has demonstrated steady growth, providing undergraduate education specifically for the working adult student who cannot attend classes during the day. All SFU NOW classes are scheduled on weekday evenings and weekends. This program allows students to earn a full Bachelor of Arts degree or take arts courses toward another degree program.

In January 2014, the University Senate endorsed the creation of a Task Force on Flexible Education (TFFE). The Task Force submitted its recommendations in August 2015 regarding the future directions the University should take in developing and sustaining flexible education opportunities for its students and instructors. The focus of the TFFE was on technology-supported learning, including the use of fully online programs and fully online courses, “blended” approaches (the integration of digital resources and other media into more traditional learning environments), and mobile learning. The recommendations are grouped into five themes: designing engaging and responsive programs, fostering student agency, connecting teaching with research and practice, enhancing learning environments (both digital and physical), and aligning educational research and services for the future. SFU is now determining the most appropriate approaches to implement the recommendations.

SFU continues to expand its close working and collaborative relationships with other BC post-secondary institutions and with local school districts. A number of memoranda of understanding have been signed and subsequent partnering initiatives have been operationalized, creating opportunities that support the smooth flow of students in specific disciplines between the collaborating institutions, either through dedicated pathways or through joint programming. These and other related agreements allow for such initiatives as inter-institution program laddering and concurrent registrations, allowing for a more effective use of teaching infrastructure, and benefitting both students and the entire BC post-secondary system. Agreements with local school districts offer dual-credit opportunities for secondary students, providing advanced educational experiences at SFU that grant both high school and university credit that students can use to further their education opportunities.
5.4.6.2. Planned Growth in the South Fraser Region

Surrey is one of the fastest growing cities in Canada. Through its commitment to the expansion and growth of its Surrey campus, SFU is striving to fill the demand for access to higher education in the South Fraser Region of BC.

SFU Surrey is the only research university in the South Fraser region. SFU Surrey has launched over 30 academic programs, and has exceeded the Ministry’s first phase target of 2,500 FTEs by 650 FTEs. Over 8,300 undergraduate and graduate domestic students enrolled in at least one course at the Surrey campus in 2015-16. This does not include over 2,200 registrants in over 80 Lifelong Learning programs and courses over the same time period.

**New Surrey Expansion**

In consultation with local business, government and community, school districts, and other post-secondary institutions, the University is planning to expand programming to meet the social and economic needs of both the region and the province.

SFU’s growth strategy to double the campus student population over the long-term will be spearheaded by three new program areas:

- Sustainable Energy and Environment Systems
- Health Systems
- Creative Technology

These three program areas will be built on a foundation of academic and research innovation and are bridged by the theme of innovation and entrepreneurship.
Major Strategic Risks
6. Major Strategic Risks

6.1. Risk Management

The University operates in an increasingly complex environment and must assume certain risks in order to meet its objectives and realize its Vision/Mission. To successfully manage strategic risks, a framework for risk identification, measurement, and monitoring has been implemented, and the most significant risks are reported to the Audit, Risk and Compliance Committee of the Board of Governors annually in November. Two key strategic risks facing the University and the steps the University is taking to mitigate these risks are discussed below.

6.1.1. Deferred Maintenance

As SFU celebrates its 50th anniversary year, aging infrastructure on the Burnaby campus requires significant rehabilitation and renewal to extend the useful life of facilities and to improve the sustainability and functionality of these facilities. According to the Facilities Condition Index (FCI), 57% of Burnaby campus academic buildings are in “poor” condition. This is in addition to the deferred maintenance needs of residences, other ancillary buildings, roads, utilities, and campus infrastructure. Learning and research activities are compromised by aged and deteriorated instructional spaces such as classrooms, lecture theatres, and the Biology building. The student experience is also compromised by the poor condition of student residences and existing recreation and athletics facilities. Addressing these critical deferred maintenance and capital renewal requirements directly supports SFU’s Vision/Mission.

The University’s five-year Capital Plan guides decision-making related to the construction and renewal of campus facilities. Over half of the capital projects described in the most recent Capital Plan are targeted to renew or replace existing facilities and infrastructure.

Provincial capital and maintenance funding in 2015-16 has seen a one-time increase from previous years. At $12.9 million, it is significantly higher than recent funding levels of between $2 million and $3 million annually. However, the maintenance backlog remains long and the University is challenged in funding these projects from internal sources, which places significant financial pressure on core University programs. This pressure is partially alleviated by efforts to optimize working capital for maintenance and capital renewal projects. Supplementing these efforts in 2015-16 was the one-time transfer of $25 million of operating funding to help alleviate the most critical maintenance requirements. Also, the continued commitment to draw down $30 million of internal loans earmarked for infrastructure improvements plays a key role in the maintenance plan. Finally, the University has also established a deferred maintenance fund, which contributed $5.0 million in 2015-16.
6.1.2. Pension Funds

Another significant challenge relates to rising costs associated with the University’s defined benefit pension for administrative/union staff and employee future benefit plans for all staff.

Tri-annual actuarial valuations of the pension plan, pursuant to the Pension Benefits Standards Act, determine the contribution requirement, which was $20.3 million for the year ended March 31, 2015. The December 31, 2013 valuation showed a going concern deficit of $30.4 million, up from $16.4 million as at December 31, 2010. As a result, SFU’s contribution rate increased to 17.1% of eligible payroll, up from 15.3% in the previous valuation. The next actuarial valuation will take place on December 31, 2016.

Annual actuarial valuations, pursuant to Public Sector Accounting Standards, determine the pension expense, which was $16.3 million for the year ended March 31, 2015. This valuation showed a $34.5 million pension plan surplus, as compared to a $32.6 million deficit in 2014. This change is primarily attributable to the increase in the discount rate.

While the pension plan situation has indicators of improvement, the defined benefit plan has inherent risk exposures to fluctuations in financial market performance and increasing life spans in retirement. Additionally, some of SFU’s current pension plan provisions are imposing unsustainable costs on the plan. The University’s employee future benefit plans are also subject to the variability and ongoing fluctuations in the financial markets.

The financial risk exposures related to these plans continue to increase, so finding a solution is imperative. Stakeholders are actively engaged in seeking an appropriate, balanced way forward in addressing the plans’ funding and structural gaps.
Performance Reflected by Ministry Measures
7. Performance Reflected by Ministry Measures

The following pages assess SFU’s performance using the measures under the Ministry of Advanced Education’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>

7.1. Ministry Performance Measure: Student Spaces

Ministry Accountability Objective: Capacity

Operational Definition
Number of full-time equivalent (FTE) student enrolments delivered overall and in designated program areas

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Target:</td>
<td>19,990</td>
</tr>
<tr>
<td>2015-16 Actual:</td>
<td>22,181</td>
</tr>
</tbody>
</table>

Exceeded 109.8% % of target

SFU’s total student headcount for 2015-16 was 34,990 students, including 29,591 undergraduates and 5,399 graduates.

With 47% of domestic undergraduate students attending the University on a part-time basis, this equates to 18,582 total domestic full-time equivalent (FTE) undergraduate students. The undergraduate and graduate FTEs for 2015-16 reached 22,181 FTEs, which exceeded the government funded enrolment target of 20,203 by 9.8%.

The majority of students enter SFU’s undergraduate programs either directly from BC Grade 12 or through college transfer. In 2015-16, 47% of SFU’s new undergraduates came from BC Grade 12 with average entry grades of 86.8%. BC College transfer students made up 33% of new students.
7.2. Ministry Performance Measure: Credentials Awarded

Ministry Accountability Objective: Capacity

Operational Definition
The average number of credentials awarded by public post-secondary institutions in the most recent three years

<table>
<thead>
<tr>
<th>SFU's Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Target:</td>
<td>6,500</td>
</tr>
<tr>
<td>2015-16 Actual:</td>
<td>6,867</td>
</tr>
<tr>
<td></td>
<td>105.6%</td>
</tr>
</tbody>
</table>

Total credentials awarded by SFU to students annually have grown by 20% from 2010 to 2015, with bachelor’s increasing by 22%, master’s by 9%, and doctoral degrees by 52%.

The Ministry has been increasing this target steadily for the last five years. SFU has kept pace every year with substantial increases to its actual number of credentials awarded. This year, SFU surpassed the Ministry’s target by 5.6%. It has done this through increasing enrolment in earlier years alongside a continued commitment to the retention of its students. Furthermore, SFU has provided student services and support that add quality to the campus experience, and encourage and promote credential attainment.

SFU will continue to support degree completion by its students by giving priority to teaching excellence, recruiting high-quality students, increasing student financial assistance budgets, increasing access to affordable student residences, and providing increased funding to other student support services.

7.3. Ministry Performance Measure: Aboriginal Student Spaces (FTE)

Ministry Accountability Objective: Access

Operational Definition
Number of full-time equivalent (FTE) enrolments of Aboriginal students delivered in all program areas

<table>
<thead>
<tr>
<th>SFU's Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 Actual:</td>
<td>426</td>
</tr>
<tr>
<td>2015-16 Actual:</td>
<td>443</td>
</tr>
<tr>
<td></td>
<td>104.0%</td>
</tr>
</tbody>
</table>

From 2012-13 to 2015-16, SFU showed an increase of 19.7% in Aboriginal student enrolment as the University continues its efforts to recruit and retain Aboriginal students. The Ministry currently has no target set for this measure.
7.4. Ministry Performance Measure: Student Satisfaction with Education

Ministry Accountability Objective: Quality

**Operational Definition**
Percentage of students who were very satisfied or satisfied with the education they received.

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2015-16 Actual:</td>
<td>91.6% (±0.9%)</td>
</tr>
</tbody>
</table>

The University remains concerned with course availability. In fall 2015, 60% of undergraduate students surveyed are getting the specific courses they want, and 84% of students are getting the number of courses they want each semester. The University will continue its efforts to continually improve this measure, and to set and attain higher goals.

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

7.5 Ministry Performance Measure: Student Assessment of the Quality of Instruction

Ministry Accountability Objective: Quality

**Operational Definition**
Percentage of students who rated the quality of instruction in their program positively.

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2015-16 Actual:</td>
<td>93.0% (±0.8%)</td>
</tr>
</tbody>
</table>

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

An online teaching and course evaluation system was piloted by SFU in the summer of 2015. The system provides feedback from students on teaching and courses, and assists in identifying areas for improvement and automated workflows—all designed for an elevated learning experience.
7.6. Ministry Performance Measure: Student Assessment of Skill Development

Ministry Accountability Objective: Quality

**Operational Definition**

Percentage of students who indicated their education helped them to develop various skills

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Substantially Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Performance</td>
<td>98.6%</td>
</tr>
<tr>
<td>% of target</td>
<td></td>
</tr>
<tr>
<td>2015-16 Actual: 83.8% (±1.1%)</td>
<td>2015-16 Actual 82.5% (±1.2%)</td>
</tr>
<tr>
<td>Written Communication:</td>
<td>2015-16 Actual 82.5% (±1.2%)</td>
</tr>
<tr>
<td>Oral Communication:</td>
<td>2015-16 Actual 81.2% (±1.2%)</td>
</tr>
<tr>
<td>Group Collaboration:</td>
<td>2015-16 Actual 78.7% (±1.3%)</td>
</tr>
<tr>
<td>Critical Analysis:</td>
<td>2015-16 Actual 91.1% (±0.9%)</td>
</tr>
<tr>
<td>Problem Resolution:</td>
<td>2015-16 Actual 78.1% (±1.3%)</td>
</tr>
<tr>
<td>Learn on Your Own:</td>
<td>2015-16 Actual 89.3% (±1.0%)</td>
</tr>
<tr>
<td>Reading and Comprehension:</td>
<td>2015-16 Actual 86.0% (±1.1%)</td>
</tr>
</tbody>
</table>

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

In a further commitment to quality and consistency in education, SFU recently adopted the practice of developing assessable educational goals for all of its programs. Each department is now required to articulate course educational goals as part of the external review process.

SFU is committed to flexible education, as shown by the recent release of the Flexible Learning Education Task Force report. The report highlights a number of actions that support a more engaging and effective student learning experience. New initiatives such as this are intended, in part, to help students acquire the necessary skills needed for their future studies and careers.
7.7. Ministry Performance Measure: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

Ministry Accountability Objective: Relevance

Operational Definition
Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Substantially Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2015-16 Actual:</td>
<td>82.2% (±1.4%)</td>
</tr>
</tbody>
</table>

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

International co-op provides students with a unique opportunity to experience the world while working in their field of study. Students have the opportunity to expand their career horizons while gaining international and intercultural work experience. In the past 15 years, SFU students have worked in well over 1,000 placements around the world.

Student experiences in co-operative education, international study, practicums, internships, and field study offer students exposure to various occupational environments.
7.8. Ministry Performance Measure: Unemployment Rate

Ministry Accountability Objective: Relevance

**Operational Definition**
Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Exceeded 184.2% % of target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Target:</td>
<td>≤ 10.5%</td>
</tr>
<tr>
<td>2015-16 Actual</td>
<td>5.7% (±0.8%)</td>
</tr>
</tbody>
</table>

SFU’s graduates’ unemployment rate is more than half (5.7%) of the provincial target of 12.4%.

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. 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.
7.9. Ministry Performance Measure: Sponsored Research Funding

Ministry Accountability Objective: Capacity

Operational Definition
Total sponsored research funding awarded from federal government, provincial government, and other sources

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Exceeded</th>
<th>% of target</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sources</td>
<td></td>
<td>113.9 %</td>
</tr>
<tr>
<td>2015-16 Target: ≥ 2014-15 actual</td>
<td>$103.1 m</td>
<td></td>
</tr>
<tr>
<td>2015-16 Actual:</td>
<td>$117.4 m</td>
<td></td>
</tr>
</tbody>
</table>

| Federal sources    |          |             |
| 2015-16 Target:    | ≥ 2014-15 actual | $64.1 m |
| 2015-16 Actual:    | $72.8 m    |

| Provincial sources |          |             |
| 2015-16 Target:    | ≥ 2014-15 actual | $4.4 m   |
| 2015-16 Actual:    | $8.6 m   |

| Other sources      |          |             |
| 2015-16 Target:    | ≥ 2014-15 actual | $34.6 m |
| 2015-16 Actual:    | $36.0 m |

Approximately 62% of SFU’s research funding is sourced from the federal government through the Tri-Councils (NSERC, SSHRC, and CIHR), and CFI; 7% comes from provincial sources; and 31% from other funding sources.

Furthering and advancing meaningful research is an integral part of SFU’s Vision/Mission. Faculty are continually pushing the boundaries as evidenced by Re$earch InfoSource’s number one ranking of SFU as the comprehensive Canadian university with the greatest publication impact in FY2014. Furthermore, research-intensive faculty members are continually providing opportunities for undergraduate and graduate students to explore scholarly research through focused course seminars, independent study semesters, and honours and thesis supervision.
### 7.10. Ministry Measures: Summary of Performance

Table 9 – Summary of Performance.

<table>
<thead>
<tr>
<th>Ministry Performance Measure</th>
<th>Exceeded</th>
<th>Achieved</th>
<th>Substantially Achieved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Spaces</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentials Awarded</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Student Spaces</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Satisfaction with Education</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assessment of the Quality of Instruction</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assessment of Skill Development</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assessment of the Usefulness of Knowledge and Skills in Performing Job</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsored Research Funding</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conclusion
8. Conclusion

SFU takes great pride in its Vision/Mission to be the leading engaged university. The essential elements of the Vision/Mission are articulated by three core themes: engaging students, engaging research, and engaging communities. All university planning is now governed by these core themes as SFU strives to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement.

While maintaining enrolments from Vancouver to Maple Ridge, SFU is also committed to meeting the demand for relevant, high quality post-secondary education from the growing population of South Fraser. Working collaboratively with school districts, other post-secondary institutions, and communities at large, and in close consultation with local, provincial, and federal governments, SFU is positioned to expand programming that meets the social and economic needs of the region and the province.

This Institutional Accountability Plan and Report analyzes SFU’s performance and provides a review of achievements relating to the identified goals, objectives, and targets described in the Ministry of Advanced Education’s Institutional Accountability Framework. Of the Performance Measures that the Ministry has asked SFU to report on, the University has exceeded the Measures in three instances, achieved them in four, and substantially achieved them in two. This analysis and these readings indicate that SFU is contributing to the achievement of the Ministry’s goals for the delivery of high-quality post-secondary education in British Columbia.

In support of the BC Skills for Jobs Blueprint, SFU is adding FTEs to disciplines in demand: computing, engineering, mechatronics, and business.

SFU is fulfilling its Vision/Mission and mandate.
## 9. Appendix

### Simon Fraser University

**2015-16 Accountability Framework Performance Measure Results**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th>Actual</th>
<th>Target</th>
<th>2015-16</th>
<th>2015-16</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15</td>
<td>2015-16</td>
<td>2015-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student spaces</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>22,329</td>
<td>19,990</td>
<td>22,181</td>
<td></td>
<td></td>
<td>Exceeded</td>
</tr>
<tr>
<td><strong>Credentials awarded</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>6,504</td>
<td>6,500</td>
<td>6,867</td>
<td></td>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Aboriginal student spaces</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Aboriginal student spaces</td>
<td>426</td>
<td>N/A</td>
<td>443</td>
<td></td>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td>Ministry</td>
<td>426</td>
<td>443</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Training Authority (ITA)</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student satisfaction with education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>91.5%</td>
<td>0.9%</td>
<td>≥ 90%</td>
<td>91.6%</td>
<td>0.9%</td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Student assessment of the quality of instruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>92.7%</td>
<td>0.9%</td>
<td>≥ 90%</td>
<td>93.0%</td>
<td>0.8%</td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Student assessment of skill development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>84.5%</td>
<td>1.2%</td>
<td>≥ 85%</td>
<td>83.8%</td>
<td>1.1%</td>
<td>Substantially Achieved</td>
</tr>
<tr>
<td><strong>Student assessment of the usefulness of knowledge and skills in performing job</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>79.8%</td>
<td>1.6%</td>
<td>≥ 90%</td>
<td>82.2%</td>
<td>1.4%</td>
<td>Substantially Achieved</td>
</tr>
<tr>
<td><strong>Unemployment rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>6.8%</td>
<td>0.9%</td>
<td>≤ 10.5%</td>
<td>5.7%</td>
<td>0.8%</td>
<td>Exceeded</td>
</tr>
<tr>
<td><strong>Sponsored research funding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsored research funding from all sources (million $)</td>
<td>$103.1</td>
<td>≥ previous year</td>
<td>$117.4</td>
<td></td>
<td>Exceeded</td>
<td></td>
</tr>
<tr>
<td>Federal sources (million $)</td>
<td>$64.1</td>
<td></td>
<td></td>
<td>$72.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial sources (million $)</td>
<td>$4.4</td>
<td></td>
<td></td>
<td>$8.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other sources (million $)</td>
<td>$34.6</td>
<td></td>
<td></td>
<td>$36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes:

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".
N/A - Not applicable


2 Results from the 2014-15 reporting year are based on data from the 2014-15 fiscal year; results from the 2015-16 reporting year are based on data from the 2015-16 fiscal year. Excludes Industry Training Authority student spaces.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015-16 reporting year are a three-year average of the 2012-13, 2013-14 and 2014-15 fiscal years.

4 Results from the 2014-15 reporting year are based on data from the 2013-14 fiscal year; results from the 2015-16 reporting year are based on the 2014-15 fiscal year.

5 Results from the 2014-15 reporting year are based on 2014 survey data; results from the 2015-16 reporting year are based on 2015 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is 10% or greater.

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

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>110% or more of the target</td>
</tr>
<tr>
<td>Achieved</td>
<td>100% - 109% of the target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>90% - 99% of the target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>Less than 90% of the target</td>
</tr>
<tr>
<td>Not Assessed</td>
<td>Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets</td>
</tr>
</tbody>
</table>
# APPENDIX

## Simon Fraser University

**2014-15 Accountability Framework Performance Measure Results**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2014-15 Actual</td>
<td>2015-16 Target</td>
<td>2015-16 Actual</td>
<td>2015-16 Assessment</td>
</tr>
<tr>
<td>Bachelor degree graduates' assessment of skill development</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td></td>
</tr>
<tr>
<td>Skill development (avg. %)</td>
<td>84.5%</td>
<td>1.2%</td>
<td>≥ 85%</td>
<td>83.8%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Written communication</td>
<td>84.6%</td>
<td>1.2%</td>
<td></td>
<td>82.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>82.7%</td>
<td>1.3%</td>
<td></td>
<td>81.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Group collaboration</td>
<td>78.3%</td>
<td>1.4%</td>
<td></td>
<td>78.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>90.9%</td>
<td>1.0%</td>
<td></td>
<td>91.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Problem resolution</td>
<td>79.3%</td>
<td>1.4%</td>
<td></td>
<td>78.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>89.0%</td>
<td>1.4%</td>
<td></td>
<td>89.3%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>86.9%</td>
<td>1.1%</td>
<td></td>
<td>86.0%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>