Institutional Accountability Plan and Report
2013/14 – 2015/16
June 27, 2013

The Honourable Amrik Virk, MLA
Minister of Advanced Education
PO Box 9080, Stn Prov Govt
Victoria, BC  V8W 9E2

Dear Minister Virk,

We are pleased to present Simon Fraser University’s Institutional Accountability Plan and Report for the period 2013/14 – 2015/16. The document was reviewed and approved by the senior administration of SFU and by our Board of Governors on June 27, 2013.

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

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

Sincerely,

Brian E. Taylor
Chair, Board of Governors

Andrew Petter
President and Vice-Chancellor

Attachment
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1. Executive Summary
1. **Executive Summary**

The Institutional Accountability Plan and Report analyzes SFU’s performance against the Ministry of Advanced Education, Innovation and Technology’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 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 new planning at all levels within the institution:

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

SFU experienced exceptional growth in support of the accessibility agenda of the Province of British Columbia. Total student Full-Time Enrolment (FTE) has grown by 58.8% from 2001/02 to 2012/13, with undergraduate domestic students growing by 38.5%, undergraduate international students by 425.9%, and graduate students by 59.9%. However, since 2008/09, domestic student enrolments have leveled off due to the number of domestic seats funded by the provincial government being fixed. Growth since that time 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 toward programs that meet the urgent needs of British Columbia’s growing economy in areas such as information technology and engineering science, interactive arts, digital media and technology, health sciences, and environmental studies.

To address the diverse needs of learners, distributed options for learning, including on-line and distance education as well as blended models, have been developed. SFU is also 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 fully met. SFU is ready to deliver new programs at Surrey in health, energy, and digital media, if new spaces and capital can be funded. In addition to the ongoing development of the Surrey campus, SFU’s campus infrastructure has grown with the addition of four new academic buildings on Burnaby Mountain and the Goldcorp Centre for the Arts at the Vancouver campus.

This growth in accessibility and infrastructure is a consequence of significant investment by the Province of British Columbia in SFU. At the same time, however, provincial operating grants, in real terms per student enrolled, have declined. The University faces enormous financial pressure to maintain academic quality, to fund the operating costs of new buildings, and to meet government-mandated FTE targets. Neither tuition fees nor the government grant have increased sufficiently to cover inflationary and growth pressures.

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 the lowest overhead of any of the comprehensive universities. But revenues have been supplemented by enrolling increasing numbers of international students, which will inevitably strain physical and human resources, as well as student support services. These mitigation strategies are short-term solutions.
Two additional items pose major risks to the future well-being of the institution: growing deferred maintenance issues at the Burnaby campus and the financial sustainability of the defined benefit pension plan for staff.

This Institutional Accountability Plan and Report required by the Ministry of Advanced Education, Innovation and Technology 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.
2. Institutional Overview
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 (1964), to offer athletic scholarships (1964), to instill student representation on its senate (1967), to create an executive MBA (1968), to implement computerized registration (1970), 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 and main campus atop Burnaby Mountain; the Vancouver Campus which includes Harbour Centre, the Segal Graduate School of Business, the Morris J. Wosk Centre for Dialogue, and the Goldcorp Centre for the Arts; and a campus located in an award-winning tower in Surrey's Central City area.

SFU employs 947 continuing faculty, 2,804 instructors and assistants, 1,797 administrative and support staff, and enrols 35,347 undergraduate and graduate students in the following 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. The Faculty of Applied Sciences includes three schools: Computing Science, Engineering Science, and Mechatronic Systems Engineering, all of which integrate innovative education with world-class research.

The Faculty has 400 graduate students as well as more than 3,000 undergraduate students who have the opportunity to develop meaningful engagement 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, which will allow students to develop a broad skill set and unique approach to problem solving.

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, offered in collaboration with the Beedie School of Business, to support development of high-tech entrepreneurs.

The Faculty has increased its research funding substantially over the past five years, growing to a recent high of $10.8 million in 2011/12. Each School is engaged in research with industry, government, and other academic institutions in a range of areas including the Science and Technology (S&T) priority areas of Canada (i.e., information and communication technologies, health and related life sciences and technologies, environmental science and technologies, and natural resources and energy). This enables our graduate students to experience world-class training in programs leading to MSc, MEng and PhD degrees.
The Faculty has forged strong industry and community partnerships to create experiential learning opportunities, to conduct advanced research with real-world applications, and to give back to the communities in which it operates.

**Arts and Social Sciences**

The Faculty of Arts and Social Sciences celebrates the richness of the human experience across regions, cultures, and time by uniting research and instructional excellence. The Faculty fosters a diverse environment that promotes questioning and discovery within and across the Humanities and Social Sciences. With its 25 departments, schools, and programs, 298 full-time faculty members, and over 14,000 undergraduate and graduate students, the Faculty of Arts and Social Sciences has a presence at all three campuses and is engaged with communities both local and global. Psychologists, economists, and criminologists rub shoulders with historians, writers, political scientists, and philosophers, to mention but seven of the disciplines found in the largest Faculty at SFU.

The Faculty is committed to informing the public of the results of its research and contributing to public understanding of current events. Notable examples include the activities of its various research centres such as the lecture series sponsored by the Centre for the Comparative Study of Muslim Societies and Cultures on contemporary issues in Muslim cultures; a new video series titled *The Aftermath of Murder*, featuring the criminologist Brenda Morrison, that highlights the importance of restorative justice; and the Ruth Wynn Woodward Chair in the Department of Gender, Sexuality and Women's Studies, which brings young scholars to SFU to support and then promote their research through public lectures.

Research in the Faculty both continues the traditions of scholarship in the Humanities and Social Sciences and embraces new methods, techniques, and technologies. Researchers in the Humanities are using computational methods to analyze large data sets, language use, and political trends, to mention a few areas of research. Linguists and psychologists use brain monitoring and imaging equipment to research cognition, emotion, attention, and language processing. Increasingly, eye tracking equipment is used to analyze attention in a wide range of tasks and behaviours.

The Faculty supports innovation in teaching, particularly recognizing the new student demographics, the experiences and skills that it brings to the university, and the challenges that it faces. Faculty teach in a variety of formats from small seminars to very large lecture theatres, and continue to incorporate educational technologies into their pedagogy. The Faculty has accepted a large number of international students, and has played an important role in international recruitment through its contributions to the Fraser International College curriculum and its English as an Additional Language programs.

**Business Administration**

The Beedie School of Business at Simon Fraser University has emerged as a leading institution for management education and research, and a hub for innovation, sustainability, global business, and risk management. Home to the country's first Executive MBA as well as Western Canada's largest undergraduate business program, the School is ranked as Western Canada's leading research institution in the FT40 journals survey. The School enjoys joint accreditation from both the European Federation for Management Development (EQUIS) and the Association for the Advancement of Collegiate Schools of Business (AACSB)—a combination carried by less than one percent of business schools worldwide.

**Communication, Art and Technology**

The Faculty of Communication, Art and Technology (FCAT) works at the intersection of communication, art, and design. FCAT is innovative. It is small/intimate and flat hierarchically. It is multidisciplinary and located in an institutional context that values engagement, as it builds upon foundations of disciplinary excellence in communication, interactive arts and technology, contemporary arts, publishing, and digital media.
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, visual art, visual culture and performance studies, cinema studies, and comparative media arts. The School of Interactive Arts and Technology (SIAT) offers undergraduate and graduate degrees at the nexus of computing, design, and digital media. The Publishing Program is a multidisciplinary, research-based professional program focused on book, magazine, and online publishing, and offering Canada's only graduate degree in publishing. The Master's in Digital Media (MDM) is Canada's first professional graduate program in digital media.

The Faculty of Communication, Art and Technology (FCAT) aims to engage in a set of multidisciplinary projects responsive to society's needs and interests in the creative economy, yet providing space for reflective consideration of alternatives. Its vision is to embed the traditional discipline-driven organization of the university in dynamic and multidisciplinary projects in both teaching and research. FCAT has research strengths in Cultural Policy and Practice, Media Analysis, the Artistic Practice and Social Impact of New Media, Film, Dance, Music Composition, Visual Art, Interactive Systems, and Visual Analytics.

**Education**

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

**Environment**

The Faculty of Environment is committed to being student-centred, creating learning environments that are challenging, collaborative, experiential, interdisciplinary, skill-based, and ethically-informed. Ultimately, the Faculty’s goal is to educate and train the next generation of environmental leaders.

In the face of rapid global environmental change, societies around the globe face growing environmental and developmental threats posed by climate change, loss of biodiversity, resource depletion, and pollution. New models and approaches in meeting the needs of learners are required so that they are prepared to participate in finding solutions to new and emerging environmental challenges that have properties of complexity, uncertainty, interactivity, and rapid change across space and time.

To do this, the Faculty must be strategic, crosscutting, creative, integrative, and forward-looking. Such an approach builds upon the Faculty’s high quality evidenced-based research and teaching, which integrates natural, social and policy sciences, and pure and applied research. By coordinating research and education on environmental issues that matter to our communities, students, faculty, and partners have greater opportunities for knowledge exchange and strategic engagement.

Whether promoting research, education, and dialogue on Canada’s coastal ecosystems, informing and influencing policies in response to climate change, or exploring human/environmental interactions from ancient to modern times, the faculty, research centres, and networks promote community outreach, knowledge mobilization, and collaboration.

Careers in environment-related fields of planning, survey, analysis, evaluation, modeling, assessment, consultation, sustainability, measurement/detection, investigation, conservation, management, and policy formulation await graduates. The Faculty actively recruits partnerships to create experiential learning
opportunities, to enhance the co-operative education model, to conduct advanced research with real-world applications, and to give back to the communities in which the Faculty of Environment operates.

**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 BSc in Health Sciences, a Master of Public Health (MPH) and a Master of Science (MSc) and a PhD in Health Sciences. The MPH is a practice-based program that integrates core public health knowledge with the attainment of professional skills as a public health practitioner, 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 offers a comprehensive suite of undergraduate programs leading to the BSc degree including Actuarial Science, Molecular Biology and Biochemistry, Behavioural Neuroscience, Biological Sciences, Biomedical Physiology, Kinesiology, Chemistry, Earth Sciences, Management and Systems Science, Mathematics, Physics, Statistics, and Operations Research. The Faculty of Science also offers a full range of interdisciplinary programs including Chemistry and Earth Science, Biological Physics, Molecular Biology and Biochemistry, Business Administration and Molecular Biology, and Biochemistry and Computing Science. A full range of graduate programs is also offered.

### 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 Academic Operations 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 the 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 the affiliations with other post-secondary (or secondary) institutions; and to establish a standing committee of final appeal for students in the areas of academic discipline.
3. Strategic Goals and Direction
3. Strategic Goals and Direction

3.1. SFU’s Strategic Vision/Mission

Following an extensive consultation process within and beyond the University, the SFU Vision/Mission was developed. The new 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
  - Equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing world.

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

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

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

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.

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.

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

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

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

SFU will seek opportunities to transfer the results of its research to the broader society, including 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.

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. 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, the recruitment of high quality students, and the development of supporting structures such as its Student Services, IT capabilities, and the Library.

### 3.3. Underlying Principles

In addition to the goals mentioned in the Vision/Mission, 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 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 exists to continually support and foster the Vision/Mission, which is the essential foundation of the University.

The “Planning Wheel” below illustrates how all operational plans integrate to form the University’s Planning Framework. The Academic Plan, Strategic Research Plan, and Community Engagement Plan form the connection between the Vision/Mission and the Faculty and Department Plans. Surrounding these Faculty Plans are the supporting Administrative Plans. The entire Framework is encompassed by the two models in the outer circles—the Financial model and the Governance model.

Figure 2
### 3.5. Ministry Objectives for Post-Secondary Education

SFU’s Alignment with Ministry Goals and the Accountability Framework

Table 1 - The following table demonstrates SFU strategic alignment and support for the Ministry's Strategic Goals.

<table>
<thead>
<tr>
<th>SFU STRATEGIC GOALS and OUTCOMES</th>
<th>Ministry of Advanced Education, Innovation and Technology Goals(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 1</strong> Students are empowered and supported to achieve their education, employment, and training goals.</td>
<td><strong>GOAL 2</strong> A quality post-secondary education system that provides BC with a global competitive advantage.</td>
</tr>
<tr>
<td><strong>Engaging Students</strong></td>
<td></td>
</tr>
<tr>
<td>Students gain the knowledge to complete degree requirements.</td>
<td>✓</td>
</tr>
<tr>
<td>Students acquire skills necessary in an ever-changing world.</td>
<td>✓</td>
</tr>
<tr>
<td>Students apply knowledge in the workplace or further studies.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Engaging Research</strong></td>
<td></td>
</tr>
<tr>
<td>Research is at a high quality level.</td>
<td>✓</td>
</tr>
<tr>
<td>Knowledge is mobilized through partnerships/collaborations with external partners.</td>
<td>✓</td>
</tr>
<tr>
<td>Research is integrated into undergraduate learning and teaching.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Engaging Communities</strong></td>
<td></td>
</tr>
<tr>
<td>SFU is engaged with its alumni.</td>
<td>N/A</td>
</tr>
<tr>
<td>SFU is engaged locally.</td>
<td>✓</td>
</tr>
<tr>
<td>SFU is engaged globally.</td>
<td>✓</td>
</tr>
</tbody>
</table>

\(^1\) Source: Ministry of Advanced Education, Innovation and Technology 2013/14 – 2015/16 Service Plan February 2013
4. Quality Assurance
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 school educational quality and institutional effectiveness.

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

The full accreditation process, which is based on a series of self-assessment studies and NWCCU member peer reviews, is expected to be achieved in 2016. Upon completion, SFU will become the first major Canadian post-secondary research institution to be accredited. This will give SFU a distinct competitive advantage nationally and globally.

Other benefits of institutional accreditation include:

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 learning outcomes, 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.

In fall 2012, SFU submitted a Year One Report to the NWCCU as per the NWCCU’s accreditation requirements. SFU has also asked for, and been granted, permission to apply for early accreditation. Initially, SFU was looking to fulfill all accreditation requirements by fall 2016, but this will now take place in fall 2015.
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>Arts and Social Sciences</td>
<td>PhD-Clinical Psychology</td>
<td>American 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-Accounting</td>
<td>Certified Management Accountants of Canada (CMA Canada)</td>
</tr>
<tr>
<td>Education</td>
<td>Teacher Certification</td>
<td>BC College of Teachers</td>
</tr>
<tr>
<td>Environment</td>
<td>Geosciences</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</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>
</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 provides a stimulating academic environment.

(c) department members participate in the administration of the unit and take an active role in the dissemination of knowledge.
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, currently are, or about to be, involved in an external academic review.

Table 3 – A list of SFU’s external reviews.

<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Recommendations received following site visits</th>
<th>External Reviewers</th>
<th>Action Plan developed and approved by Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>Archaeology</td>
<td>Mar 2012</td>
<td>uToronto / Berkley / uArizona</td>
<td>Sep 2012</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>Apr 2012</td>
<td>Queens / uMassachusetts, Amherst / UCLA</td>
<td>Aug 2012</td>
</tr>
<tr>
<td></td>
<td>Contemporary Arts</td>
<td>Mar 2012</td>
<td>York / Concordia / uCalifornia, Irvine</td>
<td>May 2012</td>
</tr>
<tr>
<td></td>
<td>Molecular Bio &amp; Biochemistry</td>
<td>Apr 2012</td>
<td>Windsor / UBC / York</td>
<td>Sep 2012</td>
</tr>
<tr>
<td>2012/13</td>
<td>Biological Sciences</td>
<td>TBA</td>
<td>uWestern Ontario / uAlberta / uTennessee</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Computing Science</td>
<td>TBA</td>
<td>McGill / uMinnesota / uToronto</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>TBA</td>
<td>George Mason / uWaterloo / Queen’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Sciences</td>
<td>Apr 2013</td>
<td>York / McMaster / uAlberta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Mar 2013</td>
<td>Dalhousie / uToronto / Northwestern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics &amp; Actuarial</td>
<td>TBA</td>
<td>uGeorgia / uToronto / ulowa</td>
<td></td>
</tr>
<tr>
<td>2013/14</td>
<td>Business</td>
<td>TBA</td>
<td>TBD</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gerontology</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interactive Arts &amp; Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td></td>
<td></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 undertaken by external advisors in coordination with SFU Finance. 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 department for comment, and summary information is presented to the University executive team upon completion of the review.

Below are recent administration reviews completed.

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

<table>
<thead>
<tr>
<th>Department</th>
<th>Findings Published</th>
<th>External Reviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Services</td>
<td>Jun 2010</td>
<td>PwC Advisory Services</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Oct 2011</td>
<td>PwC Advisory Services</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Dec 2011</td>
<td>Edge Training and Consulting</td>
</tr>
<tr>
<td>Finance</td>
<td>Mar 2012</td>
<td>GNA Consulting</td>
</tr>
<tr>
<td>Art Gallery</td>
<td>May 2012</td>
<td>GNA Consulting</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences (admin only)</td>
<td>Feb 2013</td>
<td>GNA Consulting</td>
</tr>
<tr>
<td>Parking Services</td>
<td>Jun 2013</td>
<td>Collings Johnston Inc</td>
</tr>
</tbody>
</table>
5. Planning and Operational Review
Planning and Operational Review

Engaging Students

The education of students is the central purpose for any university, and 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.

Teaching and Learning Focus

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

SFU continues to enhance teaching and learning following a review of these activities undertaken in 2009/10. This requires considerable time and commitment. Activities to promote a culture of teaching and learning and advance a new teaching and learning support system remain high priorities. The University’s Teaching and Learning Centre has been reorganized, and a process to support outcomes-based assessment of teaching and learning is under development. Additionally, the sub-committee of Senate responsible for Teaching and Learning is reviewing and improving the process for course-based instructor evaluations.

Experiential Learning

In recent years, experiential education has increased in significance and strategic importance for SFU. As an institution, SFU has been successful at articulating and leveraging the value of long-standing experiential learning opportunities such as co-operative education and field schools. 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.

For the last two years, the Experiential Education Project has focused on documenting and promoting the use of course-based experiential education across all of SFU’s Faculties. The project found that the use of experiential education pedagogies is widely present across SFU’s credit-bearing courses, but truly immersive experiential education opportunities are located in upper-division courses, and as a result, are
not broadly accessible to a majority of students. SFU continues to consider the details and recommendations of the Experiential Education Report, including how best to expand experiential course offerings and more deeply embed internal and external experiential opportunities.

5.1.3. Lifelong Learning

Lifelong Learning is central to Simon Fraser University’s three-pillared vision to be student centred, research driven, and community engaged. Flexible degree completion options are available to students through both SFU NOW (Nights or Weekends) and CODE (Centre for Online and Distance Learning). Students of all ages benefit from wide-ranging non-credit certificates and diplomas that include offerings in business and management, career and life planning, writing and communications, language and culture, and the liberal arts. Certificates in community capacity building and restorative justice, to name only two programs, mobilize best practices discovered through researched models to provide socially responsible innovation. Community engagement is central to Lifelong Learning’s mission. The Seniors Program has over 3,500 registrations annually, not to mention the 1519 attendances at free events. Lifelong Learning’s Philosophers’ Caféés, free discussion forums, attract 3000 attendees annually. Grant-funded programs assist new immigrants to develop marketable skill sets while improving their English, and the Aboriginal Bridge Program, in conjunction with the Faculties of Science and Health Sciences, assists students who wish to make their dream of a university education a reality.

5.1.4. 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. Student Experience has clear implications for a number of critical institutional outcomes: student recruitment and retention, institutional reputation, and alumni support. Successful student experiences are built on a foundation of an engaging student experience, fostered by a supportive learning and living environment, which contributes to a vibrant campus community.

Fostering an exceptional university experience while students pursue their academic, personal, and career related goals cuts across all aspects of university life, and is, therefore, 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 for them both inside the classroom (e.g., quality of teaching, class size, rigour and relevance of the curriculum, accessibility of professors, etc.) and outside of the classroom (e.g., access to courses; housing; 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 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 (BC Two Years Out survey, Globe and Mail survey, International Student Barometer, etc.), as well as institutionally compiled retention and completion data (by Institutional Research and Planning and Student Services).
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, etc. Recognizing that student success is rooted in the collective experiences and successes of all SFU students is of utmost importance to the entire institution. It would be challenging to uncouple experience from success. So, for the purposes of this assessment, these two concepts have been strategically entwined into a single theme: “Student Experience and Success.”

At SFU, student success has been operationally defined in terms of academic success as measured 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 that fail to meet standards over time. Programs such as the Back on Track (BOT) Program and the Student Learning Commons (SLC) are 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 conducts over 3,000 consultations with learners each year.

The Back on Track Program is available to students that 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. Approximately 70% of those completing the BOT program do achieve sufficient CGPAs to allow them to get back on track to good academic standing.

5.1.5. Student Services

Student Services at SFU is a large portfolio that includes Athletics and Recreation, the office of the Registrar, Student Enrolment Services, and Student Affairs in addition to some central support services in communications, finance, and administration. These multiple units are dedicated to ensuring students are recruited, admitted, and supported in their personal, professional, and academic development throughout their career at SFU.

For an organizational chart for Student Services, please see this link: http://students.sfu.ca/content/dam/sfu/students/avp/AVPSOrg-Nov2012.pdf

Student Services at SFU is committed to bettering the student experience by working with other members of the campus community to provide services, programs, and environments that optimize student learning and success. It continues to review and improve the transactional parts of its business to ensure the most effective, cost-efficient, and timely outcomes. It delivers all the programs and services denoted by the service unit titles above, as well as design and deliver innovative programing, specific to the needs of SFU students. It also works with many partners across SFU’s campuses to deliver the programs and service needed to support students’ academic, personal, and professional success. Student Services wants 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 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 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 Terry Fox Campus event, which is coordinated by Recreation in partnership with the Terry Fox Trust and various Faculty and service units.
• 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, supported by Student Services.

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 Certificate in Innovative Leadership I and II; through many volunteer opportunities within Student Services (e.g., Campus and Student Central ambassadors, Peer Mentors, etc.); through opportunities to work as paraprofessionals in various units; through supporting programs such as Work Study for students with financial need wanting a campus work experience; and through full integration as a staff person through various co-op positions within SFU. 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 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 (actively interfacing with over 100 global partners/year for study abroad activities), multiple International professional associations, and Student Success (with award winning national and international recruitment campaigns reaching out to students 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 research and practice in Student Affairs and Services, much of which has been showcased at monthly Lunch and Learn sessions and the annual Student Services professional development symposium.

5.1.6. International Students

As global politics and economics increase the need for intercultural competent graduates, the internationalization of higher education in Canada has become an imperative. The universality of access to knowledge in the information age, the competitive nature of world trade, and the increasing rate of cultural exchange dictate that the international dimension of higher education must keep pace with global change. SFU recognizes the importance of Internationalization and has made it an essential component of the University’s new Vision/Mission as an engaged university. SFU will seek 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 intercultural skills and a celebration of and commitment to diversity. By fostering a culture of inclusion and mutual respect that embraces the diversity and multi-ethnic character of today’s society, SFU welcomes
international students from all countries; the richness of their diversity strengthens SFU’s community. International students are a testament to the University’s Vision to be an engaged university.

In 2005, SFU launched a Dual Degree Program in partnership with Zhejiang University (ZU) in China. This program has annual cohorts of Canadian and Chinese students from both SFU and ZU. Students alternate between terms of study at SFU and ZU, and at the completion of the five-year program they receive degrees from both universities. The first students graduated and received degrees in June 2009. Enrolment targets have been met and the program has been expanded. It has also served as a model for the development of other degree program partnerships with universities in Australia and France, in programs such as Business, International Studies, Communications, and Education. A very recent high profile development has seen the Beedie School of Business partner with four widely respected graduate business schools in North and South America to offer an innovative new 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 to offer university-transfer pathway programs. Fraser International College (FIC) is a private college adjacent to the Burnaby campus that provides transition programs for international students and 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 to study university preparatory courses who then transfer to SFU for degree completion. FIC now has a student body of approximately 1,800 students. From fall 2007 to January 2013, approximately 2,085 students have transferred from FIC to SFU. Students from FIC are being carefully tracked to monitor their academic performance and retention at SFU, and these students continue to perform as well as or slightly better than other international students attending SFU.

SFU has established the administrative structures, fee arrangements, and admission policies to enable it to meet the goal of international enrolment of 19.5%, relative to domestic student enrolment. In 2012/13, SFU exceeded its intake target of 962 new international students. Due to a high number of qualified international students, SFU admitted 116.8% of its intake target or 1,124 new international students in 2012/13. With new initiatives to increase retention of international students, this student body now represents 20.9% of the domestic undergraduate population. 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 practices. 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 internationalize the domestic student population. Many international students remain in Canada 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 5 – Total International Student Undergraduate Enrolment (FTE)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Actual Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International UG - FTE</td>
<td>1,501</td>
<td>1,812</td>
<td>2,417</td>
<td>3,103</td>
<td>3,756</td>
<td>3,979</td>
</tr>
<tr>
<td>% of AVED Funded UG FTE</td>
<td>8.7%</td>
<td>10.1%</td>
<td>13.2%</td>
<td>16.7%</td>
<td>19.7%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>
5.1.7. Enrolment

Changes to the BC population demographics have been discussed in detail in previous documents, but the major changes and their impact bears 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 21 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 2012/13.

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
<td>Actual</td>
</tr>
<tr>
<td>FTE</td>
<td>20,105</td>
<td>21,866</td>
<td>20,215</td>
<td>22,388</td>
<td>20,215</td>
<td>22,796</td>
</tr>
<tr>
<td>% Achieved</td>
<td>108.8%</td>
<td>110.8%</td>
<td>112.8%</td>
<td>112.8%</td>
<td>112.8%</td>
<td>112.3%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
<td>Actual</td>
</tr>
<tr>
<td>FTE</td>
<td>17,682</td>
<td>18,280</td>
<td>17,682</td>
<td>18,593</td>
<td>17,682</td>
<td>19,043</td>
</tr>
<tr>
<td>% Achieved</td>
<td>103.4%</td>
<td>105.2%</td>
<td>107.7%</td>
<td>107.6%</td>
<td>107.6%</td>
<td>107.6%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<tr>
<td></td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
<td>Actual</td>
<td>Funded</td>
<td>Actual</td>
</tr>
<tr>
<td>FTE</td>
<td>2,423</td>
<td>3,586</td>
<td>2,533</td>
<td>3,795</td>
<td>2,533</td>
<td>3,753</td>
</tr>
<tr>
<td>% Achieved</td>
<td>148.0%</td>
<td>149.8%</td>
<td>148.2%</td>
<td>144.5%</td>
<td>144.5%</td>
<td>144.5%</td>
</tr>
</tbody>
</table>

* Source: Government Budget Letter, August 22, 2012

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

5.2. Engaging Research

SFU’s Vision/Mission commits the University to becoming a world leader in knowledge mobilization, renowned for its capacity to disseminate knowledge and 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. Recruitment of stellar faculty who contribute not only to research programs but also to undergraduate and graduate teaching, motivate the next generation of scholars and encourage student participation in research. Such individuals tend to spark students’ interests by providing the latest research perspectives, and 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 members provide opportunities for undergraduate and graduate students to explore scholarly research through focused course seminars, independent study semesters, and honours and thesis supervision. The combination of these elements heightens the experience of both students and faculty and builds loyal alumni.

5.2.2. Strategic Research Plan

SFU recognizes the contributions of all researchers across the entire spectrum of scholarly inquiry at, and associated with, the University. Through its five-year Strategic Research Plan, the University is working to amplify thematic spikes of excellence in its individual research landscape. Led by research and innovation champions, SFU is building capacity in key subject areas under seven research themes: Origins; Communication, Computation, and Technology; Culture, Society, and Human Behaviour; Economic Organization, Public Policy, and the Global Community; Environment, Resources, and Conservation; Health and Biomedical Sciences; and Pedagogy. This will position SFU to be ready to seize emergent opportunities and maintain a competitive edge in the shifting external research climate.

In 2005, Terms of Reference were approved by the SFU Board of Governors to channel revenue from the UniverCity residential/commercial development into research. To date, the Community Trust Endowment Fund (CTEF) has supported seven major initiatives that support the goals of the Strategic Research Plan.
5.2.3. Research Performance

There is compelling evidence to suggest that SFU’s Strategic Research Plan is paying off, as indicated by the University’s recent research achievements.

Each fall, Re$earch Infosource, a division of The Impact Group, releases its annual ranking of Canadian universities by research income as well as by several input, output, and impact measures. In the latest year for which data are available (FY2011), SFU has improved its ranking among Canada’s comprehensive universities in all categories from its FY2005 standing (see below).

![SFU Research Performance Rankings](image)

Figure 3

Source: Re$earch Infosource, Canada’s Top 50 Research Universities

Rank Among Canadian Comprehensive Universities
Sponsored Research Income and Indirect Costs of Research

In FY2012, SFU’s research income rose by approximately 6% to $95.6 million. Tracking over a longer horizon, SFU has quadrupled its research income since 1999, when it stood at $22.5 million.

As the Government of Canada’s Indirect Costs of Research (IDC) program is based on a calculation of an institution’s Tri-Council funding over the previous three years, SFU will receive about $7.5 million in IDC funds for FY2014. These monies contribute to SFU’s ability to provide a supportive research environment through the provision of facilities, resources, and services that attract and retain high-calibre researchers and graduate students. In turn, the presence of high-profile researchers enables SFU’s participation in major, multi-institutional, and international research initiatives.

Figure 4

SFU Research Income Growth Trajectory

Source: CAUBO Financial Reports, Sponsored Research

Grant Competitions

SFU researchers are more dependent on federal government sources for their research funding than the average Canadian university, where the private sector plays a larger role. Approximately 70% of SFU’s research funding comes through the federal government through the Tri-Council, which includes the Natural Sciences and Engineering Council of Canada (NSERC), the Social Sciences and Humanities Research Council of Canada (SSRC), and the Canadian Institute of Health Research (CIHR), and is further supplemented by the Canada Foundation for Innovation (CFI), and other sources. To increase participation in programs for major projects as well as in research funded by the different provincial and federal ministries, support for grant preparation and administration is provided.

Internally, the Vice-President, Research has allocated resources from his budget and the University Priorities Fund to provide bridging grants for NSERC- and CIHR-funded researchers, in addition to those already provided for SSHRC researchers in the form of 4A grants (as well as small grants and travel grants).
In addition, the Vice-President, Research has instituted an internal graduate scholarship program for PhD students in the Humanities, funded from the Community Trust Endowment Fund; and a program for undergraduate research assistants from the Vice-President, Research budget.

This support has been instrumental in SFU’s success in the major Tri-Council grant competitions. SFU currently ranks 4th among the comprehensive universities in overall research intensity (the institution’s total research income divided by number of faculty members). Between 1999 and 2009, SFU more than doubled its research intensity (research income per full-time faculty position). In FY2011, SFU received $109,800 in research income per full-time faculty position. (Source: Research Universities of the Year 2012, Research Infosource.)

Research Output

In the decade 1999-2009, SFU researchers achieved a greater growth in the number of research publications than any other comprehensive university in Canada. SFU researchers produced 526 publications in 1999, and 1,078 publications in 2008, a growth of 105% compared to an average growth of 64% among the Canadian universities. (Source: Spotlight: Decade in Review, Research Infosource.)

SFU ranks in the top four of Canada's comprehensive universities in publication intensity, the average number of publications per full-time faculty member. Between 2004 and 2009, SFU's publication intensity grew by almost 30% compared to the average growth of 25% among the Canadian universities. (Source: Spotlight: University Research Publication Intensity Growth 2004-2009, Research Infosource.)

The 2012 field-normalized ranking of Canadian universities by Higher Education Strategy Associates (HESA) places SFU in the top 10, ahead of many U-15 institutions, both in science and engineering (#6 overall), and social sciences and humanities (#10 overall). (Source: Measuring Academic Research in Canada: Field-Normalized University Rankings 2012, Higher Education Strategy Associates.)

Research Impact

Since 2008, SFU has topped the comprehensive universities in the impact of its publications, measured by the probability of an article being cited in peer-reviewed journals. (Source: Research Universities of the Year Lists, Research Infosource.)

SFU researchers are being recognized with prestigious external awards and fellowships. In its comprehensive university category, the 2013 Maclean's University Rankings cites SFU both for awards (second only to Waterloo in number of awards per 1,000 full-time faculty members), and for grant success (first in the average size and number of NSERC/CIHR grants and second in SSHRC grants). SFU currently has 41 Royal Society of Canada Fellows. In 2012, SFU faculty members received the following external awards and fellowships for their research and scholarship: Meritorious Achievement Award from the Association of Professional Engineers and Geoscientists of BC (Mirza Faisal Beg), Ambrose Medal from the Geological Association of Canada (John Clague), Alfred P. Sloan Foundation Research Fellowship (Alexandra Fedorova), American Association of Anatomists’ Young Investigator Award (Julian Guttmann), Class of 2012 Fellows of the Society for Industrial and Applied Mathematics (Pavol Hell), BC Technology Industry Association's Most Promising Pre-Commercial Technology Impact Award (Andy Hoffer), Canadian Association for University Continuing Education Distinguished Research Award (Tom Nesbit), R.U. Lemieux Award from the Canadian Society for Chemistry (Mario Pinto), Engineering Institute of Canada Fellowship (Douglas Stead), and the Horace S. Isbell Award (David Vocadlo).

There are other, more qualitative indicators of the impact of SFU research. SFU researchers participate in research panels, editorial boards of academic journals, and granting committees. They promote evidence-based decision making through targeted research projects, participation in policy panels, and public dialogues. The University facilitates interactions between academic and industrial researchers and nurtures
productive research partnerships nationally and internationally. SFU works with government agencies, centres of excellence such as the Centre for Drug Research and Development, and BC’s health authorities to create novel approaches for improving human health and well-being. The SFU Library plays a leading role in the open access movement and the digitization of academic and cultural resources. SFU’s new models of knowledge mobilization, its progressive intellectual property policy, and its synergistic and collaborative Strategic Research Plan are taking ideas from innovation to application.

Research Chairs

Based on a calculation of its Tri-Council research funding over the past three years, SFU was allocated five more CIHR Canada Research Chairs this year, and maintained its quota of NSERC and SSHRC Chairs. SFU now has 22 Tier 1 and 25 Tier 2 Canada Research Chairs (CRCs), for a total of 47. SFU has also established five BC Leadership Research Chairs.

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.

Research Partnerships

In the latest SSHRC Partnerships Grant competition, three major new initiatives were funded that reflect capacity-building efforts under SFU’s Strategic Research Plan. Marianne Ignace of Anthropology and First Nations Studies will lead a $2.5 million grant to train Aboriginal graduate students and engage Aboriginal and non-Aboriginal researchers from multidisciplinary fields within First Nations communities. Judith Marcuse, an Adjunct Professor in the Faculty of Education, will direct the $2.5 million “Arts for Social Change” project, which builds upon an existing partnership between SFU and Judith Marcuse Projects to develop a strong national network for arts for social change research involving five universities across Canada and nine community-based organizations. SFU Health Sciences researcher John Calvert is participating in another $2.7 partnership, led by McMaster University, aimed at bringing together multiple stakeholders to build consensus and advocate for a work disability system that addresses contemporary labour-market realities.

In addition, two SFU researchers have received a Partnership Development Grant from SSHRC to develop new initiatives that have the potential to be scaled up to a regional, national, or international level. Jodi Viljoen from Psychology will bring together SFU experts to develop a toolkit and lead studies on its impact on re-offense reduction and resilience strategies for justice-involved adolescents. Dongya Yang of Archaeology will work to develop a partnership between SFU and two premier archaeology institutions in China to create an effective platform for Canadian and Chinese scholars to work together.

This year, SFU received its first grant under NSERC’s CREATE (Collaborative Research and Training Experience) program for graduate student training. Led by Cenk Sahinalp of Computing Science, the $1.65 million project “Computational Methods for the Analysis of the Diversity and Dynamics of Genomes” involves collaboration with the University of Bielefeld in Germany and involves nearly 20 SFU and German researchers. SFU chemists Mario Pinto, Robert Young, and David Vocadlo are participating in another NSERC CREATE project on epigenetics and open source medications. Both projects take new approaches to training graduate students in biomedical and health research, and will involve international partnerships.
5.2.4. Innovation and Knowledge Mobilization

While many universities employ a conventional lab-to-market model of innovation, SFU’s strategy focuses on solving practical problems and creating transformative technologies in key and emergent sectors, such as health, digital media, and green technology.

SFU takes a full-cycle approach to innovation, from pedagogy through to delivery and beyond. Students can develop business skills and new venture ideas through workshops, internships, individual courses, bachelor’s or master’s level degrees with an entrepreneurial focus, the entrepreneurship@SFU program in business and engineering, and the RADIUS Social Innovation Lab & Venture Incubator. Students, staff, and faculty can put their ideas into action with the support of Venture Connection™ concept validation and mentorship programs and VentureLabs™ business accelerator. These programs link collaborators with supporting networks in the innovation ecosystem—entrepreneurs, industry, academic institutions, government, markets, customers, and investors—in an overall strategy to integrate the “supply-push” of research with the “demand-pull” of businesses. For example, the SFU Green Tech Exchange™ program brings together leaders in the field with entrepreneurs, researchers, investors, and government representatives in a monthly networking forum aimed at empowering the local green tech ecosystem.

These new models along with the technology and market assessment, and intellectual property and licensing services provided by the SFU Innovation Office, ensure that the necessary conditions are in place for successful university technologies, entrepreneurs, startup and spinout companies, and industrial partnerships.

In the past decade, SFU has spun-out, mentored, incubated, and assisted over 200 companies, adding more than 2,400 jobs to our economy and contributing an estimated $186 million in annual tax revenues. In SFU’s case, for each dollar invested in entrepreneurship and business incubation programs from government funding agencies, the University provides four dollars of in-kind support.

The Impact Group’s 2012 report on invention disclosures of Canadian universities places SFU in the top 10 for invention disclosures per million dollars of research funding—a measure of "bang for the buck."

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.

Currently, SFU is developing a formal Community Engagement Strategy, which stems from the University’s new 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.

**Objective 1: 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;

**Objective 2: 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;

**Objective 3: Relationships**
SFU will build respectful and mutually beneficial community relationships;

**Objective 4: Lifelong Learning**
SFU will meet the lifelong learning needs of students, alumni, and the community, and respond with innovative programs and learning opportunities for academic, personal, and professional development; and

**Objective 5: BC’s Public Square**
SFU will be BC’s public square for enlightenment and dialogue on key public issues; it will be the institution to which the community looks for education, discussion, and solutions.

Community engagement is defined as collaboration between the University and communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.\(^2\) 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 our partnerships and initiatives involve both public and private sector organizations in a variety of sectors and industries as well as academic and professional networks.

When complete, the Community Engagement Strategy will be a three-year strategy intended to advance SFU’s efforts by facilitating community access to SFU people, knowledge, and resources, and by connecting, embedding, and communicating SFU’s engagement efforts.

**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 our research, and contributing to its relevance and success.
- Maximizing institutional capacities to enhance the societal, economic, environmental, and cultural well-being of communities, both locally and globally, and respectful and mutually beneficial community relationships.
- Addressing the lifelong learning needs of students, alumni, and the community with innovative programs and learning opportunities.

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\(^2\) This definition is used by the Carnegie Foundation, an organization that provides a community engagement classification service for US institutions. For a review of the various terminology used in practice, see http://www.mun.ca/engagement/defining.php
• 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 City of Burnaby collaborate in various research ventures, and ongoing communication is facilitated through the SFU-Burnaby Liaison Committee.

In 2012/13, a few of the many highlights include:
• SFU has continued to work with the Burnaby Board of Education, the SFU Community Trust, and the City in ensuring that the new UniverCity elementary school also serves as a community centre outside school hours and host to co-operative ventures between the SFU Faculty of Education and the School Board.
• One of the most successful community programs at SFU Burnaby is the outreach to youth through summer camps and other programs. In 2012/13, close to 5,000 youths participated in sports and academic camps, and thousands of students also experienced the excitement of science at SFU through Starry Nights, Science Alive, and other workshops and events.

Vancouver

SFU’s Vancouver campus currently serves over 70,000 people annually, of whom 10,000 are students enrolled in credit and non-credit courses. The campus comprises the original Harbour Centre facility, the Morris J. Wosk Centre for Dialogue, the Segal Graduate School of Business, the new Goldcorp Centre for the Arts, and the performance complex and visual arts studio space at 611 Alexander. Since 1988, SFU has committed approximately $150 million to the establishment and improvement of University facilities in the downtown core. This growth has allowed SFU to offer significant enhancements to its academic and other community–related services. In 2012/13, some of the highlights were the following:

• The Goldcorp Centre for the Arts contains six public performance venues, offering cultural and artistic programming within the innovative, mixed-use re-development of the historic Woodward’s district. The India Summer festival is one of many popular cultural events held at the Goldcorp Centre for the Arts.
• SFU’s Continuing Studies continues to expand its offerings with new programs in Restorative Justice, Human Resources, Community Capacity Building, Seniors’ Programs, and Journalism.
• SFU’s Vancouver campus developed community programming that offers technical training for the cultural sector. SFU’s non-profit Simon Fraser Presentation Society worked with community arts groups to provide access to SFU Woodward’s cultural spaces (funded by Western Economic Diversification and Heritage Canada).
• The Vancouver campus of SFU is deeply engaged with the downtown community in multiple ways: 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 by 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 will also include a flagship library, a community plaza, a premium hotel and residence, and new commercial and residential developments together with award-winning Central City, a large-scale urban park, recreational facilities, and outstanding SkyTrain and transit 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 over 7,000 students in their pursuit of academic excellence through supportive first-year experience programs and unique programming in Computing Science (Software Systems), Interactive Arts and Technology, Mechatronic Systems Engineering, Entrepreneurship, Finance, Marketing, Management and Systems Science, Mathematics Operations Research, Criminology (Police Studies), World Literature, Education, Environment, Health Sciences, and credit and non-credit courses and programs in Continuing Education.

In the spring of 2013, SFU and the TD Bank Group announced the launch of the SFU Surrey - TD Community Engagement Centre to be located beside SFU Surrey’s campus at the Surrey City Centre Library. The Community Engagement Centre will foster connections between SFU and the ethnically diverse and growing South Fraser community with an initial focus on supporting new immigrants and their families. It will connect children, adults, and community members with SFU students, faculty, and staff through a range of courses, workshops, and experiences.

5.3.3. Alumni

As SFU approaches 50 years, its 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. Over 120,000 SFU alumni are spread across 130 countries worldwide, a number projected to grow to 160,000 by 2020. SFU can pave the way to success by focusing first and foremost on effectively engaging its alumni community. In fall 2012, the first SFU alumni engagement strategic plan was launched with a vision that SFU alumni are integral and engaged members of the SFU community, proudly contributing to and benefitting from the achievements of SFU and their fellow alumni. Invaluable benefits will flow from successfully engaging alumni, and the University is working hard to motivate alumni to share their time, talents, ideas, advice, expertise, advocacy, ambassadorship, referrals, networks, career and co-op opportunities, mentorship, philanthropy, and more. The result will be a more positive and enriching experience for alumni, SFU students, and the broader constituents that are served by Canada’s most community engaged research university.
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.

5.4.1.1. **SFU as an Employer**

In February 2013, for the sixth year running, 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 supports employees who are new mothers, fathers, or adoptive parents with generous maternity and parental leave top-up payments (to 100% of salary for 37 weeks), and manages an onsite daycare facility, which they may take advantage of upon their return.
- SFU offers intriguing new urbanist living options as part of the UniverCity development project, which surrounds the campus and is one of the most innovative and progressive urban development projects in North America.
• SFU encourages ongoing employee development through a variety of initiatives, including subsidies for tuition and professional accreditation, apprenticeship and internship opportunities, formal mentoring, and career services.
• SFU helps employees prepare for life after with retirement planning assistance, defined benefit and contribution pension plans (depending on their position), and health benefits that extend through retirement, with no age limit.
• SFU starts new employees at three weeks of paid vacation allowance in addition to paid time off during the holiday season—some employee groups start off with four weeks of paid vacation.

5.4.1.2. Faculty Retention

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

Faculty renewal at SFU will continue in 2013/14 with all Faculties expected to undertake searches. Moderate growth will take place in the Beedie School of Business, Applied Sciences, and Science. Over the past few years, SFU has engaged in several efforts to improve recruiting and retention success. A number of initiatives are now in place, including:

• A Retention Award program to assist in the retention of outstanding faculty.
• Recognition of teaching and research excellence through annual Excellence in Teaching and University Professor awards.
• Aggressive media recognition given to faculty accomplishments in local and national news outlets.
• Research Services Grants Facilitators provide one-on-one assistance to researchers in obtaining research grants.
• Teaching and Learning Centre provides programs to support development of teaching skills.
• University Innovation office assists faculty entrepreneurs.
• A Faculty Advisor position was developed to personally assist new faculty with relocation and immigration issues.
• The provision, within SFU’s residential development UniverCity, of housing geared specifically for SFU faculty and their families. SFU purchased 10 units and has launched its first rental program, called “Verdant,” for new incoming faculty.
• Progressive benefit programs and parental leave benefits, generous relocation and professional development reimbursement programs, and tuition waivers in SFU programs for faculty and staff and their families.
• Programs emphasizing sustainability, health, and wellness are available to all as well as access to fully equipped pool, gym, and fitness programs.
• A modern elementary school opened at UniverCity in September 2010.
• An annual campus-wide New Faculty Orientation Program.
• Providing advice and assistance to the University community about human rights and related matters through the Human Rights Office.
• Mentoring for researchers in all fields, including grant facilitation through Office of the Vice-President, Research.
University websites for faculty and staff provide accurate information on policies, employment opportunities, benefits, programs, and resources.

SFU is recruiting more female academics, with the proportion of females in the faculty complement as of January 2013 standing at 35%. A growing number of international PhDs is being hired given the increasingly competitive hiring market, the international nature of academia, and Canada’s shortage of PhD candidates in some disciplines.

5.4.2. Finance

5.4.2.1. Budgets

Revenues

Government Funding

This will be the third consecutive year without an increase in funding for student growth from the provincial government. In addition, SFU will be apportioned a share of the $50 million cut to the government grant for the post-secondary sector, as outlined in the 2013 Provincial Budget. How the funding cut will be allocated within the sector is not yet known, but SFU has incorporated an assumption into its budget. The net provincial operating grant is anticipated to be $216.2 million for 2013/14.

Provincial government support for cyclical and preventative building maintenance has declined from $7 million in 2008/09 under the formal Annual Capital Allowance to $2.6 million in 2012/13 under the new Routine Capital Fund. Support for the Electronic Library Network and the French language programs are expected to remain steady, with no growth.

Federal grants are expected to increase to $7.3 million in 2013/14, primarily due to the Indirect Cost Program that supports the indirect costs of research.

Tuition and Student Fees

Tuition and student fees are the second major source of operating income and are budgeted at $210 million for 2013/14. Student enrolments remain strong, particularly international enrolment. The total enrolment planned for 2013/14 is 26,328 full-time equivalent students, which is a slight year-over-year increase. Tuition and service fee revenues have increased to $187.3 million largely due to a 2% tuition fee increase for undergraduate and graduate programs, and an additional 2% tuition fee increase in international undergraduate fees, as well as the slight increase in planned student enrolments.

In some Faculties, differentiated tuition fees have been implemented to reflect the higher cost of delivering specialty and professional programs. Since 2005, government policy has limited tuition fee increases to 2% annually. This remains in effect for 2013/14 but is not applicable to international student tuition and mandatory fees.
Other Revenues

Other revenues are projected to increase as both increased international enrolments and increased international tuition fees 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 more than 2,700 continuing full-time employees, as well as part-time and temporary faculty and staff, salary and benefit costs comprise 71% of total expenses. 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. This fund has been built up over a three-year period to $8.6 million, with the funding allocated in support of strategic initiatives sponsored by University Vice-Presidents. Projects to date have included initiatives to support Aboriginal students, creation of a Research Data Repository, setting up an International Engagement Fund, and establishing an Electronic Document Management System.

5.4.2.2. Investments

SFU’s endowment fund has a market value of approximately $253.4 million at March 31, 2013 and provides a source of funds for student financial aid, research, athletics, and library materials. The endowment fund is subject to the variability and ongoing fluctuations in the financial markets. In the current economic environment, returns have been insufficient to fully cover the spending budgets on endowments. This situation continues to be monitored in order to optimize endowment returns. Operating investment revenue was lower than in past years, reflective of market performance. However, the University has produced superior returns relative to established benchmarks and 2012/13 is projected to close with an operating investment return slightly beyond the budgeted level.

5.4.2.3. Capital and Infrastructure

The University’s five-year Capital Plan 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 Enhancement
4. Sustainability and Climate Action
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 59% during the period from 2001/02 to 2012/13, but the space inventory during this time has not kept pace, increasing by approximately 34%. Consequently, the Capital Plan includes 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, Innovation and Technology in accordance with the BC Space Standards.

As the University approaches its 50th anniversary, 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 the renewal or replacement of existing facilities and infrastructure.

**New Priority Projects**

- **SFU Surrey – Energy Systems Engineering**
  In preliminary planning phase. Estimated cost $70 million with target completion in 2017/18.
- **SFU Surrey – Science, Health and Technology**
  In preliminary planning phase. Estimated cost $95 million with target completion in 2018/19.
- **SFU Surrey – Business and Other**
  In preliminary planning phase. Estimated cost $95 million with target completion in 2018/19.
- **SFU Surrey – Graduate Facilities**
  In preliminary planning phase. Estimated cost $95 million with target completion in 2019/20.

- **SFU Burnaby – First Peoples House**
  In planning phase. Estimated cost $15 million with target completion in 2016/17.

**Renewal/Replacement and Infrastructure Projects**

- **SFU Burnaby – Roadway Construction**
  In design phase. Estimated cost $13.7 million with target completion in 2015/16.
- **SFU Burnaby – Data Centre Renewal**
  In preliminary design phase. Estimated cost $22 million with target completion in 2016/17.
- **SFU Burnaby – Shrum Science Centre (Biology) Renewal**
  In preliminary planning phase. Estimated cost $75 million with target completion in 2018/19.
- **SFU Burnaby – Education Building Renewal**
  In preliminary planning phase. Estimated cost $45 million with target completion in 2016/17.
- **SFU Burnaby – Library and Student Learning Commons Renewal**
  In preliminary planning phase. Estimated cost $60 million with target completion in 2018/19.
- **SFU Burnaby – Shrum Science Centre (Physics) Renewal**
  In preliminary planning phase. Estimated cost $50 million with target completion in 2018/19.
- **SFU Burnaby – Convocation Mall Renewal**
  In preliminary planning phase. Estimated cost $30 million with target completion in 2018/19.
- **SFU Burnaby – Central Heating Plant Replacement**
Major Ongoing/Planned Self-Funded Projects

- **SFU Burnaby – SFSS Student Union Building and Stadium**
  - In planning phase. Estimated cost $70 million with target completion in 2017/18.

- **SFU Burnaby – Athletics and Recreation Renewal**
  - In planning phase. Estimated cost $20 million with target completion in 2017/18.

- **SFU Burnaby – Athletics and Recreation (Multiplex and Pool)**

- **SFU Burnaby – Intercultural Centre / Art Gallery**

- **SFU Burnaby – Biomass Central Heating Plant**
  - In preliminary design phase. Estimated cost $30 million with target completion in 2015/16.

- **SFU Burnaby – Student Residence Expansion**
  - In preliminary planning phase. Estimated cost $50 million with target completion in 2018/19.

- **SFU Burnaby – Student Residence Renewal**
  - In preliminary planning phase. Estimated cost $30 million ($3 million per year to 2025/26).

- **SFU Burnaby – Transit Hub**
  - In preliminary planning phase. Estimated cost $5 million with target completion in 2020/21.

- **SFU Burnaby – Athletics and Recreation Renewal**
  - In planning phase. Estimated cost approx. $10 million with target completion in 2016/17.

- **SFU Burnaby – Transit Hub**
  - In preliminary planning phase. Estimated cost approx. $5 million with target completion in 2020/21.

- **SFU Burnaby – Art Gallery**
  - In preliminary planning phase. Estimated cost approx. $8 million with target completion in 2016/17.

5.4.2.4. Financial Statements

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

5.4.3. Information Technology

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

- **IT Governance**: More explicit model for IT governance has been developed, with focus on priorities, strategic planning, and policy review and development.

- **IT Strategic Plan**: A draft IT Strategic Plan has been circulated for discussion at the various IT governance committees and will be approved in the coming months. It describes four broad strategies: “Engaging Technology,” “Electronic Workplace,” “Digital Scholarship,” and “IT Service Management.”

- **Projects**: In addition to the major ERP-system upgrades, IT Services is engaged in a number of strategic projects that deepen its use of existing IT infrastructure and provide institutional value
through process redesign and automation. This has been greatly facilitated through the broad University Priority Fund mechanism, which has funded many projects with significant IT components. These include initial adoption of workflow automation, more effective and efficient exchange and manipulation of institutional data, and IT Services’ choice of Canvas as the basis for its new Learning Management System, supporting the Vice-President, Academic’s efforts to renew and revitalize its approaches to learning and teaching.

- **Shared Data-Centre Services:** In cooperation with other BCNET CIOs, and using BCNET as a vehicle for cooperation, SFU participates in joint efforts to rationalize the provision of services among the members of BCNET. One particular example is a “raw disk” backup service for clients from the BCNET membership. This service is operated at Thompson Rivers University (TRU) by TRU and SFU. SFU continues to plan for a new data centre on the Burnaby campus, with the expectation it can serve as a major attractor for national research infrastructure, as well as providing large-scale shared data-centre services to the BCNET and national communities.

### 5.4.4. Library Services

The SFU Library and its services go far beyond a traditional print collection of over 2.7 million volumes and 4,000 print journal subscriptions to include 52,000 e-journals, 450 databases and 800,000 e-books. The Rare Books and Special Collections division develops and manages extensive holdings of rare books, manuscripts, organizational archives, visual material, and oral histories, with a current collecting emphasis on content reflecting the literary, political, and cultural history of British Columbia. Services to students have expanded to include student learning and writing support through the Student Learning Commons for all students, including those needing help with academic English and whose academic careers are at risk. The Research Commons provides a range of service enhancing success for graduate students. Reference and information services are offered through many channels for the convenience of researchers, including in person, via telephone, through email, chat and text-reference, and twitter. Technical advice is offered in co-operation with IT Services. The BC Electronic Library Network is hosted by SFU Library, a synergistic relationship that has fostered online support, resource sharing, and electronic journal licensing for all BC 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.

SFU Library is a leader in digitization projects in Canada, providing access to over two million pages through its Multicultural Canada and other digitization projects, as well as supporting digitization projects for such institutions as University of Victoria, Brandon University, and Prince George Public Library. SFU Library makes all SFU theses and dissertations available online. 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. SFU Library is also the home for the reSearcher software for electronic resource access and management. This has brought in income to support other Library ventures and has enhanced SFU and BC’s reputations for technological inventiveness and entrepreneurship.
5.4.5. Programming for the Future

5.4.5.1. 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 the global, knowledge-driven economy. Students should leave SFU having acquired the ability to think creatively, imaginatively, and constructively. They should possess the ability to engage in dialogue and discussion, to reflect on the ideas of others, and to communicate their thoughts effectively using good judgment and sound argument. Graduates of SFU should 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. The curriculum and internationalization strategies should provide graduates with an understanding of other cultures and an appreciation for the value, inevitability, and complexity of interacting in a globalized environment. Students should also have acquired the ability to identify and evaluate information resources. Their SFU experience will nurture the qualities and virtues imperative for a democratic society: compassion, empathy, ethical and moral values, and tolerance.

SFU NOW (Nights or Weekends) reflects SFU’s response to the demographic trends by illustrating a need for more part-time credit studies for older adults. Within BC, there are only a few competing part-time degree studies programs for a learner seeking face-to-face experiences, and 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 courses toward another degree program. The following departments currently partner with SFU NOW: Humanities, English, Sociology/Anthropology, Political Science, Communication, Criminology, Psychology, Economics, Philosophy, Geography, History, Computing Science, and Earth Sciences.

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

5.4.5.2. Planned Growth in the South Fraser Region

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

SFU Surrey has launched over 30 academic programs, and in 2012/13, exceeded the Ministry’s first phase target of 2,500 FTE by 439 FTEs. Over 8,100 undergraduate and graduate domestic students
have taken at least one course at the Surrey campus. This does not include over 2,000 registrants in over 80 Lifelong Learning programs and courses.

SFU Surrey’s focus remains on planning for the second phase of growth outlined in the 2006 Memorandum of Understanding between SFU and the Ministry.

**New Surrey Programs**

In accordance with the Memorandum of Understanding with the Ministry of Advanced Education, Innovation and Technology in 2006, in which it was envisioned to expand the SFU Surrey campus to 5,000 full-time equivalent (FTE) students by 2015, SFU is looking to double the size of the Surrey campus by 2015. This will involve an additional growth of 2,500 full-time equivalent students at the SFU Surrey campus.

SFU’s growth strategy will be spearheaded by three themes:

- Energy Systems
- Health Systems
- Digital Media

These three themes are built on a foundation of educational innovation and are bridged by innovation and entrepreneurship. They will be encapsulated within the pre-existing Faculties and programs at the Surrey campus, and will further foster and strengthen SFU Surrey’s interdisciplinary and collaborative culture.
6. 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 Committee of the Board of Governors semi-annually. A selection of 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’s Burnaby campus approaches its 50th anniversary, the aging campus infrastructure 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), 34% of Burnaby campus buildings are in “poor” condition. This is in addition to the deferred maintenance needs of residences, other ancillary buildings, roads, utilities, and campus infrastructure. Aged and deteriorated instructional spaces such as classrooms, lecture theatres, and the Biology building, compromise learning and research activities. The student experience is also compromised by the poor condition of the existing recreation and athletics facilities, and student residences. Addressing these critical deferred maintenance and capital renewal requirements directly supports SFU’s Vision/Mission.

The University faces critical cost pressures around deferred maintenance. Provincial capital and maintenance funding has been reduced dramatically, from $6.6 million in 2008/09 to $2.6 million in 2012/13. 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 the renewal or replacement of existing facilities and infrastructure.

The pressures associated with failing capital infrastructure are alleviated in small part by efforts to optimize working cash for maintenance and capital renewal projects. The University has also established a deferred maintenance fund to help address the most critical requirements. The fund is budgeted at $3 million for 2013/14 and is expected to increase by $1 million per year.

6.1.2. **Pension Funds**

Another significant challenge relates to rising costs and actuarial losses on pension and employee future benefit plans. The results of the most recent actuarial valuation (at Dec 31, 2010) showed a going concern deficit of $16.4 million and a solvency deficit of $64.0 million. SFU’s rate of contribution was determined to be 15.3% of total payroll, up from 12.7% in the previous valuation (at Dec 31, 2007).

There are several factors driving the funding issue. For instance, the rules used by actuaries to calculate pension plan cost and funding requirements have changed, creating significant and unsustainable costs for SFU (and many other organizations). Some of SFU’s current pension plan provisions are imposing additional unsustainable costs on the plan. People are living longer after they retire and as a result the pension plan needs to be able to make payments over a longer period.
The University’s defined benefit pension and employee future benefit plans are also subject to the variability and ongoing fluctuations in the financial markets. Costs and unfunded liabilities 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.

6.1.3. Workforce Disruption

With more than 2,700 continuing full-time employees, as well as part-time and temporary faculty and staff, a workforce disruption by any of the parties involved would have broad-ranging impacts on students, faculty, staff, and the broader SFU community.

To mitigate this risk, SFU is actively bargaining new collective agreements with faculty, management, and support staff. In 2012/13, the University engaged in collective bargaining with all employee groups with the exception of the Poly Party. Negotiations with the Poly Party are anticipated to commence in 2013/14. In November 2012, SFU and the Teaching Support Staff Union (TSSU) reached an agreement that was ratified by the TSSU membership and approved by the SFU Board of Governors. Negotiations with the Faculty Association reached an impasse and the matter has been referred to binding arbitration. Negotiations still have to be concluded with Canadian Union of Public Employees (CUPE) and the Administrative and Professional Staff Association (APSA).

In the event of a workforce disruption, SFU has established policies and procedures to assess the situation and determine whether it is feasible to remain open to serve the needs of students.

6.1.4. Relationships with Government

The provincial government has not funded any increase in enrolment for three consecutive years and funding per student has been frozen for several years. In addition, the provincial government has budgeted a $50 million cut to post-secondary grants over the next three years, which will be allocated among post-secondary institutions in the province. The provincial government has also issued a moratorium on new long-term financial liabilities, including capital leases, and prohibited universities from offering financial guarantees.

Reductions in government funding and restrictions on financing create significant challenges in meeting budgetary requirements, and a lack of financial flexibility in undertaking projects and initiatives designed to help realize the University’s Vision/Mission. To mitigate this risk, the University is engaged in ongoing communication with government at various levels to advocate for adequate funding and to resolve the accounting issues around capital projects. Also, a percentage of operating revenues are allocated to a University Priority Fund (UPF) to provide one-time funding in support of University strategic initiatives.
7. 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, Innovation and Technology’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>2012/13 Target:</td>
<td>20,203</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>22,661</td>
</tr>
</tbody>
</table>

SFU’s total student headcount for 2012/13 was 35,347 students, including 30,035 undergraduates and 5,363 graduates.

With 46% of undergraduate students attending the University on a part-time basis, this equates to 19,018 total domestic full-time equivalent (FTE) undergraduate students. The undergraduate and graduate FTEs for 2012/13 reached 22,661 FTEs, which exceeded the government funded enrolment target of 20,203 by 12%.

The majority of students enter SFU’s undergraduate programs either directly from BC Grade 12 or through college transfer. In 2012/13, 44% of SFU’s new undergraduates came from BC Grade 12 with average entry grades of 87.2%. BC College transfer students made up 35% of new students.

SFU exceeded its international student target of 962 by enrolling 1,124 new international students or 17% of new undergraduate students.

SFU places strategic emphasis on building graduate programs and providing innovative research opportunities to attract graduate students. The annualized graduate student headcount reached 4,118 in 2012/13.
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>Substantially Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13 Target:</td>
<td>6,051</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>5,989</td>
</tr>
<tr>
<td></td>
<td>99.0%</td>
</tr>
</tbody>
</table>

Total credentials awarded by SFU to students annually have grown by 22% from 2003 to 2012, with bachelor’s increasing by 47%, master’s by 49%, and doctoral degrees by 109%.

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

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

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

Ministry Accountability Objective: Access

Operational Definition
Unique headcount of Aboriginal students and percent of domestic students who are Aboriginal

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Aboriginal students</td>
<td>105.2%</td>
</tr>
<tr>
<td>2012/13 Target: ≥ 2011/12 actual</td>
<td>504</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>530</td>
</tr>
<tr>
<td>Percent of students who are Aboriginal</td>
<td></td>
</tr>
<tr>
<td>2012/13 Target:</td>
<td>1.8%</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

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

In December 2012, the Office for Aboriginal Peoples released a 2013-2018 Aboriginal Strategic Plan, which uses the three core themes of the University Vision/Mission as the foundation for its own vision/mission statement:
• Engaging Aboriginal students by equipping them with the knowledge, research skills, and experiences to prepare them for life in an ever-changing and challenging world;
• Engaging research to become a world leader in knowledge mobilization in the service of Aboriginal peoples;
• Engaging Aboriginal communities in every way possible to contribute to their social, economic, environmental, and cultural well-being.

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

7.4. 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12 Actual:</td>
<td>362</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>370</td>
</tr>
</tbody>
</table>

102.2% of prior year

A new measure ‘Aboriginal Student Spaces’ (370) introduced last year by the Ministry converts the Aboriginal Student Headcount (530) to FTEs (Full-Time Equivalents). From 2011/12 to 2012/13, SFU showed an increase of 2.2% in Aboriginal student spaces made available. The Ministry currently has no target set for this measure.

7.5. 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>2012/13 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>92.7% (±0.8%)</td>
</tr>
</tbody>
</table>

103.0% % of target

The University remains concerned with course availability. In fall 2012, 55% of undergraduate students surveyed are getting the specific courses they want, and 80% of students are getting the number of courses they want each fall semester. Efforts will continue to improve this measure.
Over the course of the next three years, SFU will strive to achieve an ultimate goal of more than 55% of students being able to get the specific courses they want and more than 85% of students being able to register in the number of courses they would like. Further research on this issue is continuing.

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

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

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

### 7.6. 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>2012/13 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>94.7% (±0.7%)</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.
7.7. 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><strong>Overall Performance</strong></td>
<td><strong>96.9%</strong></td>
</tr>
<tr>
<td>2012/13 Actual: 82.4% (±1.1%)</td>
<td>% of target (≥ 85%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>2012/13 Actual</th>
<th>% of target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>83.8% (±1.1%)</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>77.3% (±1.3%)</td>
<td></td>
</tr>
<tr>
<td>Group Collaboration</td>
<td>75.5% (±1.3%)</td>
<td></td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>88.7% (±0.9%)</td>
<td></td>
</tr>
<tr>
<td>Problem Resolution</td>
<td>74.8% (±1.3%)</td>
<td></td>
</tr>
<tr>
<td>Learn on Your Own</td>
<td>89.9% (±0.9%)</td>
<td></td>
</tr>
<tr>
<td>Reading and Comprehension</td>
<td>86.6% (±1.0%)</td>
<td></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).

7.8. Ministry Performance Measure: Student Assessment of 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 were very useful or somewhat useful in performing their job

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Substantially Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Performance</strong></td>
<td><strong>90.7%</strong></td>
</tr>
<tr>
<td>2012/13 Target: ≥ 90%</td>
<td>% of target</td>
</tr>
<tr>
<td>2012/13 Actual: 81.6% (±1.4%)</td>
<td></td>
</tr>
</tbody>
</table>

SFU strives to provide students with the knowledge and skills they need to participate effectively in society. To assist them in being successful in their employment, SFU believes that it is very important to provide students with work experience related to their fields of study. 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.

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

7.9. 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 Achievement:</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13 Target:</td>
<td>≤ 11.8%</td>
</tr>
<tr>
<td>2012/13 Actual</td>
<td>6.7% (±0.8%)</td>
</tr>
<tr>
<td></td>
<td>176.1%</td>
</tr>
</tbody>
</table>

The Ministry’s definition of “Relevance” is that the public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education. As identified earlier in the document, at present, programming demand is concentrated in four areas: technology, business and public administration, health and the health professions, and teacher education, and SFU is well positioned to respond to the demand in each of these four areas. More recently, with the continuing global concern over environmental sustainability and the increase in green technologies, SFU will provide opportunities to students in areas that address environmental issues.
7.10. 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>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sources</td>
<td>106.3 %</td>
</tr>
<tr>
<td><strong>2012/13 Target:</strong>≥ 2011/12 actual</td>
<td>$89.9 M</td>
</tr>
<tr>
<td><strong>2012/13 Actual:</strong></td>
<td>$95.6 M</td>
</tr>
<tr>
<td>Federal sources</td>
<td></td>
</tr>
<tr>
<td>2012/13 Target:</td>
<td>≥ 2011/12 actual – $62.8 M</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>$67.8 M</td>
</tr>
<tr>
<td>Provincial sources</td>
<td></td>
</tr>
<tr>
<td>2012/13 Target:</td>
<td>≥ 2011/12 actual – $5.7 M</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>$4.8 M</td>
</tr>
<tr>
<td>Other sources</td>
<td></td>
</tr>
<tr>
<td>2012/13 Target:</td>
<td>≥ 2011/12 actual – $21.4 M</td>
</tr>
<tr>
<td>2012/13 Actual:</td>
<td>$23.0 M</td>
</tr>
</tbody>
</table>

In October 2012, Research Infosource released its annual rankings of research universities (based on fiscal year 2011 data). Notable results for SFU include a 2.9% increase in total sponsored research income to $89 million, a 3% increase in research intensity (research income per full-time faculty position), and placing at #19 in the overall rank of relative performance (#4 among the subset of comprehensive universities). In the spotlight on research publication intensity growth, SFU ranked #3 among the comprehensives for its 29% gain in the average number of publications per full-time faculty member.

Approximately 70% of SFU's funding is sourced from the federal government through the Tri-Councils (NSERC, SSHRC, and CIHR), CFI, and other sources. This contrasts with the average for Canadian universities, where less than half of the income comes from federal sources and the private sector plays a much bigger role.

SFU’s researchers consistently exceed the national success rate in both SSHRC and NSERC competitions. SFU researchers achieved a success rate of 48% compared to the national average of 35% in the 2012/13 SSHRC Standard Grants competition. In the 2011 NSERC Discovery Grants competition, SFU researchers realized a success rate of 65%, and in the CIHR operating grants program, SFU researchers were successful in about 23% of applications submitted through SFU or another institution.
### 7.11. 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>Number and Percent of Aboriginal Students and 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 Satisfaction with 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 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>
8. Conclusion
8. Conclusion

SFU takes great pride in its Vision/Mission to be a 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.

SFU sees the need to meet the educational demands of the growing population south of the Fraser and is committed to addressing this region’s educational and social needs as priorities. The intention is to develop programs that focus on energy, health, and digital media in pursuance of the 2006 Memorandum of Understanding with the Ministry of Advanced Education, Innovation and Technology, which aimed at increasing the number of funded students taught at SFU’s Surrey campus to 5,000 (FTE) by 2015. SFU is eager to work with the Ministry to ensure that this goal is ultimately met.

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, Innovation and Technology’s Institutional Accountability Framework. This analysis and these readings indicate that SFU is indeed contributing to the achievement of the Ministry’s goals.
## 9. Appendix

Simon Fraser University  
2012/13 Accountability Framework Performance Measure Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011/12 Actual</td>
</tr>
<tr>
<td><strong>Student spaces</strong></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>22,796</td>
</tr>
<tr>
<td><strong>Credentials awarded</strong></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>5,893</td>
</tr>
<tr>
<td><strong>Sponsored research funding</strong></td>
<td></td>
</tr>
<tr>
<td>Sponsored research funding from all sources (million $)</td>
<td>$89.9</td>
</tr>
<tr>
<td>Federal sources (million $)</td>
<td>$62.8</td>
</tr>
<tr>
<td>Provincial sources (million $)</td>
<td>$5.7</td>
</tr>
<tr>
<td>Other sources (million $)</td>
<td>$21.4</td>
</tr>
<tr>
<td><strong>Aboriginal student headcount</strong></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>504</td>
</tr>
<tr>
<td>Percent</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>Aboriginal student spaces</strong></td>
<td></td>
</tr>
<tr>
<td>Total Aboriginal student spaces</td>
<td>362</td>
</tr>
<tr>
<td>Ministry</td>
<td>362</td>
</tr>
<tr>
<td>Industry Training Authority (ITA)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Student satisfaction with education</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>94.5%</td>
</tr>
<tr>
<td><strong>Student assessment of the quality of instruction</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>95.3%</td>
</tr>
<tr>
<td><strong>Student assessment of skill development</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>82.6%</td>
</tr>
<tr>
<td><strong>Student assessment of usefulness of knowledge and skills in performing job</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>81.5%</td>
</tr>
<tr>
<td><strong>Unemployment rate</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>7.4%</td>
</tr>
</tbody>
</table>
Notes:
TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".
N/A - Not applicable


2 Results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year; results from the 2012/13 reporting year are based on data from the 2012/13 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 2012/13 reporting year are a three-year average of the 2009/10, 2010/11 and 2011/12 fiscal years.

4 Results from the 2011/12 reporting year are based on data from the 2010/11 fiscal year; results from the 2012/13 reporting period are based on data from the 2011/12 fiscal year.

5 Results from the 2011/12 reporting year are based on data from the 2010/11 academic year; results from the 2012/13 reporting year are based on data from the 2011/12 academic year.

6 Results from the 2011/12 reporting year are based on data from the 2010/11 fiscal year; results from the 2012/13 reporting year are based on the 2011/12 fiscal year.

7 Results from the 2011/12 reporting year are based on data from the 2010/11 fiscal year; results from the 2012/13 reporting year are based on the 2011/12 fiscal year.

8 Results from the 2011/12 reporting year are based on 2011 survey data; results from the 2012/13 reporting period are based on 2012 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

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

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>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**

**2012/13 Accountability Framework Performance Measure Results**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2011/12 Actual</td>
<td>2012/13 Target</td>
<td>2012/13 Actual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2012/13 Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates' assessment of skill development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill development (avg. %)</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Written communication</td>
<td>80.1%</td>
<td>1.2%</td>
<td>83.8%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>78.5%</td>
<td>1.2%</td>
<td>77.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Group collaboration</td>
<td>77.4%</td>
<td>1.2%</td>
<td>75.5%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>90.3%</td>
<td>0.8%</td>
<td>88.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Problem resolution</td>
<td>76.3%</td>
<td>1.3%</td>
<td>74.8%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>88.4%</td>
<td>0.9%</td>
<td>89.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>87.0%</td>
<td>1.0%</td>
<td>86.6%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>