Institutional Accountability Plan and Report
2014/15 – 2016/17
June 26, 2014

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 2014/15 – 2016/17. The document was reviewed and approved by the senior administration of SFU and by our Board of Governors on June 26, 2014.

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,

Lynda Brown-Ganzert
Chair, Board of Governors

Andrew Petter
President and Vice-Chancellor
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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’s identified indicators to ascertain if SFU is meeting its obligations. It provides a review of achievements related to the identified goals, objectives, and targets in the Ministry’s Institutional Accountability Framework.

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

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

Total student Full-Time Enrolment (FTE) has grown by 58.6% from 2001/02 to 2013/14, with undergraduate domestic students growing by 38.9%, undergraduate international students by 414.5%, and graduate students by 59.8%. However, since 2008/09, domestic student enrolments have leveled off due to the number of domestic seats funded by the provincial government being fixed, and the growth 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, creative technology, health sciences, and environmental studies.

SFU is committed to addressing regional inequalities in education. The successful and continued development of its Surrey campus gives one of the fastest growing cities in BC easy access to a major research university; however, demand for university access in the growing South Fraser Region is still not met. SFU is ready to deliver new programs at Surrey in health, energy, and creative technology 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 new academic buildings on Burnaby Mountain and the Goldcorp Centre for the Arts at the Vancouver campus. To address the diverse needs of learners in all regions, distributed options for learning, including on-line and distance education as well as blended models, continue to be developed.

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 one of the lowest overhead of any of the comprehensive universities. Revenues have been supplemented by enrolling increasing numbers of international students, which strain physical and human resources, as well as student support services. These mitigation strategies are short-term solutions. However, 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 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 (1965), to offer athletic scholarships (1965), to instill student representation on its senate (1967), to create an executive MBA (1968), to implement computerized registration (1970), and to appoint a female president (Dr. Pauline Jewett, 1974). This tradition of innovation continues into the present day, with SFU becoming the first university outside of the United States to achieve provisional status in the National Collegiate Athletic Association, or NCAA (2011).

SFU is one of Canada's premier comprehensive universities and BC's second largest research intensive university. It boasts three campuses in three adjacent cities within the lower mainland of BC: the original campus atop Burnaby Mountain; the Vancouver campus which includes Harbour Centre, the Segal Graduate School of Business, the Morris J. Wosk Centre for Dialogue, the Goldcorp Centre for the Arts, and the Bill Reid Gallery; and a campus located in an award winning tower in Surrey’s Central City area.

SFU employs 9488 continuing faculty, 2,644 instructors and assistants, 1,786 administrative and support staff, and enrols 35,604 undergraduate and graduate students in eight Faculties.

2.1. SFU Faculties

Applied Sciences

The Faculty of Applied Sciences (FAS) offers internationally recognized academic programs in a wide range of technology areas. 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 over 400 graduate students as well as nearly 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 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 $10.4 million in 2012/13. 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 its graduate students to train in areas of strategic interest to Canada while pursuing 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 is the largest and most diverse Faculty at SFU with 305 faculty members and 110 staff spread across 16 departments and schools, 9 programs, one institute, and a variety of research centres. With a presence at all three campuses, the Faculty teaches more than 14,000 undergraduate and graduate students annually. Psychologists, economists, and criminologists rub shoulders with historians, poets, 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. Faculty members have been at the forefront of scholarly and public conferences on pressing issues such as the reliability of African statistical data, restorative justice, and aboriginal literature. Almost all of the Faculty’s departments sponsor popular public lectures, many of them with endowed funds.

Research in the Faculty includes the established 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. Work in the field of First Nations languages was notably supported with a $2.5 million Partnership grant from the Social Sciences and Humanities Research Council.

The Faculty supports innovation in teaching and has taken a lead in sponsoring an annual forum that highlights the experiences of award winning instructors. Instruction takes place in a variety of formats from small seminars to very large lecture theatres, and faculty 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 at a research institution, the School is ranked in the UT Dallas Top 100 Worldwide Business Schools and the Top 100 North American Business Schools based on publications in 24 business journals from 2008 to 1012. The School enjoys joint accreditation from both the European Federation for Management Development (EFMD) (the School holds the European Quality Improvement System accreditation governed by the EFMD) and the Association for the Advancement of Collegiate Schools of Business (AACSB)—a combination carried by few business schools worldwide.

**Communication, Art and Technology**

The Faculty of Communication, Art and Technology (FCAT) works at the intersection of communication, art, and design. If it’s creative and at SFU, it’s probably in FCAT. FCAT is multidisciplinary and values engagement, building on foundations of disciplinary excellence in communication, interactive arts and technology, contemporary arts, publishing, and creative technology.
FCAT brings together three schools and two professional programs. The School of Communication covers media and culture, technology and society, communication policy, and political economy. The School for the Contemporary Arts offers programs in dance, film, music, theatre, 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 creative technology. The Publishing Program is a multidisciplinary, research-based professional program focused on book, magazine, and online publishing, and offers Canada’s only graduate degree in publishing. The Master’s in Digital Media (MDM) is Canada’s first professional graduate program in digital media.

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

Education

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

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

Research plays an essential role in the Faculty of Science with over 95% of its faculty receiving support from grants and/or contracts. The Physics department has had a particularly successful year with Michael Hayden winning the NSERC John C. Polanyi Award, Patricia Mooney being elected Fellow of the Royal Society of Canada, and Dr. Michael Thewalt’s work in quantum physics being named one of the “Top 10 breakthroughs of 2013” by Physics World.

The Faculty of Science’s commitment to science education extends into the community. The Faculty is proud of the efforts of its staff, faculty, and student volunteers in bringing over 5,000 children, youth, and teachers to campus every year for science-based programs. This year, the Faculty opened the Trottier Studio for Innovative Science Education, a $2.5 million child-friendly lab facility. The Trottier Observatory, a six-metre diameter dome housing a 0.7-metre diameter reflector telescope that is capable of tracking distant galaxies billions of years old, is scheduled to open in the fall of 2014. The Trottier facilities will be available to the general public, amateur astronomers, and SFU students.
2.2. Governance

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

2.2.1. Board of Governors

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

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

2.2.2. Senate

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

Among the many statutory powers of the Senate are: the ability to identify and conduct its business; to elect a vice-chair; to establish committees and delegate authority to them; to set 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 and launched in February 2012. The Vision/Mission, which focuses on SFU’s strengths and aspirations as an “engaged university,” represents the culmination of a year-long consultation process that included thousands of students and community members and hundreds of SFU faculty, staff, and alumni.

**Figure 1**

**SFU’s Vision/Mission**

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

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

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

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

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

3.2. **SFU’s Core Themes and Strategic Goals**

3.2.1. **Core Theme 1: Engaging Students**

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

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.
### 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 Goals⁠¹</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaging Students</strong></td>
<td>GOAL 1 (Students) Students are supported to achieve their education, employment, and training goals.</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>✓</td>
</tr>
<tr>
<td>SFU is engaged locally.</td>
<td>✓</td>
</tr>
<tr>
<td>SFU is engaged globally.</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

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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 educational quality and institutional effectiveness.

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

The full accreditation process, which is based on a series of self-assessment studies and NWCCU member peer reviews, 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, which will be achieved in 2016.
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>Accreditting 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>
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<tr>
<td>Arts and Social Sciences</td>
<td>PhD-Clinical Psychology</td>
<td>Canadian Psychological Association</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
<td>European Quality Improvement System (EQUIS)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
<td>(Signatory to) Principles of Responsible Management Education (PRME)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration - Accounting</td>
<td>Certified Management Accountants of Canada (CMA Canada)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration - Management Information Systems</td>
<td>Business Technology Management Accreditation Council (BTMAC)</td>
</tr>
<tr>
<td>Education</td>
<td>Teacher Certification</td>
<td>BC College of Teachers</td>
</tr>
<tr>
<td>Environment</td>
<td>Physical Geography-Geosciences Concentration</td>
<td>Recognized by the Professional Engineers and Geoscientists of British Columbia</td>
</tr>
<tr>
<td>Environment</td>
<td>Master of Resource Management (Planning)</td>
<td>Recognized by the Canadian Institute of Planners and the Planning Institute of BC</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Public Health</td>
<td>Council on Education for Public Health (CEPH)</td>
</tr>
<tr>
<td>Science</td>
<td>Chemistry</td>
<td>Canadian Society for Chemistry</td>
</tr>
<tr>
<td>Science</td>
<td>Earth Sciences</td>
<td>Recognized by the Association of Professional Engineers and Geoscientists of British Columbia</td>
</tr>
<tr>
<td>Science</td>
<td>Biomedical Physiology and Kinesiology (Kinesiology major only)</td>
<td>Canadian Council of University Physical Education and Kinesiology Administrators, and the British Columbia Association of Kinesiologists</td>
</tr>
<tr>
<td>Science</td>
<td>Statistics</td>
<td>Statistical Society of Canada-Associate Statistician designation</td>
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<tr>
<td>Science</td>
<td>Actuarial Sciences</td>
<td>Canadian Institute of Actuaries</td>
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4.2. External Reviews

4.2.1. Academic Departmental External Reviews

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

- conduct their own assessments of their strengths and weaknesses.
- obtain the view of external experts in the field.
- support academic planning.

The review process is intended to ensure that:

(a) the quality of the unit’s programs is high and there are measures in place to ensure the evaluation and revision of the teaching programs.

(b) the quality of faculty research is high and faculty collaboration and interaction provide a stimulating academic environment.
(c) department members participate in the administration of the unit and take an active role in the dissemination of knowledge.
(d) the departmental environment is conducive to the attainment of the objectives of the department.

Below is a schedule of the SFU departments that have recently been, currently are, or about to be, involved in an external academic review.

Table 3 - A list of SFU's academic departmental external reviews.

<table>
<thead>
<tr>
<th>SFU External Reviews</th>
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<tbody>
<tr>
<td><strong>Year</strong></td>
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<tr>
<td>2011/12</td>
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<td>2014/15</td>
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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.

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

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<tr>
<th>SFU Administration Reviews</th>
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<tbody>
<tr>
<td>Department</td>
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<tr>
<td>Facilities Services</td>
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<td>Human Resources</td>
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<td>Graduate Studies</td>
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<tr>
<td>Finance</td>
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<tr>
<td>Art Gallery</td>
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<tr>
<td>Faculty of Arts and Social Sciences (admin only)</td>
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<tr>
<td>Parking Services</td>
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5. Planning and Operational Review
5. Planning and Operational Review

5.1. Engaging Students

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

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

5.1.1. Teaching and Learning Focus

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. An upcoming initiative on Flexible Education and SFU’s recent selection and implementation of the Canvas learning management system exemplify SFU's appreciation for community input and participation, while SFU's first e-publishing event raised awareness and debate about the changing field of educational resources and environments.

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. The recent implementation of program-level educational goals is intended to provide clarity for students and increase program accountability. Teaching and learning are seen as complex activities that may vary by discipline. 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, providing centralized and discipline-specific opportunities and support to SFU programs and instructors through its partnerships and community stewardship. SFU's annual teaching and learning social and symposium bring SFU educators together to celebrate, promote, and learn from one another's efforts, while blog stories and an experiential learning casebook pilot raise awareness about specific achievements.

Since mid-2011, SFU's Teaching and Learning Development grants have enabled over 90 instructor-led projects to explore, innovate, and diversify students' learning experience in each of its eight Faculties. Stemming from grassroots interests, communities of practice such as flipped-classrooms have emerged. 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 teaching evaluations. Community involvement, shared leadership, collaboration, and recognition continue to strengthen SFU’s teaching and learning culture. SFU will have the opportunity to showcase and share its expertise through its co-hosting of the 34th Society for Teaching and Learning in Higher Education (STLHE) national conference in 2015. Its theme, Achieving Harmony: Tuning into Practice, reflects the efforts and consciousness around teaching and learning at SFU.

5.1.2. Educational Goals

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

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

5.1.3. Experiential Learning

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

From 2010 to 2013, the Experiential Education Project 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 remain mostly located in upper-division courses, and as a result, are not as 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.

5.1.4. Lifelong Learning

Lifelong Learning is at the core of the University’s Vision/Mission to be student centred, research driven, and community engaged. Through SFU NOW (Nights and Weekends) and CODE (Centre for Online and Distance Learning), students may complete their degree at places and times convenient for them. Lifelong Learning’s practical curriculum answers to the career transitioning and professional development needs of working adults. Through 27 Senate-approved non-credit certificates and diplomas, learners gain skills in areas as diverse as applied business analysis, legal interpretation and translation (Mandarin/English), professional coaching, and public relations—to name just a few of the offerings. Online certificates in next-generation transportation and restorative justice provide students across the world access to thought
leaders in areas essential to the well-being of the planet and its inhabitants. The Aboriginal pre-health and university prep programs, offered in partnership with the Faculties of Science and Health Sciences, assist students of Indigenous backgrounds who wish to make their dream of a university education a reality. Community engagement is, in many ways, what Lifelong Learning is all about. The 55+ program has over 3,500 registrations annually. Grant-funded programs encourage new immigrants to develop marketable skill sets and improve their English. Overall, Lifelong Learning spends over $1.5 million annually on educational programming designed to advance communities and, through the Philosophers’ Cafés, promote free and open dialogue on a variety of topical issues.

5.1.5. Student Experience and Success

The “Student Experience” refers to the totality of students’ experiences at the University, and includes their sense of how the University values them and, ultimately, defines their sense of connection with the institution. Students’ experiences have clear implications for a number of critical institutional outcomes: student recruitment and retention, institutional reputation, and alumni support—to name a few. Successful student experiences are built on a foundation of engagement, fostered by a supportive learning and living environment, all of which contribute to 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 therefore, is a community responsibility. This includes providing the support needed to assist students in being successful academically while completing their desired credential in a timely manner, as well as providing programs and services that help identify and support students’ various related needs. A student’s overall experience is a reflection of what happens 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 housing, food, parking, etc.). The overall experience is not universal as each student is unique, but aggregate measures do help indicate what is generally working well and what could be improved. A variety of indicators are used to assess this broader notion of “student experience,” including externally administered surveys, which reflect levels of satisfaction regarding various aspects of campus and academic life (BC Two Years Out Survey, Globe and Mail Survey, International Student Barometer, BC International Students Survey, 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 rates, etc. Recognizing that student success is grounded in experience, the experiences of all SFU students are of great importance to the institution as they inform both individual and institutional success. It would be challenging to uncouple experience from success. So, for the purposes of this report, these two concepts have been strategically entwined under a single heading: “Student Experience and Success.”

At SFU, student success has also traditionally been measured in terms of academic success as indicated by various categories of academic standing such as “Good Academic Standing” (GAS) for those achieving a Cumulative Grade Point Average (CGPA) of 2.0 or greater, or various levels of probationary standing for students struggling to be in GAS, through to Required to Withdraw (RTW) for those students 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.

While these measures will continue to inform SFU’s sense of the student experience and student success, a broader, more inclusive definition is currently being considered, one that includes other measures of personal and community engagement in the learning environment that extend the notion of student success beyond the academic classroom. As this definition becomes more inclusive, SFU will be concurrently identifying measures to evaluate its progress in this area.

5.1.6. Student Services

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

For an organizational chart for Student Services, please see this link: http://www.sfu.ca/content/dam/sfu/students/avp/AVPSI%20Org%20Dec%202013.pdf

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

- the Strategic Enrolment Management Council, co-chaired by the Associate Vice-President, Students and the Associate Vice-President, Academic, with representatives from all Faculties and campuses, and key enrolment administrators.
- the Creating Healthy Campus Communities programs, which are championed by Health Promotion (Health and Counseling Services) but delivered in partnership with individual faculty members, the Teaching and Learning Centre, Career Services, and others.
• the Back on Track Program for students that are struggling academically, which is jointly designed and delivered by the Student Learning Commons (Library), Academic Advising (Student Success), and Counselors (Health and Counseling Services).
• the Terry Fox Campus event, which is coordinated by Recreation in partnership with the Terry Fox Trust and various Faculty and service units.
• The PARIS research project, which tracks SFU's African student success as part of a multi-institutional study funded by the Master Card Foundation and led by UC-Berkeley.

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

Many of Student Services’ activities have significant community engagement components through such programs as co-operative education (over 3,000 SFU students/year working in local, national, and international workplaces); careers services (networking with over 5,000 employers and professional groups); international services for students, which actively interfaces with over 100 global partners/year for study abroad activities (including field schools and exchanges); hundreds of International professional associations; and SFU’s award winning national and international recruitment campaigns that reach out to students, parents, and organizations across the world. Residence and Housing also runs a small hotel (the Simon) as well as seasonal residential housing opportunities for external clients. Many Student Services staff actively participate on provincial, national, and international professional association boards. A smaller number of staff are concurrently engaged in research related to the advancement of research and practice in Student Affairs and Services, much of which has been showcased internally at monthly sessions as well as at the annual Student Services professional development symposium, and externally at various provincial, national, and international conferences.

5.1.7. International Students

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

Developing global citizens through higher education requires real global experience combined with the development of intercultural skills and a celebration of and commitment to diversity. By providing internationally-informed curriculum and learning opportunities, and conducting globally collaborative research, SFU is fostering a culture of inclusion and mutual respect that embraces the diversity and multi-ethnic character of today’s society. SFU welcomes international students from all countries; the richness of their diversity strengthens SFU’s community. The active community of international students is a testament to the University’s Vision/Mission to be an engaged and internationalized university.
In 2005, SFU launched the Dual Degree Program in partnership with Zhejiang University (ZU) in China. This program has annual cohorts of students from both SFU and ZU studying together at both universities. Students alternate between terms of study at SFU and ZU, and at the completion of the programs (graduate and undergraduate options) 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. The Beedie School of Business partners with four widely respected graduate business schools in North and South America to offer an innovative international Executive MBA experience, which further supports SFU’s commitment to being a community and world engaged university.

SFU has a contractual relationship with Navitas Education Ltd of Australia, a company that establishes colleges world-wide, to offer university transfer pathway programs. Fraser International College (FIC) is a private college co-located on the Burnaby campus that provides transition programs for international students. It has been operational since September 2006. In 2010, the contract was renewed for a ten-year term after the academic operations of the college underwent an external review. FIC has been successfully recruiting international students who transfer to SFU for undergraduate degree programs after completion of preparatory and university transferable courses. FIC now has a student body of approximately 2,100 students. From fall 2007 to January 2014, approximately 2,828 students have transferred from FIC to SFU. Students from FIC are carefully tracked to monitor their academic performance and retention at SFU, and these students perform as well as or slightly better than other international students attending SFU.

SFU has established the administrative structures, fee arrangements, and admission policies to enable it to substantially achieve the 2013/14 goal of international enrolment of 17.3%, relative to domestic student enrolment. In 2013/14, SFU exceeded its intake target of 1,098 new international students. Due to a high number of qualified international students, SFU admitted 108.6% of its intake target or 1,192 new international students in 2013/14. With new initiatives to increase retention of international students, this student body now represents 17.0% of the total 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 and seek permanent residency after graduation, which has direct economic benefits. Those who do not remain in BC contribute to the economy and diversity of community while they are living here, and when they continue their travels abroad they become important “brand” ambassadors for SFU, BC, and Canada.

Table 5 – Total International Student Undergraduate Enrolment (FTE)

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<tbody>
<tr>
<td><strong>Actual Data</strong></td>
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<tr>
<td>International UG - FTE</td>
<td>1,812</td>
<td>2,417</td>
<td>3,103</td>
<td>3,756</td>
<td>3,979</td>
<td>3,895</td>
</tr>
<tr>
<td>Share of total UG - FTE</td>
<td>9.2%</td>
<td>11.7%</td>
<td>14.3%</td>
<td>16.5%</td>
<td>17.3%</td>
<td>17.0%</td>
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5.1.8. English as an Additional Language Supports and Services

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

SFU is currently undertaking the development of a comprehensive plan to provide discipline-specific language and academic supports embedded in curriculum and content, in addition to university-wide general communication supports and services peripheral to academic disciplines. It is anticipated that these academic and non-academic supports and services improve academic writing, comprehension, group work, and classroom participation, and will be beneficial to all students in terms of student learning and the University teaching environment.

5.1.9. 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 24 will decrease except for those in the South Fraser Region. SFU remains committed to serving these growing communities south of the Fraser and sees the provision of advanced education to this area a priority.

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

Tables 6, 7, and 8 show SFU's Ministry funded graduate and undergraduate enrolment growth to 2013/14.

| Table 6 – Undergraduate and Graduate Enrolment and Ministry Funded Targets (FTE). |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| FTE                            | Funded 20,215   | Actual 22,388   | Funded 20,215   | Actual 22,796   | Funded 20,203   | Actual 22,071   | Funded 20,203   | Actual 20,203   |
| % Achieved                      | 110.8%          | 112.8%          | 112.2%          | 112.4%          |                 |                 |                 |                 |

| Table 7 – Domestic Undergraduate Enrolment and Ministry Funded Targets (FTE). |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| FTE                            | Funded 17,682   | Actual 18,593   | Funded 17,682   | Actual 19,043   | Funded 17,682   | Actual 19,071   | Funded 17,682   | Actual 17,682   |
| % Achieved                      | 105.2%          | 107.7%          | 107.6%          | 107.9%          |                 |                 |                 |                 |
Table 8 – Graduate Enrolment and Ministry Funded Targets (FTE).

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<tr>
<td>FTE</td>
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<tr>
<td>% Achieved</td>
<td>149.8%</td>
<td>148.2%</td>
<td>144.5%</td>
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* Source: Government Budget Letter, October 16, 2013

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 its ability to harness new ideas and innovations for the benefit of society. This commitment rests on a solid foundation of, and continued commitment to, fundamental research.

5.2.1. Interplay: Research and Teaching

Investment in research enhances the teaching and learning experience for students. Research discoveries can be incorporated in curriculum topics, and student queries sometimes inspire research questions. 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, Research 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 (FY2012), SFU has improved its ranking among Canada’s comprehensive universities in all categories from its FY2005 standing (see below).

Figure 3

Sponsored Research Income and Indirect Costs of Research

In FY2013, SFU’s research income penetrated the $100-million ceiling, rising by approximately 7% from FY2012 to reach $102.6 million. Tracking over a longer horizon, SFU has more than doubled its research income since 2003.

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 $7.8 million in IDC funds for FY2015. 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.
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 65% of SFU’s research funding comes through federal government grants and contracts. This includes about 39% from the Tri-Councils (the Natural Sciences and Engineering Council of Canada (NSERC), the Social Sciences and Humanities Research Council of Canada (SSHRC), and the Canadian Institute of Health Research (CIHR), 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 University Priorities Fund allocation to provide bridging grants for NSERC- and CIHR-funded research in addition to those already provided from his budget for SSHRC research 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’s University Priorities Fund allocation.

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 FY2012, SFU received $116,000 in research income per full-time faculty position. (Source: Research Universities of the Year 2013, Research Infosource.)

In 2013, SFU received funding from Western Economic Diversification Canada (WD) to build its research capacity through investments in infrastructure. This included $4.3 million towards the establishment of a Centre for Soft Materials at 4D LABS, with additional contributions from industrial partners including the Automotive Fuel Cell Cooperation. An investment of $513,000 by WD, with additional contributions from IBM and Boeing Canada, facilitated by SFU Advancement, enabled the purchase of computing equipment for visual analytics research and instructional laboratories at both the SFU and UBC locations of the Vancouver Institute for Visual Analytics.

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 most recent field-normalized ranking of Canadian universities by Higher Education Strategy Associates (HESA), done in 2012, 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. SFU currently has 43 Royal Society of Canada Fellows. In 2013, SFU faculty members received many external awards and fellowships for their research and scholarship, including the Order of British Columbia (Peter Anderson), the Governor General's Literary Award for Non-Fiction (Sandra Djwa), a CUFA BC Paz Buttedahl Career Achievement Award (Robert Hogg), Royal Society of Canada Fellowships (Patricia Mooney and Owen Underhill), the inaugural SSHRC Partnership Award (George Nicholas for IPinCH), and Canadian Academy of Health Sciences Fellow (John O'Neill).

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 last 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 28 research institutes that have a university-wide mandate or multi-university consortium.

Research Partnerships

SFU researchers head two $2.5-million SSHRC Partnership Grants awarded in 2013, one in the area of Indigenous language preservation and revitalization, and the other in art for social change. SFU also leads a $1.65-million NSERC Collaborative Research and Training Experience (CREATE) grant with Germany’s Bielefeld University to develop a training program in the area of big data and genome sequencing.

In 2013, SFU signed a statement of intent with the Indian Oil Corporation to partner in hydrogen and fuel cell research, and with the Institute of Technology Bombay to facilitate student and faculty exchange and research collaboration in solar energy and fuel cell technology.

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, creative technology, 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, mentorship programs, and VentureLabs® business accelerator. The VentureLabs® consortium is led by SFU and includes the University of Victoria, the BC Institute of Technology, and Emily Carr University of Art and Design. To date, the VentureLabs® client companies have collectively raised more than $10.5 million in investment capital and generated 86 new jobs.

Surrey’s Innovation Boulevard is a partnership between SFU, the Surrey Memorial Hospital Foundation, and Fraser Health to link health institutions, universities, companies, and people to spark innovation in health care and improve patient outcomes. SFU professor Ryan D’Arcy, who co-leads the Innovation Boulevard initiative with City of Surrey Mayor Dianne Watts, heads the new NeuroTech Lab at Surrey Memorial Hospital. SFU entrepreneur Maryam Sadeghi of MetaOptima Technology Inc., a Venture Connection client company, is leading the SFU Digital Health Hub within Innovation Boulevard.

SFU has partnered with Toronto’s Ryerson University and India’s Bombay Stock Exchange Institute (BSEI) to create the first Canadian-led incubator and accelerator program for student startups in India. The
program will help entrepreneurs in both countries develop and commercialize innovative research and new technologies that will make a societal impact.

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.

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.

SFU has developed a formal Community Engagement Strategy, which stems from the University’s Vision/Mission to be an engaged university. The Vision/Mission’s goal and objectives specific to community engagement are as follows:

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

**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.

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.

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

The Community Engagement Strategy is 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 research, and contributing to the University’s overall relevance and success.
- Maximizing institutional capacities to enhance the societal, economic, environmental, and cultural well-being of communities, both locally and globally, and respectful and mutually beneficial community relationships.
- Addressing the lifelong learning needs of students, alumni, and the community with innovative programs and learning opportunities.
- Establishing SFU as BC’s public square for education and dialogue on key public issues and reputation as the institution to which the community looks for education, discussion, and solutions.

5.3.2. Power of Engagement: SFU’s 50th Anniversary

September 2015 will mark the 50th year since SFU opened its doors to the world. To commemorate this historic date, SFU officially launched its 50th anniversary celebration campaign in September 2013. The campaign is called The Power of Engagement, and the funds raised in the campaign will be used for scholarships, bursaries, awards, programs, and facilities that will ensure students get the most from their SFU experience, as well as research chairs, professorships and centres that will attract leading researchers and educators to British Columbia, and programs and initiatives that will strengthen SFU’s engagement
with communities. The University hopes to raise $250 million with the campaign. As of September 2013, the University had already raised $133 million toward this goal.

5.3.3. 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 2013/14, 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 as a 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, Science Alive, and other workshops and events. In 2013/14, close to 5,000 youths participated in sports and academic camps.
- SFU continues its very successful Starry Nights community program with evening star parties and telescope and astronomy workshops for grade school kids.
- The Trottier Observatory and Courtyard, and the Trottier Studio for Innovative Science Education are scheduled to open in 2014 on the Burnaby campus. Together, these facilities will be well equipped to offer thousands of people across the country opportunities to learn and participate in the study of science.

Vancouver

This year (2014), SFU’s Vancouver campus celebrates 25 years as the “intellectual heart of the city” (Vancouver Sun quote). The Vancouver campus currently serves over 70,000 people annually, of whom 10,000 are students enrolled in credit and non-credit courses, and who range in age from 18-year-old undergrads to 90-year-old students in the popular Seniors’ Program. The campus comprises the original Harbour Centre facility, the Morris J. Wosk Centre for Dialogue, the Segal Graduate School of Business, the Goldcorp Centre for the Arts, the Bill Reid Gallery, 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 2013/14, some of the highlights were the following:

- The Goldcorp Centre for the Arts (GCA) contains six public performance venues, offering cultural, community, and artistic programming within the innovative, mixed-use re-development of the historic Woodward’s district. Festivals include Indian Summer, PUSH, and the VIFF. The VanCity Community Engagement Office at the GCA has multiple partnerships with neighbourhood organizations (e.g., Pivot Legal, Strathcona Community Centre, Project Limelight), provides custom programming for local residents (e.g., Cultural Democracy 101, Journalism 101), and organizes dozens of public events on relevant current issues, such as sustainability, housing affordability, human rights, and Gender and Justice.
- SFU’s Continuing Studies continues to expand its offerings with programs in restorative justice, human resources, community capacity building, seniors’ programs, and journalism.
SFU’s Vancouver campus develops community programming that offers technical training for the cultural sector. SFU’s non-profit Arts 149 Society (formerly Simon Fraser Presentation Society) works with community arts groups to provide access to SFU Woodward’s cultural spaces (funded by Western Economic Diversification and Heritage Canada) and to provide a platform for emerging artists.

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

The Centre for Dialogue at Harbour Centre.

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

Surrey

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

Located in one of Canada’s largest and fastest growing cities, SFU Surrey is adjacent to the Surrey Central SkyTrain station and transit bus loop, putting SFU students just minutes away from the resources available at SFU’s Burnaby and Vancouver campuses, and conveniently connecting them to the Metro Vancouver and South Fraser communities. SFU Surrey is uniquely situated in the middle of BC’s next great metropolitan core where Surrey’s City Centre is undergoing a complete revitalization. The result will be the emergence of BC’s next metro centre, which will include Surrey City Hall, the Fraser Health Authority, and Canada’s largest RCMP headquarters. City Centre will also include a flagship library, a community plaza, a premium hotel and residence, new commercial and residential developments combined with and adjacent to award-winning Central City, a large-scale urban park, recreational facilities, and outstanding SkyTrain and transit 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 8,000 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, Science, Criminology (Police Studies), World Literature, Education, Environment, Health Sciences, and credit and non-credit courses and programs in Continuing Education.

SFU and the TD Bank Group recently announced the launch of the SFU Surrey-TD Community Engagement Centre (CEC). The SFU Surrey-TD CEC works in partnership with community groups to provide learning and social and community development opportunities at the SFU Surrey campus, in the community, and at the Surrey City Centre Library. Fostering connections between SFU and the ethnically diverse and growing South Fraser community, the SFU Surrey-TD CEC connects children, adults, and community members with SFU students, faculty, staff, and community partners through a range of courses, workshops, and experiences.
5.3.4. 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. They serve as SFU’s greatest global ambassadors with nearly 130,000 alumni 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. The success of SFU’s alumni reflects positively upon their SFU education. They build SFU’s reputation, enhance SFU’s networks by sharing their personal and professional connections, and support the University and its students in multiple capacities including hiring co-op students and graduates. Alumni are both the best indication of what SFU has been in the past, and the best indicator of what SFU can be in the future. Their impact upon the world can be viewed, in part, through the SFU Alumni Appreciation Project.

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 October 2013, for the seventh consecutive year, SFU was chosen as one of Canada’s top 100 employers and one of the most family-friendly workplaces by Mediacorp Canada, the country’s leading employment periodicals publisher. Mediacorp evaluates employers using eight criteria:

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

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

- SFU 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.
- Employees at the Burnaby campus may take advantage of a range of onsite amenities, including a nap room for employees who need a quick rest during the busy day, employee lounge stocked with a variety of games, and free and subsidized access to a fitness facility with state-of-the-art equipment.
- 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 is an environmentally conscious employer that publishes a Sustainability Report that outlines the University’s strategic framework and sustainability policy.
- Depending on their position, employees may be eligible for alternative work arrangements, including flexible hours, shortened and compressed work week option, telecommuting and reduced summer hours.
- SFU encourages employees to save for the future with contributions to a defined benefit or contribution pension plan, depending on their position.

5.4.1.2. Faculty Recruitment and Retention

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

Faculty renewal at SFU will continue in 2014/15 with all Faculties expected to undertake searches. Moderate growth is expected in the Faculty of Arts and Social Sciences, the Faculty of Applied Sciences, the Faculty of Science, and the Beedie School of Business.

A number of initiatives aimed at recruitment and retention are in place at SFU:

- Retention awards to assist in the retention of outstanding faculty.
- Recognition of teaching and research excellence through the annual Excellence in Teaching and University Professor awards.
- Vigorous promotion of faculty accomplishments in local and national news outlets.
- Provision of one-on-one assistance by grants facilitators to faculty to assist in obtaining research grants.
- Teaching and Learning Centre programs designed to support development of teaching skills.
- The University Innovation office, which assists faculty entrepreneurs.
• Assistance to new faculty with relocation and immigration issues.
• Provision within SFU’s residential development UniverCity of housing geared specifically for SFU faculty and their families. 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, their spouses, and children.
• Programs emphasizing sustainability, health, and wellness are available to all as well as access to fully extensive fitness facilities and programs.
• An innovative elementary school, University Highlands Elementary, opened in the UniverCity community in 2010.
• An annual New Faculty Orientation Program is provided by Academic Relations.
• A comprehensive New Faculty Orientation Program for new Chairs and Directors was implemented in 2013/14.
• Advice and assistance to the University community about human rights and related matters is provided through the SFU Human Rights Office.
• Mentoring for researchers in all fields, including grant facilitation through the Office of the Vice-President, Research.
• Recently revamped University websites for faculty and staff provide easily accessible and current information on policies, employment opportunities, benefits, programs, and resources.

SFU is recruiting more female academics, with the proportion of females in the faculty complement as of January 2014 standing at 38%. 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 fourth consecutive year without an increase in funding for student growth from the provincial government. In addition, the province’s 2013 provincial budget included a $50 million cut to the government grant for the post-secondary sector over a period of three years. For 2013/14, SFU’s provincial operating grant was reduced by $0.6 million as a result of the $5 million overall budget cut in the period. For 2014/15, SFU’s provincial operating grant was reduced by a further $2.4 million to $213.8 million.

Provincial government support for cyclical and preventative building maintenance has declined from $9.2 million in 2005/06 under the former Annual Capital Allowance to $2.4 million in 2013/14 under the Routine Capital Fund. Support for the Electronic Library Network and the French language programs is expected to remain steady, with no growth.

Federal grants are expected to increase to $7.9 million in 2014/15, 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 $220.8 million for 2014/15. Student enrolment remains strong, particularly international enrolment. Total enrolment planned for 2014/15 is 26,364 full-time equivalent students, which is a very slight year-over-year increase. Tuition and service fee revenues are expected to increase to $188.9 million for 2013/14, largely due to a 2% tuition fee increase for undergraduate and graduate programs, an additional 8% tuition fee increase in international undergraduate fees.

In some Faculties, differentiated tuition fees have been implemented to reflect the higher cost of delivering specialty and professional programs. Since 2005, provincial government policy has limited tuition fee increases to 2% annually. This remains in effect for 2014/15 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. Additional revenues are also anticipated from the Beedie Learning Strategies Group.

**Expenses**

Salaries and benefits comprise the majority of the University’s operating expenses. With nearly 2,700 continuing full-time employees, as well as part-time and temporary faculty and staff, salary and benefit costs comprise 74% 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 time to its current level of $8.5 million, with the funding allocated in support of strategic initiatives sponsored by university Vice-Presidents. Projects to date have included developing initiatives to support Aboriginal students, creating a Research Data Repository, setting up an International Engagement Fund, and developing a Virtual Campus infrastructure.

### 5.4.2.2. Investments

SFU’s endowment fund consists of 783 individual endowments with a forecasted market value of approximately $281.0 million at March 31, 2014. The endowment provides support for academic programs, professorships, student financial aid, athletics, library materials, and research in the amount of $11.0 million annually. Endowment fund principal exceeded its target by 3% in 2013/14, largely due to improved investment results in the year.

Operating investment revenue improved significantly over previous years. The University has consistently produced returns in excess of established benchmarks, and 2013/14 is projected to continue this trend.
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 Engagement
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 47%. 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 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**

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

**SFU Vancouver – Harbour Centre Facilities Annuity**
- Funding required to replace expiring annuity. Cost is $30 million over the life of the lease renewal.

Renewal/Replacement and Infrastructure Projects

**SFU Burnaby – Roadway Construction**
- In construction 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 design phase. Estimated cost $70 million with target completion in 2016/17.

SFU Burnaby – Intercultural Centre / Art Gallery
In preliminary planning phase. Estimated cost $30 million with target completion in 2016/17.

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.

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.

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 SFU Vision/Mission.

- **Reorganization:** In November 2013, the Chief Information Officer announced a major reorganization of Information Technology Services (ITS), reducing the number of major units to three from six. His vision is to transform the organization into the best place to work at at SFU, and one which is known as a reference for best practices in managing itself and state-of-the-art IT Service Management. Phase One of the reorganization includes filling four new senior positions and the movement of a number of pre-existing positions and groups into the new structure. Further changes may occur later, but the bulk of the efforts will be directed toward the “soft” aspects of the transformation rather than any core technology aspects. An important secondary initiative of the new ITS is the forthcoming implementation of a single point of contact, the IT Service Desk, to replace the very large and confusing set of contact points ITS had in the past.

- **Projects:** In addition to the major ERP-system upgrades, ITS 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 and more effective and efficient exchange and manipulation of institutional data.

- **Learning Management System (LMS):** ITS has completed the implementation of the new LMS, Canvas. It was the clear choice of the selection committee, and SFU is now the largest open-source user of Canvas. Most clients of Canvas use the cloud service offered by Instructure, but that option is not available to SFU because of the British Columbia Freedom of Information and Protection of Privacy Act. The University has more courses and users in Canvas now than it ever had in the legacy WebCT system, reaching this state one full term earlier than anticipated. This project is a foundation for the Vice-President, Academic’s longer-term vision to transform the learning environment at SFU, and ITS has an important role to play in that transformation.

- **Shared Services:** In response to encouragement from the province to adopt more shared services across the post-secondary sector, BCNET has expanded both its membership, to include all public post-secondary institutions, and its portfolio of shared services. As a result, it has been recognized as the primary shared services organization for IT in higher education in BC.

### 5.4.4. Library Services

The SFU Library and its services go far beyond a traditional print collection of over 2.9 million volumes and 3,500 print journal subscriptions to include 71,000 e-journals, 450 databases, and 940,000 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 services 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 and software development projects in Canada, providing access to over two million pages through its Multicultural Canada and other digitization projects. The Library also supports digitization projects for such institutions as University of Victoria, Brandon University, and Prince George Public Library. The 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. The Library is currently working on a prototype of a research data repository platform to provide a long-term digital preservation solution for this data. These digitization and development activities have brought in income to support other Library ventures and have enhanced SFU’s and BC’s reputations for technological inventiveness and entrepreneurship.
5.4.5. Sustainability at SFU

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

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

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

SFU’s Sustainability Office supports and facilitates the development and maintenance of university-wide sustainability initiatives. The Office’s primary mission is to:

- Educate: Improve sustainability literacy within the University community and beyond.
- Connect: Connect and coordinate university-wide initiatives and planning.
- Enable: Enable action and participation in sustainability initiatives through capacity building.
- Communicate: Report and promote SFU's progress toward becoming a sustainable community.

5.4.6. Programming for the Future

5.4.6.1. Student Focused Programming

SFU’s strategic planning processes will continue to address the current British Columbia post-secondary demographic challenges through new and responsive programming, expanded infrastructure, new sources of revenue, and continued recruitment and retention of the best faculty, staff, and students.

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

SFU NOW (Nights or Weekends) reflects SFU’s response to the demographic trends by illustrating a need for more part-time credit studies for older 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.

In January 2014, the University Senate endorsed the creation of a Task Force on Flexible Education (TFFE). The Task Force will make recommendations on the future directions that the University should take in developing and sustaining flexible education opportunities for its students and instructors. The focus of the TFFE will be on technology-supported learning, including the use of fully online programs and fully online courses, “blended” approaches (the integration of digital resources and other media into more traditional learning environments), and mobile learning.

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. These and other related agreements allow for concurrent registrations and more effective use of teaching infrastructure, which will benefit both students and the entire BC post-secondary system.

**5.4.6.2. 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 FTEs by 581 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 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
- Creative Technology

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 Strategic 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), 39% 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. Learning and research activities are compromised by aged and deteriorated instructional spaces such as classrooms, lecture theatres, and the Biology building. The student experience is also compromised by the poor condition of student residences and existing recreation and athletics facilities. Addressing these critical deferred maintenance and capital renewal requirements directly supports SFU’s Strategic Vision/Mission.

The University faces critical cost pressures around deferred maintenance. Provincial capital and maintenance funding has been reduced dramatically, from $9.2 million in 2005/06 to $2.4 million in 2013/14. 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 $4 million for 2014/15 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 an actuarial valuation from December 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 of December 31, 2007. Another actuarial valuation was conducted on December 31, 2013 but the results will not be known until the latter half of 2014.

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. Provincial Operating Funding

A challenging global economy has resulted in fiscal discipline on the part of governments in recent years. The Province has not funded any increase in enrolments for four consecutive years, and per student funding has been frozen for over a decade. In addition, provincial budgets cut $25 million from post-secondary grants over a two-year period from 2013/14 to 2014/15. The provincial government has also reduced funding for deferred maintenance from levels provided prior to 2008/09, has issued a moratorium on new long-term financial liabilities, including capital leases, and has prohibited universities from offering financial guarantees.

Reductions in government funding and financing restrictions create significant challenges in meeting budgetary requirements. This lack of financial flexibility makes it difficult for SFU to undertake projects and initiatives designed to help realize the University’s Strategic 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 loosen financial restrictions on capital projects. Also, a percentage of operating revenues has been 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’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

SFU’s Achievement:

<table>
<thead>
<tr>
<th>2013/14 Target:</th>
<th>20,203</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Actual:</td>
<td>22,701</td>
</tr>
</tbody>
</table>

Exceeded 112.4% % of target

SFU’s total student headcount for 2013/14 was 35,604 students, including 30,182 undergraduates and 5,422 graduates.

With 47% of domestic undergraduate students attending the University on a part-time basis, this equates to 19,071 total domestic full-time equivalent (FTE) undergraduate students. The undergraduate and graduate FTEs for 2013/14 reached 22,701 FTEs, which exceeded the government funded enrolment target of 20,203 by over 12%.

The majority of students enter SFU’s undergraduate programs either directly from BC Grade 12 or through college transfer. In 2013/14, 48% of SFU’s new undergraduates came from BC Grade 12 with average entry grades of 87.2%. BC College transfer students made up 32% of new students.
7.2. Ministry Performance Measure: Credentials Awarded

Ministry Accountability Objective: Capacity

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

<table>
<thead>
<tr>
<th>SFU's Achievement:</th>
<th>Achieved</th>
<th>% of target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Target:</td>
<td>6,088</td>
<td></td>
</tr>
<tr>
<td>2013/14 Actual:</td>
<td>6,217</td>
<td>102.1%</td>
</tr>
</tbody>
</table>

Total credentials awarded by SFU to students annually have grown by 25% from 2003 to 2013, with bachelor’s increasing by 53%, master’s by 47%, and doctoral degrees by 125%.

The Ministry has been increasing this target steadily for the last five years. SFU has kept pace every year with substantial increases to its actual number of credentials awarded. This year, SFU surpassed the Ministry’s target by 2.2%. It has done this through a long-term investment into increasing its enrollment and committing to the retention of its students. Furthermore, SFU has provided student services and support that add quality to the campus experience, and encourage and promote credential attainment.

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

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

Ministry Accountability Objective: Access

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

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Achieved</th>
<th>of prior year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13 Actual:</td>
<td>370</td>
<td></td>
</tr>
<tr>
<td>2013/14 Actual:</td>
<td>402</td>
<td>108.6%</td>
</tr>
</tbody>
</table>

A new measure “Aboriginal Student Spaces” (402) introduced in 2011/12 by the Ministry converts the Aboriginal Student Headcount to FTEs (Full-Time Equivalents). From 2012/13 to 2013/14, SFU showed an increase of 8.6% in Aboriginal student spaces made available. The Ministry currently has no target set for this measure.
7.4. Ministry Performance Measure: Student Satisfaction with Education

Ministry Accountability Objective: Quality

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

<table>
<thead>
<tr>
<th>SFU's Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2013/14 Actual:</td>
<td>92.6% (±0.8%)</td>
</tr>
</tbody>
</table>

The University remains concerned with course availability. In fall 2013, 58% of undergraduate students surveyed are getting the specific courses they want, and 82% of students are getting the number of courses they want each fall semester. SFU has surpassed its recent goal of 55% of undergraduate students getting their specific courses and is just shy of its goal of 85% of students getting the number of courses they want. The University will continue its efforts to continually improve this measure, and to set and attain higher goals.

Facilities for students are continually being improved. 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.

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

Ministry Accountability Objective: Quality

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

<table>
<thead>
<tr>
<th>SFU's Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2013/14 Actual:</td>
<td>94.5% (±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.
7.6. Ministry Performance Measure: Student Assessment of Skill Development

Ministry Accountability Objective: Quality

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

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Substantially Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Performance</td>
<td>96.1%</td>
</tr>
<tr>
<td>2012/13 Actual: 81.7% (±1.3%)</td>
<td></td>
</tr>
<tr>
<td>Written Communication: 2013/14 Actual 82.3% (±1.3%)</td>
<td></td>
</tr>
<tr>
<td>Oral Communication: 2013/14 Actual 78.3% (±1.4%)</td>
<td></td>
</tr>
<tr>
<td>Group Collaboration: 2013/14 Actual 72.7% (±1.4%)</td>
<td></td>
</tr>
<tr>
<td>Critical Analysis: 2013/14 Actual 88.7% (±1.0%)</td>
<td></td>
</tr>
<tr>
<td>Problem Resolution: 2013/14 Actual 75.0% (±1.4%)</td>
<td></td>
</tr>
<tr>
<td>Learn on Your Own: 2013/14 Actual 88.3% (±1.0%)</td>
<td></td>
</tr>
<tr>
<td>Reading and Comprehension: 2013/14 Actual 86.6% (±1.1%)</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).

7.7. Ministry Performance Measure: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

Ministry Accountability Objective: Relevance

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

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Substantially Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Target: ≥ 90%</td>
<td></td>
</tr>
<tr>
<td>2013/14 Actual: 81.0% (±1.5%)</td>
<td>90.0%</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.

7.8. Ministry Performance Measure: Unemployment Rate

Ministry Accountability Objective: Relevance

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

<table>
<thead>
<tr>
<th>SFU's Achievement:</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Target:</td>
<td>≤ 12.4%</td>
</tr>
<tr>
<td>2012/13 Actual</td>
<td>6.8% (+0.9%)</td>
</tr>
</tbody>
</table>

SFU’s graduates’ unemployment rate is almost half (6.8%) of the provincial target of 12.4%.

The Ministry’s definition of “Relevance” is that the public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education. 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.
7.9. **Ministry Performance Measure: Sponsored Research Funding**

**Ministry Accountability Objective: Capacity**

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

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sources</td>
<td>107.3 %</td>
</tr>
<tr>
<td>2013/14 Target: ≥ 2012/13 actual</td>
<td>$95.6 M</td>
</tr>
<tr>
<td>2013/14 Actual:</td>
<td>$102.6 M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Federal sources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Target: ≥ 2012/13 actual</td>
<td>$67.8 M</td>
</tr>
<tr>
<td>2013/14 Actual:</td>
<td>$66.1 M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provincial sources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Target: ≥ 2012/13 actual</td>
<td>$4.8 M</td>
</tr>
<tr>
<td>2013/14 Actual:</td>
<td>$6.7 M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other sources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Target: ≥ 2012/13 actual</td>
<td>$23.0 M</td>
</tr>
<tr>
<td>2013/14 Actual:</td>
<td>$29.9 M</td>
</tr>
</tbody>
</table>

In November 2013, Research Infosource released its annual rankings of research universities (based on fiscal year 2012 data). Notable results for SFU include a 7.3% increase from the previous fiscal year to $102.6 million, a 5.6% increase in research intensity (research income per full-time faculty position), and placing at #20 in the overall rank of relative performance (#4 among the subset of comprehensive universities).

Approximately 65% 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.
### 7.10. Ministry Measures: Summary of Performance

Table 9 – Summary of Performance.

<table>
<thead>
<tr>
<th>Ministry Performance Measure</th>
<th>Exceeded</th>
<th>Achieved</th>
<th>Substantially Achieved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Spaces</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentials Awarded</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Student Spaces</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Satisfaction with Education</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assessment of the Quality of Instruction</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assessment of Skill Development</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Student Assessment of the Usefulness of Knowledge and Skills in Performing Job</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsored Research Funding</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
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 of the South Fraser Region of BC 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 creative technology in pursuance of the 2006 Memorandum of Understanding with the Ministry of Advanced Education, which aims 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’s Institutional Accountability Framework. Of the Performance Measures that the Ministry has asked SFU to report on, the University has exceeded the Measures in two instances, achieved them in five, and substantially achieved them in two. This analysis and these readings indicate that SFU is indeed contributing to the achievement of the Ministry’s goals for the delivery of high-quality post-secondary education in British Columbia.
### Appendix

Simon Fraser University  
2013/14 Accountability Framework Performance Measure Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2012/13</td>
<td>2013/14</td>
<td>2013/14</td>
<td>2013/14</td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>Student spaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>22,661</td>
<td>20,203</td>
<td>22,701</td>
<td>Exceeded</td>
<td></td>
</tr>
<tr>
<td>Credentials awarded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>5,989</td>
<td>6,088</td>
<td>6,217</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td>Aboriginal student spaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Aboriginal student spaces</td>
<td>370</td>
<td>N/A</td>
<td>402</td>
<td>Not assessed</td>
<td></td>
</tr>
<tr>
<td>Ministry</td>
<td>370</td>
<td>402</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Training Authority (ITA)</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student satisfaction with education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>92.7%</td>
<td>0.8%</td>
<td>≥ 90%</td>
<td>92.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Student assessment of the quality of instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>94.7%</td>
<td>0.7%</td>
<td>≥ 90%</td>
<td>94.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Student assessment of skill development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>82.4%</td>
<td>1.1%</td>
<td>≥ 85%</td>
<td>81.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Student assessment of the usefulness of knowledge and skills in performing job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>81.6%</td>
<td>1.4%</td>
<td>≥ 90%</td>
<td>81.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Unemployment rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>6.7%</td>
<td>0.8%</td>
<td>≤ 12.4%</td>
<td>6.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Sponsored research funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsored research funding from all sources (million $)</td>
<td>$95.6</td>
<td>≥ previous year</td>
<td>$102.6</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td>Federal sources (million $)</td>
<td>$67.8</td>
<td></td>
<td>$66.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial sources (million $)</td>
<td>$4.8</td>
<td></td>
<td>$6.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other sources (million $)</td>
<td>$23.0</td>
<td></td>
<td>$29.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes:

TBD - for measures where results are still to be received, the fields have been labelled as “To Be Determined”.
N/A - Not applicable
2 Results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year; results from the 2013/14 reporting year are based on data from the 2013/14 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 2013/14 reporting year are a three-year average of the 2010/11, 2011/12 and 2012/13 fiscal years.
4 Results from the 2012/13 reporting year are based on data from the 2011/12 fiscal year; results from the 2013/14 reporting year are based on the 2012/13 fiscal year.
5 Results from the 2012/13 reporting year are based on 2012 survey data; results from the 2013/14 reporting year are based on 2013 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is 10% or greater.
6 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.
7 Results from the 2012/13 reporting year are based on data from the 2011/12 fiscal year; results from the 2013/14 reporting period are based on data from the 2012/13 fiscal year.

<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>

Results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year; results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year. Excludes Industry Training Authority student spaces.
## APPENDIX
Simon Fraser University
2013/14 Accountability Framework Performance Measure Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012/13 Actual</th>
<th>2013/14 Target</th>
<th>2013/14 Actual</th>
<th>2013/14 Assessment</th>
</tr>
</thead>
<tbody>
<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>82.4% ± 1.1%</td>
<td>≥ 85%</td>
<td>81.7% ± 1.3%</td>
<td>Substantially achieved</td>
</tr>
<tr>
<td>Written communication</td>
<td>83.8% ± 1.1%</td>
<td>82.3% ± 1.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>77.3% ± 1.3%</td>
<td>78.3% ± 1.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group collaboration</td>
<td>75.5% ± 1.3%</td>
<td>72.7% ± 1.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical analysis</td>
<td>88.7% ± 0.9%</td>
<td>88.7% ± 1.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem resolution</td>
<td>74.8% ± 1.3%</td>
<td>75.0% ± 1.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn on your own</td>
<td>89.9% ± 0.9%</td>
<td>88.3% ± 1.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>86.6% ± 1.0%</td>
<td>86.6% ± 1.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>