Institutional Accountability Plan and Report
2015/16 – 2017/18
June 25, 2015

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

Dear Minister Wilkinson,

We are pleased to present Simon Fraser University’s Institutional Accountability Plan and Report for the period 2015/16 – 2017/18. The document was reviewed and approved by the senior administration of SFU and by our Board of Governors on June 25, 2015.

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

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

Sincerely,

Bill Cunningham
Chair, Board of Governors

Andrew Petter
President and Vice-Chancellor

attachment
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1. Executive Summary
1. Executive Summary

The Institutional Accountability Plan and Report analyzes SFU’s performance against the Ministry of Advanced Education’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 and challenging world.
2) To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.
3) To be Canada’s most community-engaged research university.

Total student Full-Time Enrolment (FTE) has grown by 56.9% from 2001/02 to 2014/15, with undergraduate domestic students growing by 36.3%, undergraduate international students by 426.0%, and graduate students by 57.2%. 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. In further support of the BC Skills for Jobs Blueprint, SFU is adding FTEs to graduate computing, engineering, mechatronics, and business disciplines. SFU anticipates accelerating this initiative in 2015/16.
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, the Bill Reid Gallery, the performance and study complex and visual arts studio space at 611 Alexander, and the soon-to-be built Innovation and Residence Centre on West Hastings; and a campus located in an award winning tower in Surrey’s Central City area.

SFU employs 959 continuing faculty, 1,802 administrative and support staff, and enrolls 35,141 full-time and part-time undergraduate and graduate students in eight Faculties.

2.1. SFU Faculties

Applied Sciences

The Faculty of Applied Sciences (FAS) offers internationally recognized academic programs in a wide range of technology areas and 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 and 3,200 undergraduate students who have opportunities for experiential learning and 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 interdisciplinary 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 that is offered in collaboration with the Beedie School of Business. Co-operative education and capstone projects are mandatory for engineering students.

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

The Faculty has forged strong industry and community partnerships through research chairs, experiential learning opportunities, collaborative research projects, professional graduate programs, and community engagement work. Its faculty and graduates are helping to shape the knowledge-based economy of BC and the world.

**Arts and Social Sciences**

The Faculty of Arts and Social Sciences is the largest and most diverse Faculty at SFU with 306 faculty members and 105 staff spread across sixteen departments and schools, nine programs, one language institute, and a variety of research centres. With a presence at all three campuses, the Faculty teaches nearly 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 Faculty.

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 issues such as gerontology, 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. Criminologists and computer scientists have developed new tools and techniques that help track networks of individuals who are engaged in illegal activities online, including the distribution of child pornography.

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.
**Beedie School of Business**

The Beedie School of Business at Simon Fraser University has emerged as a leading institution for influential and relevant management education and research. It is a hub for research and teaching in areas such as innovation, global business, governance, and sustainability. 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 [UTDallas Top 100 North American Business Schools](https://utdallas.edu/utdallas-today/news/2022/04/07/dallas-again-ranks-ut-dallas-top-100-north-american-business-schools/) based on publications in 24 business journals from 2010 to 2014. The School enjoys joint accreditation from both the European Federation for Management Development (EFMD) and the Association for the Advancement of Collegiate Schools of Business (AACSB)—a combination carried by few business schools worldwide. The School is also a signatory to the Principles for Responsible Management Education (PRME) and a lead institution in the Canadian International Resources and Development Institute, a centre of expertise in improving and strengthening resource governance.

**Communication, Art and Technology**

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

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

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

The Faculty of Education 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 rigorous programs of research and for their work in developing, advancing, and enacting knowledge that makes a difference in public education.

Environment

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

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

In the face of rapid global environmental change, the Faculty of Environment advances novel approaches, from field courses to online programs, to ensure that students are prepared to discover pro-active solutions to new and emerging environmental challenges that have properties of complexity, uncertainty, interactivity, and rapid transformations across space and time.

To accomplish its mission, the Faculty must be strategic, crosscutting, creative, integrative, and forward-looking. Such an approach builds upon the Faculty’s high-quality, interdisciplinary evidenced-based research and teaching, which integrates natural, social, and policy sciences, and pure and applied research. By coordinating curriculum with community-engaged research priorities, students, faculty, and partners have greater opportunities for knowledge exchange and significant impact upon societal challenges locally and globally.

Whether promoting urban and environmental research and education, informing and influencing policies in response to climate change, working with Aboriginal communities, or exploring sustainable business opportunities or 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, sustainable business, spatial information systems, risk and impact assessment, consulting, measurement/detection, 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 B.Sc. in Health Sciences, a Master of Public Health (MPH), a Master of Science (M.Sc.), and a PhD in Health Sciences. The MPH is a practice-based program that integrates core public health knowledge with the attainment of professional skills as a public health practitioner, and is one of the few public health programs in Canada accredited by the Council for Education in Public Health. The Faculty of Health Sciences has crosscutting research interests in global health, health system policy, and public health practice, and supports strong interdisciplinary research groups addressing critical population level concerns in mental health and addictions, environmental and occupational health, and prevention of infectious and chronic disease.

**Science**

The Faculty 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 and teaching continue to be very successful across the Faculty. The Mathematics department has had a particularly successful year in both areas with Veselin Jungic receiving the 3M national Teaching Fellowship, Jamie Mulholland being awarded the 2015 Canadian Mathematical Society Excellence in Teaching Award, and new Assistant Professor Ben Adcock receiving a Sloan Research Fellowship.

In keeping with SFU’s goal to become the most engaged university in Canada, it is befitting that Dr. Wendy Palen and Dr. Isabelle Côté are the 2015 recipients of Stanford University’s Leopold Leadership fellowships. The fellowships provide researchers with the skills for translating their knowledge to catalyze change that addresses the world's most pressing sustainability challenges.
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 to take part in free, science-based programs. Last year, the Faculty opened the Trottier Studio for Innovative Science Education, a $2.5 million child-friendly lab facility. This year saw the debut of 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. The Trottier facilities, located in the Science Courtyard, are 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 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 Direction and Context
3. Strategic Direction and Context

3.1. SFU’s Strategic Vision/Mission

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

**Figure 1**

**SFU’s Vision/Mission**

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

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

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

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

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

3.2. SFU’s Core Themes and Strategic Goals

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

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

- 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, 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. Fundamental Theme: Leveraging Institutional Strength

In order to achieve SFU’s goals, the institution must ensure that it builds institutional strength to support the activities it undertakes. This institutional strength includes recruitment and retention of excellent faculty, 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 provides a way for determining future initiatives, allocating resources, and measuring success. It is used to provide guidance to all institutional planning activities and includes mechanisms for monitoring progress and achievements. It is a dynamic document that reflects the University response to its changing environment, and it is updated annually.

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

SFU’s Alignment with Ministry Goals and the Accountability Framework

<table>
<thead>
<tr>
<th>SFU STRATEGIC GOALS and OUTCOMES</th>
<th><strong>GOAL 1</strong> Students are supported to achieve their education, employment, and training goals.</th>
<th><strong>GOAL 2</strong> Maintain a quality post-secondary education system that provides BC with a global competitive advantage.</th>
<th><strong>GOAL 3</strong> An education and training system that maximizes return on investment and supports BC’s diverse communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaging Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students gain the knowledge to complete degree requirements.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Students acquire skills necessary in an ever-changing world.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Students apply knowledge in the workplace or further studies.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Engaging Research</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research is at a high-quality level.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Research is mobilized through partnerships/collaborations with external partners.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Research is integrated into learning and teaching.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Engaging Communities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SFU is engaged with its alumni.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SFU is engaged locally.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SFU is engaged globally.</td>
<td>✓</td>
<td>✓</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.

---

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 completed 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. This was followed by the submission of the required Mid-Cycle Self Evaluation Report in fall 2014, which was accompanied by a site visit by the NWCCU. SFU’s Comprehensive Initial Accreditation Self Evaluation Report will be submitted in spring 2016, with a subsequent site visit by the NWCCU. Final decision regarding accreditation will be decided by the NWCCU at a Board meeting following the visit.
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>
<thead>
<tr>
<th>Faculty</th>
<th>Degree or Program</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences</td>
<td>Engineering Science</td>
<td>Canadian Engineering Accreditation Board</td>
</tr>
<tr>
<td>Applied Sciences</td>
<td>Mechatronic Systems Engineering</td>
<td>Canadian Engineering Accreditation Board</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>PhD-Clinical Psychology</td>
<td>Canadian Psychological Association</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
<td>European Quality Improvement System (EQUIS)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration</td>
<td>(Signatory to) Principles of Responsible Management Education (PRME)</td>
</tr>
<tr>
<td>Business</td>
<td>Business Administration-Accounting</td>
<td>Certified Management Accountants of Canada (CMA Canada)</td>
</tr>
<tr>
<td>Education</td>
<td>Teacher Certification</td>
<td>BC College of Teachers</td>
</tr>
<tr>
<td>Environment</td>
<td>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>
</tr>
<tr>
<td>Science</td>
<td>Actuarial Sciences</td>
<td>Canadian Institute of Actuaries</td>
</tr>
</tbody>
</table>

4.2. External Reviews

4.2.1. Academic Departmental External Reviews

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

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

The review process is intended to ensure that:

(a) The quality of the unit's programs is high and there are measures in place to ensure the evaluation and revision of the teaching programs.
(b) The quality of faculty research is high and faculty collaboration and interaction 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>Year</th>
<th>Department</th>
<th>Recommendations received following site visits</th>
<th>External Reviewers’ Home Institutions</th>
<th>Action Plan developed and approved by Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>Biological Sciences</td>
<td>May 2013</td>
<td>uWestern Ontario / uAlberta / uTennessee</td>
<td>Dec 2013</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>May 2013</td>
<td>George Mason / uWaterloo / Queen’s</td>
<td>Nov 2013</td>
</tr>
<tr>
<td></td>
<td>Health Sciences</td>
<td>Apr 2013</td>
<td>York / McMaster / uAlberta</td>
<td>Jan 2014</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Mar 2013</td>
<td>Dalhousie / uToronto / Northwestern</td>
<td>Mar 2014</td>
</tr>
<tr>
<td></td>
<td>Statistics &amp; Actuarial Sciences</td>
<td>Jun 2013</td>
<td>uGeorgia / uToronto / ulowa</td>
<td>Jan 2014</td>
</tr>
<tr>
<td>2013/14</td>
<td>Business</td>
<td>Jul 2014</td>
<td>HEC Montreal / uSaskatchewan / uMiami</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>Apr 2014</td>
<td>McMater / uLaval / uToronto</td>
<td>Jan 2015</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td>May 2014</td>
<td>Purdue / uToronto / Stanford / uNorth Carolina, Asheville</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>Apr 2014</td>
<td>uAlberta / Wilfred Laurier / uVictoria</td>
<td>In Progress</td>
</tr>
<tr>
<td>2014/15</td>
<td>Education</td>
<td>Apr 2015</td>
<td>York / UBC / uArizona</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
<td>Mar 2015</td>
<td>uToronto / Duke / uWashington</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gerontology</td>
<td>TBA</td>
<td>uAlberta / McMaster / uMissouri-Columbia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>TBA</td>
<td>Western / Queen’s / uOntario Institute of Technology</td>
<td></td>
</tr>
<tr>
<td>2015/16</td>
<td>Chemistry</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criminology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linguistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2.2. Administration Departmental External Reviews

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

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

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

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

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

As a comprehensive research university that respects and values diversity, SFU charges its academic units with planning their programs according to their disciplinary standards, evolving knowledge bases, and pedagogical strengths while supporting new program development in areas of demand and curricular relevance. Teaching and learning are seen as complex activities that may vary by discipline, and they occur in a variety of environments, including traditional class-based courses and programs, co-operative education experiences, field studies, project-based assignments, in credit and non-credit contexts, and through a wide variety of pedagogies and experiences. SFU continues to strive for relevant and diverse learning experiences for its students in the various Faculties. Through an ecosystem approach, partnerships, collaborations, and opportunities for connections among SFU faculty, staff, and programs have been integral towards advancing curriculum, teaching, and learning.

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

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

Activities to promote a culture of teaching and learning and to provide opportunities for faculty and programs remain high priorities. The University’s Teaching and Learning Centre
continues to provide centralized and discipline-specific opportunities and support to SFU programs and instructors through its partnerships and community stewardship. In addition to educational consultants designated to each Faculty, unique to the Centre is an emphasis on educational media where faculty are supported individually or through an intensive Ed Media Protégé program as they work with staff professionals to actualize their instructional intentions by creating their own media. SFU’s annual teaching and learning social brought over 110 SFU educators together to celebrate, promote, and learn from one another’s efforts. In June 2015, the Centre co-hosted the 35th national annual conference of the Society for Teaching and Learning in Higher Education (STLHE) with UBC. SFU faculty, staff, and graduate students shared their expertise at the conference resulting in SFU presenters facilitating or co-facilitating 36 (13%) of the 279 accepted sessions.

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

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 part of the regular external review process, commencing with the 2014 review cycle. These goals are articulated in the external review self-study reports, post-review action plans, and mid-cycle progress reports, and they will be publicly accessible on unit websites.

Educational goals are considered broadly as the anticipated benefits to students from participation in an academic program, and may include knowledge, understanding, skills, competences, experience, attitudes, ethics, and professional development. The goal statements are intended as a framework for curriculum discussion, course mapping, and program structure, and will more clearly reflect what is already occurring within units. SFU’s academic units are encouraged to find approaches to defining and assessing their goals in a manner that best suits each unit’s discipline and context.
5.1.3. 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. SFU continues to consider 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 Education), students may complete their degree at places and times convenient for them. Lifelong Learning’s practical curriculum answers to the career transitioning and professional development needs of working adults. Through 27 Senate-approved non-credit certificates and diplomas, learners gain skills in areas as diverse as applied business analysis, legal interpretation and translation (Mandarin/English), non-profit management, and public relations—to name just a few of the offerings. Online certificates such as next-generation transportation and restorative justice provide students across the world access to thought leaders in areas essential to the well-being of the planet and its inhabitants. The Aboriginal pre-health and university prep programs, offered in partnership with the Faculties of Science, Health Sciences, and Arts and Social Sciences assist students of Indigenous backgrounds who wish to make their dream of a university education a reality. Community engagement is, in many ways, what Lifelong Learning is all about. The 55+ program has over 3,500 fee-based registrations annually, not to mention the 1,000+ attendances at free events. Grant-funded programs encourage new immigrants to develop marketable skill sets and improve their English. In addition, Lifelong Learning offers educational programming designed to advance communities and, through free events like the Philosophers’ Cafés, promote open dialogue on a variety of topical issues to over 10,000 attendees annually.

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, inclusive classroom practices, etc.) and outside of the classroom (e.g., access to courses; opportunities for experiential learning such as co-op programs, field schools, and leadership programs; academic support such as advising, Student Learning Commons, Student Success Program, access to health counseling professionals, and disability services; and quality of ancillary services such as housing, food, parking, etc.). The overall experience is not universal as each student is unique, but aggregate measures do help indicate what is generally working well and what could be improved. A variety of indicators are used to assess this broader notion of “student experience,” including externally administered surveys, which reflect levels of satisfaction regarding various aspects of campus and academic life (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) and institution-specific surveys (such as the Fall Undergraduate Survey).

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

At SFU, student success has also traditionally been measured in terms of academic success as indicated by various categories of academic standing such as “Good Academic Standing” (GAS) for those achieving a Cumulative Grade Point Average (CGPA) of 2.0 or greater, or various levels of probationary standing for students struggling to be in GAS, through to Required to Withdraw (RTW) for those students who fail to meet standards over time. Programs such as the Back on Track (BOT) Program and 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 who would otherwise be required to withdraw due to their inability to maintain good academic standing. More than 1,000 students
participate annually in the Back on Track Program, working one-on-one and in groups to identify how to better understand and support themselves as effective learners. This program is designed and delivered by multiple campus service units including academic advising, counseling, and the Student Learning Commons, providing students with a seamless and integrated support system. Approximately 70% of those completing the BOT program do achieve sufficient CGPAs to allow them to get back on track to good academic standing.

Additionally, SFU is providing services so that all its students are able to make career informed academic choices throughout their academic careers and not just at the end of their studies as they transition out. The Career Services unit has been moved into the Student Success Division so that career-oriented activities are embedded into the work SFU does with its students from prospect through to graduation.

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

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

- The **Strategic Enrolment Management Council**, co-chaired by the Associate Vice-President, Students and the Associate Vice-President, Academic, with representatives from all Faculties and campuses, and key enrolment administrators.
- The **Creating Healthy Campus Communities** programs, which are championed by Health Promotion (Health and Counseling Services) but delivered in partnership with individual faculty members, the Teaching and Learning Centre, Career Services, and others.
- The **Back on Track** Program for students that are struggling academically, which is jointly designed and delivered by the Student Learning Commons (Library), Academic Advising (Student Success), and Counselors (Health and Counseling Services).
- The **Terry Fox Campus event**, which is coordinated by Recreation in partnership with the Terry Fox Trust and various Faculty and service units.
- Participation and leadership by staff on many external Boards of Directors for various for profit and not-for-profit organizations.
- Leadership on relevant Student Services research including the Master Card Foundation research on African graduates, British Columbia Council on Admissions and Transfer (BCCAT) research on experiential learning, Canadian Association for Co-operative Education (CAFCE) sponsored study exploring why students engage in international activities, the Association for Community Education in British Columbia (ACE BC) research on employers’ perceptions of hiring international students, graduate research on undeclared students and academic success, etc.

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

Many of Student Services’ activities have significant community engagement components through such programs as co-operative education (over 3,000 SFU students/year working in local, national, and international workplaces); careers services (networking with over 5,000 employers and professional groups); international services for students, which actively interface with over 100 global partners/year for study abroad activities (including field schools and exchanges); hundreds of international professional associations; and SFU’s award winning national and international recruitment campaigns that reach out to students, parents, and organizations across the world. Residence and Housing also runs a small hotel (the Simon) as well as seasonal residential housing opportunities for external clients. Many Student Services
staff actively participate on provincial, national, and international professional association boards. A smaller number of staff are concurrently engaged in research related to the advancement of research and practice in Student Affairs and Services (topics noted above), much of which has been showcased 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 such as international exchange and field schools, and conducting globally collaborative research, SFU is fostering a culture of inclusion and mutual respect that embraces the diversity and multi-ethnic character of today’s society. SFU welcomes international students from all countries; the richness of their diversity strengthens SFU’s community. The active community of international students is a testament to the University’s Vision/Mission to be an engaged and internationalized university.

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

SFU has a contractual relationship with Navitas Education Ltd of Australia, a company that establishes colleges world-wide, to offer university transfer pathway programs. Fraser International College (FIC) is a private college co-located on the Burnaby campus that provides transition programs for international students. It has been operational since
September 2006. In 2010, the contract was renewed for a ten-year term after the academic operations of the college underwent an external review. FIC has been successfully recruiting international students who transfer to SFU for undergraduate degree programs after completion of preparatory and university transferable courses. FIC now has a student body of approximately 2,200 students. From September 2007 to January 2015, approximately 3,721 students have transferred from FIC to SFU. Students from FIC are carefully tracked to monitor their academic performance and retention at SFU, and these students perform as well as or slightly better than other international students attending SFU.

SFU has established the administrative structures, fee arrangements, and admission policies to enable it to achieve its international enrolment goal. With new initiatives to increase retention of international students, this student body now represents 17.5% of the total undergraduate enrolment. This growth in enrolment of international students has resulted in additional revenue but has also placed additional pressure on faculty and the facilities and services provided to these students. In order to better manage the intake targets for international students, SFU is applying differential admission standards for international students. SFU remains committed to attracting international students in disciplines aligned with regional labour market needs and to fostering a positive experience for these students.

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

| Table 5 – Total International Student Undergraduate Enrolment (FTE) |
|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| **International UG - FTE** | 2,417   | 3,103   | 3,756   | 3,979   | 3,895   | 3,980   |
| **Share of total UG - FTE** | 11.7%   | 14.3%   | 16.5%   | 17.3%   | 17.0%   | 17.5%   |

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 EAL students and to make recommendations for improvements and expansion. The subsequent report highlighted an institutional need for more of a coordinated and strategic response to EAL issues, and provision of more and better mechanisms for language and academic skills support to EAL students.
In May 2014, the Faculty of Education was selected to develop a cross-university collaborative and co-operative strategy to complement and add to the strengths of EAL activities underway at SFU. The strategy intended to address needs and gaps in the curricular and co-curricular academic and language supports and services provided to the EAL student population. The Faculty of Education continues to work with the SFU community in establishing a new Centre for English Language Learning, Teaching and Research. The Centre’s focus is students and instructors: encouraging communication across academic and support areas in order to increase efficiency and share best practices, finding creative ways to fill support gaps, and using opportunities for research to identify what works well for EAL support of our diverse population and for the SFU community as a whole.

### 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, bear repeating. Although the population of the Lower Mainland will grow over the next few years for the cohort 18–29 years of age, the number of people between the ages of 18 and 24 will decrease except for those in the South Fraser Region. SFU remains committed to serving these growing communities south of the Fraser and sees the provision of advanced education to this area a priority.

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

Tables 6, 7, and 8 show SFU’s Ministry funded graduate and undergraduate enrolment growth to 2014/15.

| Table 6 – Undergraduate and Graduate Enrolment and Ministry Funded Targets (FTE) |
|-------------------------------------|-----|-----|-----|-----|-----|
|                                     | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
| **FTE**                             | 20,215 | 22,796 | 20,203 | 22,661 | 20,203 |
| **% Achieved**                      | 112.8% | 112.2% | 112.4% | 110.5% |

| Table 7 – Domestic Undergraduate Enrolment and Ministry Funded Targets (FTE) |
|-------------------------------------|-----|-----|-----|-----|-----|
|                                     | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
| **FTE**                             | 17,682 | 19,043 | 17,682 | 19,018 | 17,682 |
| **% Achieved**                      | 107.7% | 107.6% | 107.9% | 106.0% |
SFU has consistently exceeded its funded targets over the last five 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

In preparation for the replacement of the 2010-2015 Strategic Research Plan, the Office of the Vice-President, Research will begin the development of a new Plan. The Vice-President, Research will launch a two-phase process to take stock of SFU’s research accomplishments, benchmark its research activities, and develop a transformative Strategic Research Plan (SRP) for the next five years. During the first phase (May to August), activities will include institutional benchmarking, developing a list of stakeholders, seeking initial input on questions that will guide the planning process, and conducting an environmental scan. The second phase
(September to December) will share outcomes of the initial phase with all stakeholders, prepare a framework document for consultation with a select group of stakeholders, and fully develop the plan for presenting to the SFU Senate and Board of Governors.

The SRP planning process will use as its “touchstone” 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.” The result will be an SRP that embodies the underlying principles of SFU’s Vision/Mission (academic and intellectual freedom, diversity, internationalization, respect for First Nations peoples and cultures, supportive and healthy work environment, and sustainability) and aligns with the Academic Plan, the Community Engagement Strategy, Faculty and departmental plans.

5.2.3. Research Performance

As SFU approaches its 50th anniversary year, the University has much to celebrate. More than ever before, the advancement of excellence in research is a defining feature of SFU, with leading individuals and groups engaged in a wide variety of scholarly activities from discovery to knowledge mobilization. SFU researchers are achieving national and international recognition through awards, research chairs, membership on grant selection committees, community outreach activities, and participation in high-profile collaborative initiatives. Embedded in local, national, and international communities, they are investigating issues and providing solutions that make significant contributions to society, preparing students for tomorrow’s challenges and career opportunities, and mobilizing knowledge to enhance innovation and commercialization.

SFU’s remarkable research trajectory has placed the University in an excellent position to be recognized as a national and international leader in a number of research areas.

Sponsored Research Income and Indirect Costs of Research

In FY2014, SFU’s research income rose to $103.1 million after a ten-year period of 78% growth (Figure 3). Commensurate with its total research income, SFU’s receipt of Indirect Costs Program funding through the federal government has steadily increased (Figure 4), allowing the University to expand its research enterprise through the provision of a world-class research environment that attracts and retains high-calibre faculty and students, promotes leadership and collaboration, and stimulates innovation.
Grant Competitions

Approximately 65% of SFU’s research funding comes through federal government grants and contracts. This includes about 41% from the Tri-Councils (the Natural Sciences and Engineering Council of Canada (NSERC) at 21%, the Social Sciences and Humanities Research Council of Canada (SSHRC) at 8%, and the Canadian Institute of Health Research (CIHR) at 12%), 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 in addition to internal bridging grants. This support has been instrumental in SFU’s success in the major Tri-Council grant competitions. On average, in FY2013, SFU received $124,300 in research funding per full-time faculty position, a measure of research intensity. (Source: Research Universities of the Year 2014, Re$earch Infosource.) It has also been instrumental in SFU’s participation in regional, national, and international collaborations and partnerships (see below).

Research Output and Impact

In 2014, SFU’s outstanding research performance was recognized by a number of national and international ranking systems. SFU tops the 2015 Maclean’s University Rankings in the comprehensive category, and ranks second among the comprehensives in all three faculty performance indicators: national faculty awards, social sciences and humanities grants, and medical/science grants. Re$earch Infosource ranks SFU #1 among Canada’s comprehensive universities in publication impact (the probability of an article being cited in peer-reviewed journals) and #2 in number of publications. The QS World University Rankings ranks SFU in the top 5 Canadian universities for its research, as measured by the number of citations per faculty.

SFU’s pioneering interdisciplinarity is reflected in several field-specific rankings. QS ranks SFU within the world’s top universities in half of the diverse subject areas it covers, including
in the top 100 in the world in two subject areas: communication and media studies (3rd in Canada) and geography (7th in Canada). Shanghai Jiao’s Academic Ranking of World Universities ranks SFU 49th in the world in computing science, and within the top 150 universities in the world in the fields of social sciences and economics/business. In the 2012 field-normalized ranking of Canadian universities by the Higher Education Strategy Associates, SFU ranked #6 in science and engineering and #10 in social sciences and humanities.

Elsevier’s bibliometric analysis tool, SciVal, places SFU #4 among Canadian universities in research quality, as measured by the field-weighted citation Impact of its publications over a six-year period ending in 2015. It measures SFU’s overall citation performance as 74% above the expected world average. Figure 5 illustrates the research impact (position along the axes) and research output (represented by the size of the circles) of Canada’s research-intensive universities. SFU and BC universities stand out as national leaders in publishing highly cited research articles (y-axis), and producing a high ratio of research publications in top-quality journals (x-axis).

**Figure 5: Research Output and Impact of Canadian Research Universities, 2009 - 2015**

SFU is in the spotlight this year for its high level of international research collaboration. According to Re$earch Infosource, more than half of SFU’s total publications over a five-year period were co-authored with researchers from outside of Canada, versus the national average of 44%.

In 2014, SFU faculty members received many external awards and fellowships for their research and scholarship. In addition to numerous discipline-specific honours, SFU researchers received: an NSERC E.W.R. Steacie Memorial Fellowship (Jiangchuan Liu, Computing Science); Alfred P. Sloan Research Fellowship (Ben Adcock, Mathematics); Humboldt
Research Award (Jeffrey Checkel, International Studies); Leopold Leadership Fellowship (Isabelle Côté and Wendy Palen); Canadian Academy of Health Sciences Fellowship (Kelley Lee and Steven Jones, Health Sciences); and membership in the Royal Society of Canada College of New Scholars, Artists, and Scientists (David Vocadlo).

**Research Centres and Institutes**

SFU has established 48 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 has been nominated to host one of Compute Canada’s four new national Advanced Research Computing (ARC) systems, a national initiative that consolidates and upgrades Compute Canada’s current data centre facilities, in partnership with regional collaborators. The nomination is based on the evaluation of an international Expert Review Panel, and signals SFU’s commitment to advanced research computing and collaborative research partnerships.

SFU is leading *The Prometheus Project: BC’s multi-institution advanced materials science and engineering initiative*, which was granted $7.7 million in 2013 from the Canada Foundation for Innovation’s Leading Edge Fund, and $3.95 million through the British Columbia Knowledge Development Fund. The program brings together leading scientists from BC universities to develop the province’s growing materials science and engineering technology sector.

SFU is also leading the five-year national Canadian Observational Cohort (CANOC), a $2.7M HIV/AIDS study, funded by the Canadian Institutes of Health Research (CIHR), which is Canada’s only longitudinal study of more than 10,000 HIV-positive individuals receiving antiretroviral therapy.

SFU is participating in two networks to receive funding under the federal government’s Networks of Centres of Excellence (NCE) program: $36.6-million for the AGE-WELL network to advance the health and wellbeing of older adults through research and technology innovation, and $27.3-million for the Canadian Glycomics Network (GlycoNet) to address key challenges in human health.

**5.2.4. Innovation and Knowledge Mobilization**

SFU supports a multitude of activities to mobilize research outcomes into real benefits for individuals, the University, and the public by facilitating intellectual development and innovation. These include collaborative groups, entrepreneurship and commercialization structures, research institutes and centres, and research about entrepreneurship and innovation. SFU is building on these strengths to support innovation clusters that can achieve scalable and sustainable economic or social impacts.
The SFU Innovation Office has more than 27 years of experience in commercializing university innovations, and has provided concept validation, business incubation, and mentorship services for over a decade through the Time Centre, Venture Connection®, VentureLabs®, and the GreenTech Exchange. Student entrepreneurs participating in Venture Connection® have been recognized as SFU Student Entrepreneurs of the Year, and received regional and national awards as top student entrepreneurs within the Enactus program. Of the 53 companies accepted to the Venture Connection® incubator to date, three have been acquired: Layerboom (Joyent, 2010), MetroLyrics (CBS Interactive, 2011), and ArtsAlly (PDT Technologies, 2015). The VentureLabs® Venture Acceleration Program is led by SFU and includes as program participants 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 $18 million in investment capital and generated more than 100 new jobs.

In addition to Venture Connection®, SFU students can also develop business skills and new venture ideas through workshops, internships, student clubs such as Enactus and Social Entrepreneurship SFU, and participation in external entrepreneurship training programs like the Next 36. Innovation and entrepreneurship programming for students, from individual courses to bachelor’s or master’s level degrees, includes the tech entrepreneurship@SFU program in business and engineering, the undergraduate Entrepreneurship and Innovation program, the Management of Technology MBA program, and a new Graduate Certificate in Science & Technology Commercialization. RADIUS, SFU’s social innovation lab and venture incubator, is establishing itself as a key hub of social innovation knowledge and networks at and beyond SFU.

Through its partnerships, SFU leverages its strengths to facilitate innovation in key sectors. For example, 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 Surrey Mayor Linda Hepner, 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.

On the national and international front, SFU in partnership with Ryerson University and the University of Ontario Institute of Technology have created the Zones of Incubation and Innovation Network (ZF), with a $10.7-million grant under the Canada Accelerator and Incubator Program (CAIP). ZF will be Canada’s largest business incubator program, and will link internationally with ZoneStartups India business accelerator, which is a partnership between SFU, Ryerson, and the Bombay Stock Exchange Institute.

SFU’s 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.

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**

In September 2013, SFU officially launched its 50th anniversary “Power of Engagement” Campaign. The campaign has gained momentum over the last year, and has officially passed the 70% mark towards its $250 million campaign goal. The Power of Engagement campaign is raising funds for student and faculty support, as well as programs and facilities geared towards engaging the community. SFU looks forward to official birthday celebrations in September 2015. Plans are well underway to mark this special occasion with the help of students, staff, faculty, alumni, donors, and other community supporters.
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.

A few of the many highlights over the last year include:

- SFU’s UniverCity residential community celebrated its ten-year anniversary atop of Burnaby Mountain in September 2014.
- On September 2, 2014, SFU opened its new Indigenous Student Centre, a 1700-square-foot suite of offices and meeting rooms at the Burnaby campus. The Centre will serve as a home away from home for approximately 600 indigenous students, and house the office of the First Nations Student Association.
- Aboriginal high school students from Burnaby, Surrey, North Vancouver, Coquitlam, Cloverdale, and Pitt Meadows participated from July 2-13, 2014 in the first SFU Academic Camp for Aboriginal Students.
- The Trotter Observatory and Science Courtyard opened on April 17, 2015 at the Burnaby campus. The observatory is now the permanent home for the Faculty of Science’s flagship outreach program, Starry Nights. It will also house the SFU Astronomy Club, and serve as a resource for astronomy classes and student research.
- 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. Close to 5,000 youths participated in sports and academic camps last year.

**Vancouver**

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

The campus includes the original Harbour Centre facility, the Morris J. Wosk Centre for Dialogue, the Segal Graduate School of Business, the Goldcorp Centre for the Arts, the Bill Reid Gallery, the performance and study complex and visual arts studio space at 611 Alexander, and the soon-to-be built Innovation and Residence Centre on West Hastings.

SFU’s Vancouver campus represents the hub of the downtown educational precinct, with each site deeply engaged with its internal and external communities:
• The Goldcorp Centre for the Arts (GCA) contains six public performance venues, offering cultural, community, and artistic programming within the innovative, mixed-use re-development of the historic Woodward’s district. Festivals include Indian Summer, PUSH, and the VIFF. The VanCity Community Engagement Office at the GCA has multiple partnerships with neighbourhood organizations (e.g., Pivot Legal, Strathcona Community Centre, 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.

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

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

• 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), education, environment, health sciences, and credit and non-credit courses and programs in continuing education.

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

5.3.4. Alumni

As SFU celebrates 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. With more than 130,000 alumni in over 130 countries, this group serves as SFU’s greatest global ambassadors, building SFU’s reputation through their accomplishments and expanding SFU’s reach through their connections. Alumni also support the University and its students in multiple capacities, including recommending SFU to prospective students, employing SFU co-op students, hiring SFU graduates, and contributing towards scholarships and bursaries that support the next generation of alumni. Alumni are both the best indication of what SFU has been in the past, and the best indicator of what SFU can be in the future. Learn more at [www.sfu.ca/alumni](http://www.sfu.ca/alumni)

5.4. Leveraging Institutional Strength

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

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

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

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

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

5.4.1.1. SFU as an Employer

In November 2014, for the eighth 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 and manages an onsite daycare facility, which employees may take advantage of upon their return.
- New employees start with three or four weeks of paid vacation allowance and can arrange for additional time off through an earned days-off program, depending on their position.
• SFU helps employees plan for the longer term with contributions to a defined benefit or contribution pension plan, depending on their position, retirement planning assistance, and health benefits that extend to retirees (with no age limit).
• 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 facilities, which include state-of-the-art exercise equipment, volleyball, basketball, and badminton courts, swimming pool, sauna, and shower facilities.
• SFU is home to one of Canada's most exciting ongoing urban development projects (called UniverCity) designed to encourage sustainable lifestyles in a community that will be home to 10,000 people atop Burnaby Mountain.

5.4.1.2. Faculty Recruitment and Retention

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

Faculty renewal at SFU will continue in 2015/16 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 and services aimed at recruitment, retention, and faculty development are in place at SFU:

• Retention awards to assist in the retention of outstanding faculty.
• Recognition of teaching and research excellence through the annual Excellence in Teaching and University Professor awards.
• Vigorous promotion of faculty accomplishments in local and national news outlets.
• Provision of one-on-one assistance by grants facilitators to 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.
• Progressive benefit programs and parental leave benefits; generous relocation and professional development reimbursement programs; and tuition waivers in SFU programs for faculty, their spouses, and children.
• Programs emphasizing sustainability, health, and wellness are available to all as well as access to extensive fitness facilities and programs.
• An innovative elementary school, University Highlands Elementary, opened in the UniverCity community in 2010.
• An annual New Faculty Orientation Program is provided by Academic Relations.
• A comprehensive education program for new chairs and directors was implemented in 2013/14.
• Advice and assistance to the University community about human rights and related matters 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 2015 standing at 34.5%.

5.4.2. Finance

5.4.2.1. Budgets

Government Funding

The 2013 BC provincial budget included a $50 million cut to the government grant for the post-secondary sector over a period of three years. SFU’s provincial operating grant was reduced by $2.3 million in 2014/15 and the University is anticipating a $2.97 million reduction to the grant in 2015/16.

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 a projected $3.1 million in 2015/16 under the Routine Capital Fund.

Federal grants are expected to increase to $8.2 million in 2015/16, primarily due to the Indirect Cost Program that supports the indirect costs of research.

Tuition and Student Fees

Tuition and student fees are also a major source of operating income and are expected to increase to $233.5 million for 2015/16, exceeding provincial grant funding. The increase is due primarily to a 2% tuition fee increase for undergraduate and graduate programs, and an additional 8% tuition fee increase in international undergraduate fees. Student enrolment remains strong, particularly international enrolment. Total planned enrolment
for 2015/16 is 26,584 full-time equivalent students, which is a very slight year-over-year increase.

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 2015/16 but is not applicable to international students.

Other Revenues

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

Expenses

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

University Priority Fund

Other budgeted expense increases relate to increased investment in strategic initiatives funded through the University Priority Fund. This fund has been built up over time to its current level of $8.9 million for 2015/16, with the funding allocated in support of strategic initiatives sponsored by University Vice-Presidents. Projects to date have included initiatives to support Aboriginal students, improve the teaching and learning environment, establish a Research Data Repository, develop a Virtual Campus infrastructure, and support community and international engagement.

5.4.2.2. Investments

SFU’s endowment fund grew to a record $401.5 million, driven by a strong year of donations and above benchmark investment earnings. SFU’s endowment fund consists of 821 individual endowments that provided $13.1 million of support in 2014/15 for academic programs, professorships, student financial aid, athletics, library materials, and research.

Operating investment revenue also improved significantly over previous years. The University has consistently produced returns in excess of established benchmarks, and this trend continued in 2014/15. SFU also adopted a new Responsible Investment Policy in 2014/15 and became a signatory to the United Nations Principles for Responsible
Investment (UN PRI). The new policy provides for governance of SFU’s investment strategy consistent with the UN PRI and the University’s investment objectives, with greater emphasis on environmental, social, and governance (ESG) factors in investment decisions.

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

#### New Priority Projects

**Surrey – Energy Systems Engineering**

In preliminary planning phase. Estimated cost $70 million with target completion in 2019/20.

**Burnaby – First Peoples’ House**

In planning phase. Estimated cost $15 million with target completion in 2018/19.

**Surrey – Health Systems Innovation and Sustainability**

In preliminary planning phase. Estimated cost $90 million with target completion in 2020/21.

**Surrey – Business and Creative Technologies**

In preliminary planning phase. Estimated cost $90 million with target completion in 2021/22.
Surrey – Innovative Teaching and Other Facilities
   In preliminary planning phase. Estimated cost $36 million with target completion in 2021/22.

Renewal/Replacement and Infrastructure Projects

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

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

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

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

Burnaby – Multi-Purpose Complex Renewal

Burnaby – Data Centre Replacement

Student Housing Projects

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

Burnaby – Student Residence Expansion – Phase 2

Major Ongoing/Planned Self-Funded Projects

Burnaby – Multi-Purpose Complex Envelope Replacement and Upgrade
   In construction phase. Estimated cost $20 million with target completion in 2018/19.

Burnaby – Data Centre
   In preliminary planning phase. Estimated cost $6 million with target completion in 2016/17.

Vancouver – Student Residence
   In construction phase. Estimated cost $17 million with target completion in 2016/17.

Burnaby – SFSS Student Union Building and Stadium
   In design phase. Estimated cost $64.5 million (funded by SFSS) with target completion in 2018/19.
Burnaby – Student Residence Demolition – Louis Riel House
In planning phase. Estimated cost $3 million with target completion in 2015/16.
Burnaby – Athletics and Recreation – Lorne Davies Complex Renewal
In preliminary planning phase. Estimated cost $10 million with target completion in 2018/19.
Burnaby – Athletics and Recreation – Field House
In preliminary planning phase. Estimated cost $15 million with target completion in 2018/19.
Burnaby – Art Gallery
In preliminary planning phase. Estimated cost $20 million with target completion in 2018/19.
Burnaby – Bio-Mass Central Heating Plant
In planning phase. Estimated cost $20 million with target completion in 2018/19.

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 Statement for Information Technology Services (ITS) emphasizes “powering engagement through technology and operational excellence.” This is intended to fully support a Mission Statement that focuses on strengthening SFU’s capabilities in teaching, learning, research, and administration by providing effective and leading IT services and solutions. In addition to the strategic initiatives mentioned below, there are many active projects, each of which contributes to the SFU Vision/Mission.

- **Organizational Change:** The Chief Information Officer (CIO), with his directors, is currently in the process of defining a 12-month business plan that will direct the department’s priorities toward the following goals:
  - **Client Service:** Deliver IT services, solutions, and support model as a strategic partner to meet client needs and manage service expectations.
  - **People:** Empower ITS staff by providing effective and efficient learning and development opportunities that support ITS.
  - **Technology:** Develop, maintain, and provide agile, resilient, and secure IT systems.
  - **Cross-University Collaboration:** Implement appropriate governance for ITS services and solutions.
  - **IT Operations:** Stabilize ITS to provide a strong foundation for IT operations.

- **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. Also, ITS will be initiating an infrastructure renewal project that will upgrade both the telecommunications and network capabilities throughout the University, inclusive of the Vancouver and Surrey campuses. Finally, in March 2015, Compute Canada announced the selection of SFU as one of four leading institutions in Canada for research computing. This award will require a major renovation of the Water Tower Building to become a state-of-the-art research data centre, but more importantly, it positions SFU to attract grant revenue from national research programs for the foreseeable future.

- **IT Service Management (ITSM):** IT Services recognizes the necessity of applying the Information Technology Infrastructure Library (ITIL) framework for managing IT service delivery according to best practices. Phase one of the implementation and adoption of ITSM within the department has nearly completed its initial set of goals that include the definition of the service catalog, incident management tracking, and resolution and change request management design. Phase two will focus on the construction and staffing of a best practices service desk with the goals of establishing a single point of contact for all ITS clients.

### 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, such as Thesis Boot Camps, advanced workshops and support for research software, and graduate-level writing support.

The Library’s facilities on all three SFU campuses provide access to collections, in-person research assistance, and study space. Reference and information services are also offered through many virtual channels for the convenience of researchers via telephone, through email, chat and text messaging, and twitter. Technical advice is offered in co-operation with IT Services. The BC Electronic Library Network is hosted by the SFU Library, a synergistic relationship that has fostered online support, resource sharing, and electronic journal licensing for all BC post-secondary libraries. The Electronic Health Library of BC, supporting online information service to health services educational, training, and practitioner organizations, is also hosted by the SFU Library.
The SFU Library is a leader in digitization and software development projects in Canada, providing access to over two million pages through its Multicultural Canada and other digitization projects. The Library also supports digitization projects for such institutions as University of Victoria, Brandon University, and Prince George Public Library. The SFU Library makes all SFU theses and dissertations available online via Summit, the SFU Research Repository, which also houses academic papers, video, audio, and other scholarly output from the university community. The SFU Library is the primary development site for open source software from the Public Knowledge Project (PKP). The PKP software suite includes the Open Journal System (OJS), now used by over 14,000 scholarly publications, and other PKP software for monograph publishing, conference management, and internet metadata harvesting. The SFU Library is also the home for the reSearcher software for electronic resource access and management. The Library’s research data repository platform provides a long-term digital preservation solution for research data in a variety of formats. These digitization and development activities have brought in income to support other Library ventures and have enhanced SFU’s and BC's reputations for technological innovation and entrepreneurship.

### 5.4.5. Sustainability at SFU

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

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

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

Since the development of the Plan, SFU has achieved several high profile successes including:

- Earning the prestigious AASHE Sustainability Tracking Assessment and Rating System (STARS) Gold 2.0 rating for university-wide sustainability efforts.
- Reducing greenhouse gas (GHG) emissions for the University's operations to 16% below 2007 levels while growing in space and in numbers.
- Transforming the University's waste management system by replacing all interior garbage bins with zero waste stations and introducing organics recycling. This significantly increased SFU's diversion of waste from landfill from 25% in 2012 to 40% in 2015.
5.4.6. Programming for the Future

5.4.6.1. Student Focused Programming

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

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

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

In January 2014, the University Senate endorsed the creation of a Task Force on Flexible Education (TFFE). The Task Force is preparing 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 is 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 BC post-secondary institutions and with local school districts. A number of Memoranda of Understanding have been signed and subsequent partnering initiatives have been
operationalized, creating opportunities that support the smooth flow of students in specific disciplines between the collaborating institutions. These and other related agreements allow for such initiatives as inter-institution program laddering and concurrent registrations, allowing for a more effective use of teaching infrastructure, and benefitting both students and the entire BC post-secondary system. Agreements with local school districts offer dual-credit opportunities for secondary students, providing advanced educational experiences at SFU that grant both high school and university credit that students can use to further their education opportunities.

5.4.6.2. Planned Growth in the South Fraser Region

Surrey is one of the fastest growing cities in Canada, 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 has exceeded the Ministry’s first phase target of 2,500 FTEs by 581 FTEs. Over 8,200 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.

New Surrey Programs

SFU is committed to meeting the demand for high quality post-secondary education south of the Fraser River. In close consultation with school districts, other post-secondary institutions, and the community at large, the University is planning to expand programming which meets the social and economic needs of both the region and the province.

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. However, these growth initiatives are dependent on government funding.
6. Major Strategic Risks
6. Major Strategic Risks

6.1. Risk Management

The University operates in an increasingly complex environment and must assume certain risks in order to meet its objectives and realize its Vision/Mission. To successfully manage strategic risks, a framework for risk identification, measurement, and monitoring has been implemented, and the most significant risks are reported to the Audit, Risk and Compliance Committee of the Board of Governors annually in November. 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 enters its 50th anniversary year, aging infrastructure on the Burnaby campus requires significant rehabilitation and renewal to extend the useful life of facilities and to improve the sustainability and functionality of these facilities. According to the Facilities Condition Index (FCl), 57% of Burnaby campus academic buildings are in “poor” condition. This is in addition to the deferred maintenance needs of residences, other ancillary buildings, roads, utilities, and campus infrastructure. Learning and research activities are compromised by aged and deteriorated instructional spaces such as classrooms, lecture theatres, and the Biology building. The student experience is also compromised by the poor condition of student residences and existing recreation and athletics facilities. Addressing these critical deferred maintenance and capital renewal requirements directly supports SFU’s Vision/Mission.

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

Provincial capital and maintenance funding has been reduced dramatically, from $9.2 million in 2005/06 to a projected $3.1 million in 2015/16. The challenge of funding these projects from internal sources places significant financial pressure on core University programs. This pressure is alleviated in small part by efforts to optimize working cash for maintenance and capital renewal projects. For instance, the University has committed up to $30 million in internal loans over 10 years to address deferred maintenance issues and has established a specific fund to help address the most critical requirements. The deferred maintenance fund is budgeted at $5.0 million for 2015/16.

6.1.2. Pension Funds

Another significant challenge relates to rising costs associated with the University’s defined benefit pension and employee future benefit plans for administrative/union staff. The results of an actuarial valuation of the pension plan on December 31, 2013 showed a going concern deficit of $30.4 million, up from $16.4 million in the previous valuation of December 31,
2010. SFU’s rate of contribution was determined to be 17.1% of total payroll, up from 15.3% in the previous valuation. The next actuarial valuation will take place on December 31, 2016.

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 also living longer after they retire, which results in the pension plan needing 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

Continued challenges in the global economy have heightened the need for fiscal discipline on the part of governments in recent years. The BC provincial government has responded with a commitment to balanced budgets and controlled government spending. The Province’s 2012 budget included $50 million in cost reductions and administrative efficiencies in the public post-secondary system over three years. SFU’s provincial operating grant decreased $2.3 million in 2014/15 and the University is anticipating a $2.9 million reduction to the grant in 2015/16. The provincial government has also tightened the restriction for taking on new long-term financial liabilities, including capital leases and contingent guarantees.

Reducions 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 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

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15 Target:</td>
<td>20,203</td>
</tr>
<tr>
<td>2014/15 Actual:</td>
<td>22,329</td>
</tr>
</tbody>
</table>

Exceeded 110.5% % of target

SFU’s total student headcount for 2014/15 was 35,141 students, including 29,802 undergraduates and 5,339 graduates.

With 47% of domestic undergraduate students attending the University on a part-time basis, this equates to 18,748 total domestic full-time equivalent (FTE) undergraduate students. The undergraduate and graduate FTEs for 2014/15 reached 22,329 FTEs, which exceeded the government funded enrolment target of 20,203 by 10.5%.

The majority of students enter SFU’s undergraduate programs either directly from BC Grade 12 or through college transfer. In 2014/15, 45% of SFU’s new undergraduates came from BC Grade 12 with average entry grades of 87.3%. BC College transfer students made up 34% of new students.
7.2. Ministry Performance Measure: Credentials Awarded

Ministry Accountability Objective: Capacity

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

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15 Target:</td>
<td>6,277</td>
</tr>
<tr>
<td>2014/15 Actual:</td>
<td>6,504</td>
</tr>
</tbody>
</table>

Achieved 103.6% % of target

Total credentials awarded by SFU to students annually have grown by 36% from 2004 to 2014, with bachelor’s increasing by 47%, master’s by 38%, and doctoral degrees by 110%.

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 3.6%. It has done this through increasing enrolment in earlier years alongside a continued commitment to the retention of its students. Furthermore, SFU has provided student services and support that add quality to the campus experience, and encourage and promote credential attainment.

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

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

Ministry Accountability Objective: Access

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

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 Actual:</td>
<td>402</td>
</tr>
<tr>
<td>2014/15 Actual:</td>
<td>426</td>
</tr>
</tbody>
</table>

Achieved 105.9% of prior year

From 2013/14 to 2014/15, SFU showed an increase of 8.6% in Aboriginal student spaces made available as it continues its efforts to recruit and retain Aboriginal students. The Ministry currently has no target set for this measure.
7.4. Ministry Performance Measure: Student Satisfaction with Education

Ministry Accountability Objective: Quality

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

<table>
<thead>
<tr>
<th>SFU's Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2014/15 Actual:</td>
<td>91.5% (±0.9%)</td>
</tr>
</tbody>
</table>

The University remains concerned with course availability. In fall 2014, 58% of undergraduate students surveyed are getting the specific courses they want, and 83% of students are getting the number of courses they want each fall semester. The University will continue its efforts to continually improve this measure, and to set and attain higher goals.

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

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

Ministry Accountability Objective: Quality

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

<table>
<thead>
<tr>
<th>SFU's Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2014/15 Actual:</td>
<td>92.7% (±0.9%)</td>
</tr>
</tbody>
</table>

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

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

Ministry Accountability Objective: Quality

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

<table>
<thead>
<tr>
<th>SFU's Achievement:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Performance</td>
<td>99.4%</td>
</tr>
<tr>
<td>2014/15 Actual: 84.5% (±1.2%)</td>
<td></td>
</tr>
<tr>
<td>Written Communication:</td>
<td>2014/15 Actual 84.6% (±1.2%)</td>
</tr>
<tr>
<td>Oral Communication:</td>
<td>2014/15 Actual 82.7% (±1.3%)</td>
</tr>
<tr>
<td>Group Collaboration:</td>
<td>2014/15 Actual 78.3% (±1.4%)</td>
</tr>
<tr>
<td>Critical Analysis:</td>
<td>2014/15 Actual 90.9% (±1.0%)</td>
</tr>
<tr>
<td>Problem Resolution:</td>
<td>2014/15 Actual 79.3% (±1.4%)</td>
</tr>
<tr>
<td>Learn on Your Own:</td>
<td>2014/15 Actual 89.0% (±1.4%)</td>
</tr>
<tr>
<td>Reading and Comprehension:</td>
<td>2014/15 Actual 86.9% (±1.1%)</td>
</tr>
</tbody>
</table>

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

In a further commitment to quality and consistency in education, SFU recently adopted the practice of developing assessable learning outcomes for all of its programs. Each department is now required to articulate course learning outcomes as part of the external review process.
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>2014/15 Target:</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>2014/15 Actual:</td>
<td>79.8% (±1.6%)</td>
</tr>
</tbody>
</table>

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

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

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

Ministry Accountability Objective: Relevance

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

<table>
<thead>
<tr>
<th>SFU’s Achievement:</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15 Target:</td>
<td>≤ 12.4%</td>
</tr>
<tr>
<td>2014/15 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><strong>All sources</strong></td>
<td></td>
</tr>
<tr>
<td>2014/15 Target: ≥ 2013/14 actual</td>
<td>$102.6 M</td>
</tr>
<tr>
<td>2014/15 Actual:</td>
<td>$103.1 M</td>
</tr>
<tr>
<td><strong>Achieved</strong></td>
<td>100.5%</td>
</tr>
<tr>
<td>% of target</td>
<td></td>
</tr>
</tbody>
</table>

| Federal sources |          |
| 2014/15 Target: | ≥ 2013/14 actual $66.1 M |
| 2014/15 Actual: | $64.1 M |

| Provincial sources |          |
| 2014/15 Target: | ≥ 2013/14 actual $6.7 M |
| 2014/15 Actual: | $4.4 M |

| Other sources |          |
| 2014/15 Target: | ≥ 2013/14 actual $29.9 M |
| 2014/15 Actual: | $34.6 M |

Approximately 62% of SFU’s research funding is sourced from the federal government through the Tri-Councils (NSERC, SSHRC, and CIHR), and CFI; 4% comes from provincial sources; and 34% from other funding sources.

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

**Table 9 - Summary of Performance.**

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

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

SFU is committed to meeting the demand for relevant, high quality post-secondary education from the growing population of South Fraser. Working collaboratively with school districts, other post-secondary institutions and communities at large, and in close consultation with local, provincial, and federal governments, SFU is planning to expand programming which meets the social and economic needs of the region and the province. In response to student demand and the high demand occupations identified by the province, SFU is proposing three new programs—energy systems engineering, health system innovation and sustainability, and creative technologies—for consideration.

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 six, and substantially achieved them in one. This analysis and these readings indicate that SFU is undeniably contributing to the achievement of the Ministry’s goals for the delivery of high-quality post-secondary education in British Columbia.

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

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

**Simon Fraser University**  
2013/14 Accountability Framework Performance Measure Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th>2013/14 Actual</th>
<th>2014/15 Target</th>
<th>2014/15 Actual</th>
<th>2014/15 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student spaces</strong>²</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td></td>
<td>22,701</td>
<td>20,203</td>
<td>22,329</td>
<td>Exceeded</td>
</tr>
<tr>
<td><strong>Credentials awarded</strong>³</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td>6,217</td>
<td>6,277</td>
<td>6,504</td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Aboriginal student spaces</strong>⁴</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Aboriginal student spaces</td>
<td></td>
<td>402</td>
<td>N/A</td>
<td>426</td>
<td>Not assessed</td>
</tr>
<tr>
<td>Ministry</td>
<td></td>
<td>402</td>
<td>426</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Training Authority (ITA)</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Student satisfaction with education</strong>⁵</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td></td>
<td>92.6%</td>
<td>0.8%</td>
<td>≥ 90%</td>
<td>91.5%</td>
</tr>
<tr>
<td><strong>Student assessment of the quality of instruction</strong>⁵</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td></td>
<td>94.5%</td>
<td>0.7%</td>
<td>≥ 90%</td>
<td>92.7%</td>
</tr>
<tr>
<td><strong>Student assessment of skill development</strong>⁵</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td></td>
<td>81.7%</td>
<td>1.3%</td>
<td>≥ 85%</td>
<td>84.5%</td>
</tr>
<tr>
<td><strong>Student assessment of the usefulness of knowledge and skills in performing job</strong>⁵</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td></td>
<td>81.0%</td>
<td>1.5%</td>
<td>≥ 90%</td>
<td>79.8%</td>
</tr>
<tr>
<td><strong>Unemployment rate</strong>⁵⁶</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td></td>
<td>6.8%</td>
<td>0.9%</td>
<td>≤ 12.4%</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>Sponsored research funding</strong>⁷</td>
<td></td>
<td>Sponsored research funding from all sources (million $)</td>
<td>$102.6</td>
<td>≥ previous year</td>
<td>$103.1</td>
</tr>
<tr>
<td>Federal sources (million $)</td>
<td></td>
<td>$66.1</td>
<td></td>
<td></td>
<td>$64.1</td>
</tr>
<tr>
<td>Provincial sources (million $)</td>
<td></td>
<td>$6.7</td>
<td></td>
<td></td>
<td>$4.4</td>
</tr>
<tr>
<td>Other sources (million $)</td>
<td></td>
<td>$29.9</td>
<td></td>
<td></td>
<td>$34.6</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 2013/14 reporting year are based on data from the 2013/14 fiscal year; results from the 2014/15 reporting year are based on data from the 2014/15 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 2014/15 reporting year are a three-year average of the 2011/12, 2012/13 and 2013/14 fiscal years.

4 Results from the 2013/14 reporting year are based on data from the 2012/13 fiscal year; results from the 2014/15 reporting year are based on the 2013/14 fiscal year.

5 Results from the 2013/14 reporting year are based on 2013 survey data; results from the 2014/15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is 10% or greater.

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

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>110% or more of the target</td>
</tr>
<tr>
<td>Achieved</td>
<td>100% - 109% of the target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>90% - 99% of the target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>Less than 90% of the target</td>
</tr>
<tr>
<td>Not Assessed</td>
<td>Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets</td>
</tr>
</tbody>
</table>
APPENDIX
Simon Fraser University
2014/15 Accountability Framework Performance Measure Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013/14 Actual</th>
<th>2014/15 Target</th>
<th>2014/15 Actual</th>
<th>2014/15 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>81.7%</td>
<td>1.3%</td>
<td>≥ 85%</td>
<td>84.5%</td>
</tr>
<tr>
<td>Written communication</td>
<td>82.3%</td>
<td>1.3%</td>
<td></td>
<td>84.6%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>78.3%</td>
<td>1.4%</td>
<td></td>
<td>82.7%</td>
</tr>
<tr>
<td>Group collaboration</td>
<td>72.7%</td>
<td>1.4%</td>
<td></td>
<td>78.3%</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>88.7%</td>
<td>1.0%</td>
<td></td>
<td>90.9%</td>
</tr>
<tr>
<td>Problem resolution</td>
<td>75.0%</td>
<td>1.4%</td>
<td></td>
<td>79.3%</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>88.3%</td>
<td>1.0%</td>
<td></td>
<td>89.0%</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>86.6%</td>
<td>1.1%</td>
<td></td>
<td>86.9%</td>
</tr>
</tbody>
</table>