Institutional Accountability Plan & Report

2007/08 – 2009/10

July 26, 2007
July 27, 2007

The Honourable Murray Coell, MLA
Minister of Advanced Education
PO Box 9059 Stn Prov Govt
Victoria, BC  V8W 9E2

Dear Minister Coell,

We are pleased to present Simon Fraser University’s Institutional Accountability Report for the period 2007/08 – 2009/10. This document was reviewed and approved by the senior administration of SFU and by our Board of Governors on July 26, 2007. We understand and accept accountability for this Plan and for achieving its ambitious objectives. This document is also available at: http://www.sfu.ca/pres/administration/

We believe that the current funding model will not sustain quality research and teaching at SFU. Neither does it address the full inflationary impact on our cost structure. We believe that the model requires the attention of the Ministry of Advanced Education and we therefore request a meeting with you and the Minister of Finance in September to discuss this and other funding issues affecting the University.

We look forward to continuing to work with the Ministry in the furtherance of our common mandate to provide the highest quality teaching, research and community service to the citizens and communities of British Columbia.

Yours sincerely,

Dr. Nancy McKinstry
Chair, Board of Governors

Dr. Michael Stevenson
President and Vice-Chancellor

Dr. Nancy McKinstry

Dr. Michael Stevenson
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1. Introduction

This document has been prepared in response to a request from the Ministry of Advanced Education and follows on the Service Plan 2006/07 - 2008/09 submitted last year.

We believe our performance from one period should inform the plan for the following year; therefore, this document integrates our past performance with our future plans. Where possible, performance measures are included relating both to the requirements of the Ministry and to SFU’s particular goals.

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 risk and bold initiative, and to reach out to the wider community. In just four decades, SFU has earned an international reputation for setting standards in innovative teaching, research, athletics and community involvement.

SFU enjoys three distinctive campuses: the original and main campus atop Burnaby Mountain, the Vancouver Campus which includes Harbour Centre, the Segal Graduate School of Business and the Centre for Dialogue, and a new campus in Surrey located in an award-winning tower. Each of these campuses is in the midst of rapid expansion to accommodate past and continuing enrolment growth.

SFU employs more than 880 tenure-track faculty, 1400 administrative and support staff, and enrolls over 30,000 undergraduate and graduate students in six faculties.

Our Faculties are:

- **Applied Sciences** – offers blended traditional programs such as computing and engineering science with explorations in multimedia, communication, interactive arts, kinesiology and resource management.
- **Arts & Social Sciences** – the largest Faculty at SFU comprised of 34 departments, centres and programs in the humanities, social sciences and fine arts, including professional programs like the Masters in Public Policy and Masters in Publishing.
- **Business Administration** – provides management education at every level, from undergraduate business programs to MBA, Master, Diploma and Executive programs at the graduate level, as well as a Ph.D. in Business Administration.
- **Education** – offers undergraduate programming for those interested in teaching and other service fields, Professional Development Programs for future teachers, and graduate programs including a variety of Masters’ and Doctoral programs for research faculty as well as practitioners.
- **Health Sciences** – offers a BA and a BSc in Health Sciences and a Master of Science in Population and Public Health (MScPPH) and a Master of Science in Population and Public Health with a concentration in Global Health (GH). Both are practice-based and thesis-based programs that integrate core public health knowledge with the attainment of professional skills as a public health practitioner. Additional specialized public health programs at the Master's level are under development, including: environmental and occupational health; mental health and addiction; social determinants of health; and infectious disease. A PhD program is also under development.
- **Science** - offers a comprehensive suite of undergraduate programs, leading to the BSc degree including Actuarial Science, Biochemistry, Biological Science, Chemistry, Computer Science, Earth Sciences, Management and Systems Science, Mathematics, Molecular Biology, Physics, Statistics and a full range of interdisciplinary programmes
including Mathematical Physics, Chemical Physics and Biological Physics. A full range of graduate programs is also offered.

SFU also provides a significant number of non-credit program and courses. Last year almost 20,000 students took part in continuing education activities at one of the three SFU campuses. Continuing Studies programs introduce many adult and non-traditional learners to a university environment, act as a public showcase for the university’s teaching and research activities, present SFU’s professional and educational expertise to the wider community, create a positive public image of the university, and help build new and lasting partnerships.

SFU continues to expand on its close working and collaborative relationships with other post-secondary institutions. A number of Memoranda of Understanding have been signed, creating partnerships with BC colleges that support the smooth flow of students in specific disciplines between the partner institutions. These agreements allow for concurrent registrations and more effective use of teaching infrastructure.

SFU has also entered into dual-degree partnerships with universities in China and is exploring programmes with Australian universities. SFU has established a public-private partnership with Fraser International College to more effectively recruit international students to SFU.

3. SFU’s Statement of Values and Commitments

- We are an open, inclusive university whose foundation is intellectual and academic freedom.
- Our scholarship unites teaching and research: we celebrate discovery, diversity and dialogue.
- Our students and communities can expect teaching that is personal and learning opportunities that are life long.
- We champion the liberal arts and sciences and pioneering interdisciplinary and professional programs.
- We are a university where risks can be taken and bold initiatives embraced.

Upon these foundations, we will engage all our communities in building a robust and ethical society.

SFU's achievements are the collective work of its superb faculty, staff and students. These achievements reflect the development of a unique institutional culture that was forged in the tumultuous 60s and is now defined in the University's Statement of Values and Commitments. SFU distinguishes itself through: the depth of its commitment to intellectual and academic freedom; its pursuit of openness and inclusivity to assure these commitments; the value it places on responsiveness to the community; its belief in the interconnectedness of discovery, diversity and dialogue; and its willingness to embrace risk in the service of creativity and innovation.

4. President's Agenda

A summary of the President’s Agenda is included here as it provides the strategic direction upon which all other planning is based. The complete text is available on the SFU website http://www.sfu.ca/pres/president/agenda2005-2009.htm.

Three general objectives have been identified, these being to establish
- the best liberal arts and science education in Canada
• the most innovative interdisciplinary and professional programs
• the most responsive engagement with the broader community

In order to achieve these objectives the President has proposed three more refined objectives relating to academic quality enhancement, greater attention to and recognition of the quality of student life; and an improved public profile.

4.1 Academic Quality Enhancement

Four dimensions have been identified to enhance academic quality:

4.1.1 Graduate Student Enrolment. The importance of graduate enrolment relates very much to the research mission of the university and to its competitive position in the distribution of funding for research. The President proposes that SFU aim to increase the proportion of our total enrolment in graduate programs to 25% of total enrolment.

4.1.2 Program Diversification. Increasing the number of professional and quasi-professional programs, as well as creating new interdisciplinary specializations is a priority.

4.1.3 Undergraduate Curriculum Revisions. In order to assure higher quality undergraduate programs across the board, the successful completion of the implementation of the curricula revisions which provide for improved written communications, quantitative reasoning and breadth requirements in the undergraduate curricula is imperative.

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

4.2 Quality of Student Life

To enhance the quality of the SFU experience for students, four areas have been identified for improvement:

4.2.1 Undergraduate Course Availability. The demand for courses by undergraduate students must be better provided for.

4.2.2 Internationalization. Richer contact between domestic and international students is encouraged as is the inclusion of an international experience in the curricula; e.g. international field schools.

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

4.2.4 Extra-Curricular Programs. SFU must become a destination for members of the community interested in the performing arts and in public affairs dialogue and debate, as well as providing our students with a stimulating on-campus life outside the classroom. Athletics and recreation facilities need to be improved and more varied programming in the visual arts should be developed.

4.3 Public Profile

Three areas have been identified for improvement here:
4.3.1 Media Profile. Improvements in SFU’s media profile through the development of a visual identity program, the cultivation of media contacts and the use of ‘expert consultants’ are planned.

4.3.2 Alumni. The development of effective feedback and communication from alumni is crucial to the broad advancement, government relations, academic and community outreach agenda of the university.

4.3.2 Private Fundraising. Significant progress has been made in private fundraising and this capacity needs to be further developed.

5. Operational and Planning Context

5.1 Financial Projections

Major efforts have been made to diversify funding in support of the university. Tuition increases have been held at 2% per year for the past three years and SFU acknowledges the recent decision by the Province to fund increases in graduate student numbers. However these limited levels of increase are not sustainable without dire consequences, not only for SFU but for the entire university sector. So far the university has managed to meet its teaching and research goals without any compromise in quality, and to invest in infrastructural and other initiatives not funded by government. However the 2006/07 SFU actual operating results show a $10.5 million (3% of revenue) shortfall.

SFU has continued to re-assign its non-recurring resources (carryover) to fund recurrent expenses, clearly a non-sustainable practice. Based on reasonable assumptions the outlook for 2009/10 indicates a cumulative shortfall of over $45 million.

SFU looks forward to engaging with the Ministry to continue to review and develop funding models and to enhance the responsiveness of the budget processes as promised in 2006.

5.2 Demand Driven Enrolment

The issue of changes to the BC population demographics was discussed in detail in previous plans but the major changes and their impacts bear repeating. These being that although the population of the Lower Mainland will grow over the next five years for the cohort 18 - 29 years of age, the number of people between the ages of 18 and 21 will reduce except for those in the Surrey area. This shrinking cohort 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. In keeping with this, 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.

The current good economic climate in BC not only places cost pressure on the institution it also negatively impacts the perceived need for post-secondary education among the general population, and it is anticipated that the attraction of good students is going to be much more competitive. We are already dealing with the result of this effect with smaller than expected numbers of applications in 06/07 than in previous years. SFU has an Enrolment Plan which includes the SFU contribution towards the Provincial Government’s targeted growth of 30,000 student spaces by 2010/11. Everything is being done to ensure the objectives of this plan are achieved.
SFU continues its rapid expansion of the SFU Surrey Campus. Additional growth is planned each year to reach the targeted enrolment level of 2,500 FTE by 09/10. This target includes the goals of graduate students representing 20 percent of the student population, and all six SFU faculties offering programs at SFU Surrey.

Table 1 shows SFU’s expected growth from 2004/05 to 2009/10. FTEs at the Surrey campus are expected to double the current enrolments, while only marginal growth is planned at the Burnaby and Vancouver campuses. Total planned growth is 4.8% across all campuses by 2009/10.

<table>
<thead>
<tr>
<th></th>
<th>2004/05</th>
<th>2005/06</th>
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<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surrey</td>
<td>860</td>
<td>848</td>
<td>1,095</td>
<td>1,200</td>
<td>1,423</td>
<td>1,782</td>
</tr>
<tr>
<td>Burnaby/</td>
<td>16,629</td>
<td>17,062</td>
<td>17,204</td>
<td>17,350</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vancouver</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17,489</td>
<td>18,502</td>
<td>17,906</td>
<td>18,844</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Achieved</td>
<td>105.8%</td>
<td>105.7%</td>
<td>106.2%</td>
<td>106.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note that SFU exceeded its funded targets by 5.8%, 5.7% and 6.2% respectively over the past three academic years.

The Multi-Year Plan required by the ministry is included in Section 9 of this document and provides additional detail on enrolment.

5.3 Programming for the Future

Simon Fraser University’s strategic planning processes have, and will continue to address, the above mentioned (and other) environmental challenges through new and responsive programming, expanded infrastructure, developing new sources of growth funding, and continuing to recruit and retain the best faculty, staff and students.

To achieve these goals, Simon Fraser University will have to manage the natural tensions that come in pursuing development in multiple directions. There are two potential tensions that, in particular, will need to be managed.

First, within the larger society there is an increasing demand for applied and professional programs. SFU is committed to preserving the fundamental foundation of the arts and sciences while building on excellence and strength in applied and professional programming.

Second, the growth of technology-enhanced or mediated learning is constantly challenging teaching staff to consider how traditional pedagogies can be adapted using new instructional methods. Simon Fraser University has built its strong reputation upon its excellence in educational delivery and programming. New technologies offer the opportunity to enhance instruction in some programs, while greatly extending outreach to communities of learners who otherwise would be unable to access them.

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 they need to engage successfully as citizens in the global, knowledge-driven economy. Students should leave SFU having acquired the ability to think creatively, imaginatively...
and constructively. They should possess the ability to engage in dialogue and
discussion, to reflect on the ideas of others, and to communicate their thoughts
effectively using good judgment and sound argument. Graduates of SFU should also
possess technological sophistication—in their ability to use and adapt to emerging
technologies and in their ability to evaluate the impact of those technologies on their
lives and the world. Our curriculum and internationalization strategy should provide our
graduates with an understanding of other cultures and with 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 experience at SFU should nurture in our graduates the qualities and virtues
imperative to sustain a democratic society: qualities such as compassion, empathy,
ethical and moral values, and tolerance.

Many students at other institutions worry about “getting lost in the crowd” in huge lecture
halls with hundreds of fellow students. SFU reaffirms its commitment to its
“lecture/tutorial” model, which provides students with a tutorial component to most
classes. This is an opportunity for students to meet in smaller groups to discuss the
lecture under the guidance of a faculty member or graduate student.

The demographic trends make the time right for part-time credit studies for older adults
to expand at SFU. Within the BC context there are only a few competing part-time
degree studies programs for a learner seeking face-to-face experiences, and little
emphasis on non-cohort-based part-time degree studies for working adults. A part-time
studies program designed for adult learners would help SFU to meet undergraduate
target numbers while meeting the needs of the older age cohort groups—and
maximizing registration amongst these working adults.

5.4 Realignment of Student Services

In order to ensure that SFU provides students with a unique social, as well as
educational, experience it was decided to review the entire Student Services function in
2005. This review resulted in an Associate Vice President – Student Services being
appointed to lead a highly participative process of total functional realignment to better
support this strategic intent. It is expected that this realignment will have a very broad
impact on SFU’s operational efficiency and effectiveness resulting in much improved
service levels to students.

To date this phase of the planning process has focused on broader strategic directions
necessary to build a new student services organization, and the detailed unit level
planning will require confirmation of the proposed organization structure changes.

The Student Services unit has defined its mission as being:
• To foster transformative student experiences by collaboratively anticipating,
  facilitating, and providing services, programs and environments for student learning
  and success.
and its vision to be:
• Student Services at Simon Fraser University, characterized by boldness,
  collaboration and innovation, is an international leader in services and programs.

Seven critical issues have been identified and are receiving attention by task groups
who are developing approaches to address them. The issues being:
• Resource allocation
• Strategic enrolment management (SEM)
• Quality leadership at a senior level
• Organizational culture
• Information systems
• Communications
• Operational framework
A working strategic plan is now in place and is driving day to day operations and the budget development process. Reviews each semester and revisions of the plan have begun and led to further change in Student Services’ structure and practice with a view to better aligning service delivery with student and institutional needs.

5.5 Information Technology Improvements

The purpose of SFU’s IT function is to provide high quality, highly reliable IT services to students, researchers, faculty and staff at all times and, in order to achieve this service level, a number of operational objectives have been identified. These include:

**Network and Infrastructure:** Our network has been extended to all new buildings and in conjunction with BCNet, we have the capabilities to provide 10Gb service and dedicated light paths where necessary.

**Academic Support:** We have substantially upgraded our WebCT (Blackboard) e-learning system and continue to monitor the SAKAI initiative (open source learning management system). A number of student oriented services such as blogs, wikis, iTunes and podcasting have been deployed.

**Research Support:** Power, A/C, UPS are being added to allow researchers the option of housing their servers in the central machine room. Participation in the planning and installation of WestGrid 2, Health Vital Statistics and ICURS (criminology) projects is moving ahead. SFU is reaching a critical state in its data centre capacity and is currently looking at using the BC Hydro control centre facility on Burnaby Mountain when they vacate in 2008-09.

**Administrative Systems:** SFU has recently completed a major upgrade to its student information system. In a continuing effort to constrain costs and improve student service levels, SFU is undertaking a number of initiatives aimed at streamlining business processes and eliminating manual effort in such areas as Admissions, Financial Aid and Degree Audit. These are the first of a series of improvements that have been identified with the objective to provide increased and on-line real time service to students.

**IT Management:** The structure of the IT function is currently under review and a succession plan is being put in place to ensure continuity and alignment of IT services.

5.6 Library Services

The SFU Library and its services go far beyond the traditional print collection to include some 37,000 electronic journals and 680,000 other digital items. Its services to students have expanded to include student learning and writing support through the Student Learning Commons, and technical advice in co-operation with Academic Computing Services. Reference services are offered in person, through chat reference and at kiosks located in busy areas on campus. The BC Electronic Library Network is hosted by SFU Library, a synergistic relationship that has fostered online support and resource licensing for all BC postsecondary libraries. In keeping with the Campus 2020 vision, SFU Library is a leader in digitization projects in Canada, having just received for example $500k from Canadian Heritage for its Multicultural Canada digitization project. SFU Library is the BC Leader in the CFI Synergies $11million project, and has developed and supports internationally adopted software such as the OJS journal management software and the reSearcher journal access and retrieval software. This has brought income to support other Library ventures as well as enhancing SFU and BC’s reputations as technologically inventive and entrepreneurial.
6. Strategic Directions

6.1 Research

In 2005 the University prepared a five-year Strategic Research Plan (SRP) as a road map towards establishing the focus, infrastructure and capability to improve the research performance of the University. The SRP articulates the University’s strengths by identifying integrative research themes that cross disciplinary and administrative boundaries. The five themes are:
- Communication, Computation and Technology
- Culture, Society and Human Behaviour
- Economic Organization, Public Policy and the Global Community
- Environment
- Health

Two competitions were held in 2006 for major initiatives under these five themes, to be supported for up to five years by income from SFU’s Community Trust Endowment Fund (CTEF). Three projects have been approved to date, all of which bring together interdisciplinary teams from across the University as well as external collaborators:
- Advanced Materials and Nanotechnology for Medical Applications
- Education Systems and Outcomes in Diverse Communities
- Bioinformatics for Combating Infectious Diseases: Novel Methods for Drug and Target Identification and Evaluation

The expectation is that the CTEF funding will enable these research initiatives to advance to a level that makes them competitive for major external awards.

Over the last three years our sponsored research funding has grown from $49.3 million in 2004/05 to a new peak estimated at over $67 million for 2006/07 (final figures are not yet available). In comparison with other universities across the country, SFU continues to achieve excellent results in the annual competitions for research grants from the three federal granting agencies:

<table>
<thead>
<tr>
<th>Agency</th>
<th>SFU Success Rate</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences and Engineering Research Council (NSERC) Discovery Grants 2007/08</td>
<td>84%</td>
<td>70%</td>
</tr>
<tr>
<td>NSERC Research Tools and Instruments Grants 2007/08</td>
<td>58%</td>
<td>46%</td>
</tr>
<tr>
<td>NSERC Idea to Innovation (I2I) Grants (Cumulative 2003-2007)</td>
<td>68%*</td>
<td>47%* (est.)</td>
</tr>
<tr>
<td>Social Sciences and Humanities Research Council (SSHRC) Standard Grants 2007/08</td>
<td>52%</td>
<td>39%</td>
</tr>
<tr>
<td>Canadian Institutes of Health Research (CIHR) Operating Grants September 2006</td>
<td>20%</td>
<td>16%</td>
</tr>
</tbody>
</table>

* The I2I Program does not operate on a “competition” basis.

The success of our researchers in obtaining funding from the three federal granting agencies over this period means that we will receive almost $6 million in 2007/08 from the federal Indirect Costs Program, which we will use to reinvest in research facilities and resources to support continued excellence in research.

With regard to research output, a recent study by Research Infosource Inc. named SFU the top comprehensive university in Canada for publication effectiveness, a measure of the quality and impact of research at each university (11 were included in the “comprehensive” category) relative to its cost. Data analysis was performed on
information compiled from approximately 6,000 leading international peer-reviewed journals covering the natural sciences, health sciences, social sciences and humanities for the period 1999-2004.

In the last year we have made excellent progress in developing collaborative research initiatives with community partners. Three major research agreements are in place with BC government agencies:

- The BC Ministry of Public Safety and the Solicitor General, together with the BC Division of the RCMP, are providing five years of funding for two University Research Chairs and graduate students in the Institute for Canadian Urban Research Studies.
- The BC Ministry of Health has signed an agreement with SFU to share data and provide support of almost $2 million over the next three years for the work of the Centre for Applied Research in Mental Health and Addiction.
- The BC Ministry of Children and Family Development has signed a five-year research agreement with SFU for over $3.5 million to support the work of the Children’s Health Policy Centre.

We have concluded research affiliation agreements with five local health agencies: the BC Cancer Agency, the Fraser Health Authority, Genome BC, the Provincial Health Services Authority, and the Vancouver Coastal Health Research Institute.

A $4 million endowed research chair has been established in partnership with the Arthritis Research Foundation of Canada.

A strategic relationship agreement in computational criminology and crime analysis was recently signed with IBM Canada Ltd. With a total value of almost $5 million, this agreement provides for an ongoing relationship with the IBM Centre for Advanced Studies and the development of a Crime Analysis Centre at SFU as the focal point for collaborative research in computational crime analysis. We have also received a $100,000 donation of hardware from Sun Microsystems Inc. for computationally secure research in the areas of crime prevention, computing and health.

SFU also did very well in the Canada Foundation for Innovation’s most recent infrastructure funding competition. SFU will receive $8.2 million towards the Canadian Data Analysis Centre for the ATLAS project, a detector being built to observe atomic particle collisions at CERN’s accelerator in Switzerland; $2.9 million for SFU’s participation in the WestGrid high performance computing network; $2.4 million towards a new muon beam line at TRIUMF; $685,000 towards the Synergies national network for production, storage and access to digitized knowledge produced in Canada; and $314,000 for SFU’s participation in another national project on Digital Content Infrastructure for the Social Sciences.

CFI grants to date have been matched by BCKDF grants, and it is essential that this program be continued in view of the tremendous opportunities for leverage presented by CFI.

With regard to regional consortia, SFU was a partner in the successful CFI and BCKDF proposals of $8 million each for the Centre for Drug Research and Development centred at UBC, and an operating grant of $25 million from the BC Ministry of Health that will also sustain operations at the SFU node of CDRD. The Centre for Excellence in Research on Immigration and Integration in the Metropolis (RIIM) comprising researchers at SFU, UBC, and UVic will receive an unprecedented third round of funding from SSHRC, and a state-of-the-art Magnetic Resonance Facility that provides services to SFU researchers in drug and vaccine design as well as the biotechnology companies in the Lower Mainland was funded by Western Economic Diversification.

SFU is also an active participant in national and international consortia. SFU researchers launched the NanoMed Canada national initiative, and were among the founding members of the International Consortium on Antivirals (ICAV) to combat viral epidemics and pandemics.
SFU continues to perform well in translating ideas into innovation and new ventures. The Milken Institute recently released an in-depth examination of the world’s leading universities for biotechnology research and technology transfer, meaning the ability of those universities to turn their intellectual property into commercial applications. For the study period 2000-2004, SFU ranks #34 overall after the University of Toronto (#33), and is #1 in North America both in start-up companies per million dollars of research expenditures and start-up companies per patent issued.

An analysis recently completed for TUPC of data from the annual Licensing Survey conducted by the Association of University Technology Managers (AUTM) indicates that in the last three years for which results are available (2003-2005), SFU ranked #4 in Canada for the number of invention disclosures received per million dollars of research expenditures, and #5 in Canada for the number of US patents issued per million dollars of research expenditures.

Once again, our researchers received a number of external honours and awards in 2006. These include an appointment to the Order of Canada; a new Fellow elected to the Royal Society of Canada, and another to the American Physical Society; the Donner Prize for the best policy book in Canada; the Kistler Prize for dedication to scientific research in the face of criticism and opposition; the Career Achievement Award of the Confederation of University Faculty Associations of BC; the Outstanding Young Scientist Award of the Year from the European Geosciences Union; the Neale Medal of the Geological Association of Canada; five new Canada Research Chairs; seven Scholar and two Senior Scholar awards from the Michael Smith Foundation for Health Research; and the Vancouver YWCA Women of Distinction Award for Science and Technology.

Regarding graduate student performance, over the past seven years SFU students have won the NSERC doctoral prize five times and been runner-up twice. SFU ranks third in Canada for these awards (after the University of Toronto and the University of Waterloo). As well, two of our students currently hold prestigious Trudeau Fellowships, and one of our recent graduates was named to Canada’s Top 40 Under 40 for 2007.

SFU will continue to grow our research enterprise through strategic interdisciplinary initiatives and partnerships with complementary organizations. Our achievements reflect the high calibre of our faculty complement, their stature in their respective fields, and their track records (output measures). SFU will continue to be selective in our hiring practices, both at the entry level and also in the choice of candidates for special appointments such as Canada Research Chairs. Retention of our highly accomplished faculty must also be assured. Recruitment of stellar students to work with these faculty will also be critical. Finally, SFU must ensure that our faculty members are recognized nationally and internationally by receipt of awards, placement on boards, granting councils, and policy-generating units.

The Research Performance Indicators required by the Ministry of Advanced Education are shown in Table 2.
Table 2 – Research Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th>Baseline data</th>
<th>Current data</th>
<th>Performance Targets</th>
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<tr>
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<td>2001/02</td>
<td>2002/03</td>
<td>2003/04</td>
</tr>
<tr>
<td><strong>Research Funding</strong></td>
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<tr>
<td>support by source</td>
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<tr>
<td>Federal</td>
<td>$24.6M</td>
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<td>Provincial</td>
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<tr>
<td>Other</td>
<td>$5.6M</td>
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<tr>
<td>Total</td>
<td>$34.3M</td>
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<td>$57.8M</td>
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<tr>
<td><strong>Number of Highly</strong></td>
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<td></td>
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<tr>
<td>Qualified personnel</td>
<td></td>
<td></td>
<td>3,532</td>
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<td><strong>Number of License</strong></td>
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<td>Option agreements</td>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>Ratio</td>
<td>0.029</td>
<td>0.021</td>
<td>0.087</td>
</tr>
<tr>
<td>(Total # / Million)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total US patents</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>issued</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Ratio</td>
<td>0.117</td>
<td>0.086</td>
<td>0.052</td>
</tr>
<tr>
<td>(Total # / $Million)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total start up</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>companies</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Ratio</td>
<td>0.058</td>
<td>0.086</td>
<td>0.052</td>
</tr>
<tr>
<td>(Total # / $Million)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total license income</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>received</td>
<td>$735.4k</td>
<td>$85.7k</td>
<td>$152.0k</td>
</tr>
<tr>
<td>Ratio</td>
<td>$21,456</td>
<td>$1,841</td>
<td>$2,633</td>
</tr>
<tr>
<td>(Total $ / $Million)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**6.2 Programming**

**6.2.1 Renewed Curriculum.** Following several years of study, consultation and planning, SFU launched the approved new admission and graduation requirements in the Fall semester, 2006. The new requirements are unique to Canadian universities, and were adopted to ensure all SFU undergraduates in degree programs will take courses designed to enrich their writing and quantitative abilities while gaining cumulative breadth in the sciences, social sciences and humanities. Students applying to SFU from high school and the colleges for entry are now being admitted under the new admissions requirements. These requirements are intended to ensure that new students are well prepared to succeed in their courses. To support students in the new curriculum, two Foundational courses are offered; in academic literacy, and in analytical and quantitative reasoning. These courses are specially designed to assist students with weaker backgrounds in these areas. The development of a new Student Learning Commons is complete, and the SLC provides co-curricular academic support aligned with the new requirements. Assessment planning is also underway, in order to track the impacts of the new requirements and to ensure that students will enjoy an excellent learning experience as a result of the new requirements.
These curricular changes and improved academic supports will continue to enhance the SFU undergraduate experience, better prepare students for graduate studies, and improve their career prospects.

The curricula of all courses and programmes are continually being renewed across all faculties to ensure the content is both current and relevant. This process also results in the development of often distinctive new programmes which is particularly evident but not limited to offerings at SFU Surrey. These programmes include a BA in Criminology (Police Studies) and a BA in World Literature among many others. Another example is recent renewal of programmes offered by the School of International Studies which is launching two new programmes in International Studies with streams in International Security and Conflict, and Comparative World Politics, Culture and Society.

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

The Province’s “Double the Opportunity” initiative has created both challenges and opportunities in IT-related fields of study. The Schools of Computing Science, Engineering Science and Interactive Arts and Technology continue to grow with the influx of new targeted funding. Although the DTO enrolment targets are not being met, the faculty in these Schools are teaching computer science and computer engineering courses to students from other Faculties, and conversely DTO students take many service courses and electives from other Faculties.

Table 3 indicates the numbers of SFU students in the DTO programs.

**Table 3 - Double the Opportunity enrollment**

<table>
<thead>
<tr>
<th></th>
<th>Baseline data</th>
<th>2005/6</th>
<th>Current data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001/2</td>
<td>Target</td>
<td>Achieved</td>
</tr>
<tr>
<td>Students in strategic skill programs – (Comp Science, Elect &amp; Computer Engineering)</td>
<td></td>
<td></td>
<td>\n</td>
</tr>
<tr>
<td>Surrey</td>
<td>400</td>
<td>415</td>
<td>400</td>
</tr>
<tr>
<td>Total</td>
<td>1,013</td>
<td>2,061</td>
<td>1,523</td>
</tr>
<tr>
<td>Percentage Achieved</td>
<td>73.9%</td>
<td>79.0%</td>
<td></td>
</tr>
</tbody>
</table>

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

Current levels of demand for undergraduate Business programs remain high, but enrolment for the MBA has levelled off considerably, creating fiscal challenges for the Faculty. The shortage of skilled faculty in the discipline makes the cost of attracting faculty very high.

It is anticipated that a significant teacher shortage will develop within BC over the next decade. To address this, the Faculty of Education will build on its reputation and its history of working creatively and collaboratively with school districts, universities and
community colleges. A number of new professional program initiatives are under development in the Faculty of Education.

SFU acts in partnership with our public schools to serve BC’s children and youth. As a major educator of teachers in the province, the Faculty of Education has a longstanding and personal relationship with those who teach and administer these schools. Over the years, thousands of “faculty associates,” seconded teachers who spend two or more years in the Faculty of Education as teacher-educators, provide much of the staffing for our Professional Development Programs.

Our graduate diploma field programs and graduate degree programs are other vehicles for connecting teachers and other school personnel with the Faculty of Education. Our cohort-based doctoral program in educational leadership prepares leaders for all levels within the education sector as well as other human service organizations in Western Canada. This respected program is expanding its geographical reach around the Province while expanding its staffing to cover a wider range of leadership specializations.

6.2.3 Health Sciences. The creation of the Faculty of Health Sciences has afforded many new opportunities for the development of continuing professional education. The research and teaching programs developed within the Faculty will share its defining essential feature: the integration of social and natural science research with population outcomes, social application and policy analysis. By adopting this integrated approach, SFU will distinguish itself from the traditional medical school and establish itself as an innovative and important presence in health research and education.

Several graduate and undergraduate programs are in place, with others under development. Masters degrees in Population & Public Health and in Global Health have been successfully launched with their first graduates having completed in Spring 2007. Graduate degrees in Infectious Diseases, Environmental Health and Toxicology, Mental Health and Addictions, and Aboriginal Health are in the planning stages. At the undergraduate level a comprehensive undergraduate program offers both a Bachelor of Arts (BA) and a Bachelor of Sciences (BSc) degree in Health Sciences. The program is highly interdisciplinary and integrative with course offerings in population and public health, the social sciences, epidemiology, biostatistics and economics, together with courses in health policy, health administration and the biological sciences. Students take a common core of material with electives in either social science or natural science leading to BA or BSc degrees respectively.

This new approach will produce graduates with a broader understanding of health and science who are much more likely to feel comfortable working in a multidisciplinary environment. Students will be better prepared for graduate work and, ultimately, careers as members of cross-disciplinary teams and units, which increasingly are seen as critical to the success of future research endeavours.

6.2.4 Programming in Surrey. SFU now offers over 20 undergraduate and graduate degree programs from five Faculties at SFU Surrey. SFU’s sixth and newest Faculty, the Faculty of Health Sciences, will begin its Surrey programming with continuing studies offerings. All SFU Surrey students enter into one of the unique first-year cohort programs.

Applied Sciences
TechOne
Computing Science
Engineering Science
Interactive Arts & Technology

Arts & Social Sciences
Explorations
Criminology
International students enrolled at SFU are charged tuition fees made up of three components. The first is a fee equivalent to the domestic tuition fee, the second covers an equivalent to what the provincial grant provides for domestic students, and the third is a charge for capital requirements and overhead.

Internationalization of higher education in Canada has become an imperative as global forces reduce the size of the world and increase the need for culturally informed graduates. The universality of access to knowledge in the information age, the competitive nature of world trade and the increasing rate of cultural exchange dictate that the international dimension of higher education must keep pace with global changes. Internationalization is essential for the University to fulfill its mandate to create and share knowledge and to provide a learning environment that prepares students, faculty and staff to function effectively in an increasingly integrated, global environment.

Developing global citizens through higher education requires real global experience. Enriched understanding of languages, cultures and the complex, important global processes described above require immersion in foreign cultures and their academic institutions in non-English speaking countries. Already, SFU graduates who have participated in international activities will have academic, language and cultural skills that would not be possible from studying at SFU’s campuses. These attributes would be increased and enhanced through increased frequency and duration of academic activity and everyday life outside Canada.

SFU’s statement on *Internationalization for the New Millennium* includes:
- an institutional framework for enhanced internationalization at SFU, within which each Faculty can develop its own goals and strategies to internationalize; and
- goals and strategies for key international initiatives that cross Faculty lines.

Other elements of internationalization at SFU include:
- internationalizing the curricula. For example a new BA in International Studies, a new Certificate in Development Studies have been created as well as Dual Degree Programs initiated with international universities.
- a semester abroad in Mediterranean Studies
- internationalizing student recruitment.
- SFU student mobility which includes international field schools and exchange agreements. SFU’s aim is to have 50% of the graduating class having had at least one semester abroad.
- faculty/staff mobility. This initiative has been developed to support international professional development opportunities for SFU employees and supports the ongoing internationalization of the university through improvements and innovations in service, practice and programming. Funding has been identified to finance proposals that will impact the quality and level of service for international students on our campus, as well as for the increasingly diverse and mobile domestic student population. An administrative environment that promotes student and staff
engagement in international activities requires that staff have hands-on experience and exposure best gained through working at an institution outside of Canada.

- internationalizing the delivery of curricula.
- cooperative development projects and contract education.
- internationalization statements at the Faculty level.

In 2005 SFU launched a Dual Degree Program in partnership with Zhejiang University (ZU) in China. The first cohort of Canadian students has successfully completed one year of study in China. The second cohort of Canadian students departed for China in May of this year after completing two semesters of discipline specific and language studies at SFU. This program will have annual cohorts of Canadian and Chinese students from both SFU and ZU. Students will study Computing Science in English at SFU and in Chinese (Mandarin) at ZU. At the completion of the five-year program they will receive degrees from both universities.

The target is a program cohort of 50 students each year, approximately half Canadian and half Chinese. It is planned that by 2009/10 a steady state of total enrolments of 300 would be reached. These international students (Chinese) are in addition to the 10% of total enrolments as agreed by Senate previously. New dual degree programs with prestigious university partners are in early to mid-level planning in Business (China), Bioinformatics (China), International Studies (Australia) and Engineering (India).

SFU continues to work to establish the administrative structure and fee arrangements that will enable it to achieve the 10% participation goal of international students. Current undergraduate enrolment of International Students is at 8.7% of total undergraduate enrolment (as shown in Table 4).

**Table 4 - International Student Undergraduate Enrollment (FTE)**

<table>
<thead>
<tr>
<th></th>
<th>Baseline data</th>
<th>Current data</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001/02</td>
<td>2005/06</td>
<td>2006/07</td>
</tr>
<tr>
<td><strong>Targets:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funded FTE's, including International 'B'*</td>
<td>14,140</td>
<td>16,568</td>
<td>16,879</td>
</tr>
<tr>
<td>International 'A' Target - FTE</td>
<td>1,688</td>
<td>1,557</td>
<td>1,767</td>
</tr>
<tr>
<td>International 'A' Target - %</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Actuals:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funded FTE's, including International 'B'*</td>
<td>14,492</td>
<td>16,460</td>
<td>16,879</td>
</tr>
<tr>
<td>International 'A'</td>
<td>0</td>
<td>1,280</td>
<td>1,507</td>
</tr>
<tr>
<td>Grand Total UG</td>
<td>14,492</td>
<td>17,740</td>
<td>18,386</td>
</tr>
<tr>
<td>International 'A' % of Funded FTE</td>
<td>7.7%</td>
<td>8.9%</td>
<td></td>
</tr>
</tbody>
</table>

*International 'B' FTE' are funded and currently represent less than 1% of the total FTE. This will reduce to 0% by 2009/10.

SFU entered into a contractual arrangement with IBT Ltd of Australia to participate in the creation of a private college near the Burnaby campus to be called Fraser International College (FIC). IBT Ltd. will recruit international students that will complete two to four semesters of study at FIC before transferring to SFU for degree completion. FIC aims to have a steady-state student body of about 1000 students and will transfer roughly 200 to 250 students per year to SFU. FIC has been fully operational since September 2006.
6.4 First Nations

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

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

A Special Advisor in the Office of the Vice-President, Academic is in place to assist with the implementation of the First Nations University-Wide Strategic Plan.

The vision starts with the establishment of a new “Office for First Nations”. This new Office will serve as the coordinating umbrella for First Nations activities across the University drawing together researchers, educators, students, elders, First Nations communities and non-Aboriginal members of the University. The Office of First Nations will assume a leadership role for support of First Nations activities with responsibilities in each of eight areas: support for academic program development; research development; student recruitment, support and retention; liaison and outreach to First Nations peoples, and communities; international engagement and global development; Indigenous knowledge and resource development; infrastructure and facilities development, and integration and leadership development.

In achieving this vision SFU will be established as one of the leading Universities in First Nations research, teaching, and engagement with First Nations peoples and communities.

SFU aims to recruit First Nations faculty, and to increase the number of First Nations students and support them through awards and bursaries.

Table 5 indicates that the number of First Nations students was 448 for 2005/6 and the intention is to raise this to 678 by 2007.

Table 5 - First Nations Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>452</td>
<td>485</td>
<td>444</td>
<td>448</td>
<td>613</td>
<td>678</td>
</tr>
</tbody>
</table>

6.5 Students

Over the past five years the academic excellence of our undergraduate student population has been increasing. In the Fall of 1996, the average entering grade of high school students was 82.7% and it has been steadily increasing, from 84.2% in Fall 2001 to the current average entering grade of 85.9% (Fall 2006). Similar increases are noted for the proportion of undergraduate students with high school averages of 75% or higher: 96.4% in 1996, 98.5% in 2001 and 98.6% in 2006. Although these statistics represent a standard of excellence of which SFU can be duly proud, attracting and retaining students is becoming more challenging as the BC economy continues to boom and lure potential and existing students away. We are continuing our collaborative data sharing with the Student Transitions Project (STP) to better understand the rate and timing of student transitions from high school. We are also using a subset of STP data,
the Mobility of Transfer Students (MTS) information, to help predict the number of college transfer students we can expect to register at our institution.

Table 6 lists the Performance Indicators as required by the Ministry of Advanced Education with regard to Capacity and Access.

**Table 6 - Capacity and Access**

<table>
<thead>
<tr>
<th>Baseline data</th>
<th>Actual 2001/02</th>
<th>Actual 2005/06</th>
<th>Target 2006/07</th>
<th>Actual 2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student spaces</td>
<td>15,588</td>
<td>18,502</td>
<td>18,343</td>
<td>19472</td>
<td>18,844</td>
<td>19,345</td>
</tr>
<tr>
<td>Percent Achieved</td>
<td>118.7%</td>
<td>106.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of degrees/dips/cert awarded*</td>
<td>4,335</td>
<td>5,570</td>
<td>4,749</td>
<td>6026</td>
<td>5,224</td>
<td>5,349</td>
</tr>
<tr>
<td>Percent Achieved</td>
<td>128.5%</td>
<td>126.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity between May &amp; August</td>
<td>2003/04</td>
<td>2005/06</td>
<td>2006/07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.5%</td>
<td>20.6%</td>
<td>21%</td>
<td>20.7%</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA cutoff</td>
<td>2003/04</td>
<td>2004/05</td>
<td>2005/06</td>
<td>2006/07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Entry</td>
<td>80%</td>
<td>77%</td>
<td>80%</td>
<td>79%</td>
<td>75% by 2010</td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>3.19</td>
<td>2.51</td>
<td>2.38</td>
<td>2.07</td>
<td>2.00 by 2010</td>
<td></td>
</tr>
</tbody>
</table>

In Fall 2006, the proportion of all new BC secondary school students entering SFU with an admission average of 90% or higher was 26.3%, compared to just 17.3% in Fall 2001 and 13.7% in Fall 1996.

Over the course of the next three years, SFU will continue to move strategically to increase its share of BC's top scholars. SFU has more effectively focused communication in its recruitment publications, presentations and communications follow-ups with prospective candidates for Diverse Qualifications, through which category we seek to admit students who meet our minimum admission standards while also demonstrating unusual commitment and excellence in other endeavours and/or who have succeeded in their studies despite difficult circumstances.

The utilization of SFU facilities during the period May to August is the highest in the province and is based on FTE students taught during the summer.

Improved retention requires the development of the distinctive programs, curriculum and pedagogy discussed earlier. It also requires that we provide student services and support that add quality to the campus experience beyond that supplied by for-credit learning. Priority has been given to achieving a significant increase in our student assistance budgets, to providing increased access to affordable student residences, and to providing increased funding to other student services commensurate with practice at other universities.

SFU will continue to make significant improvements in a number of areas, including enhancing recruitment strategies, promoting our programs and research excellence.
more effectively, improving our scholarship and student financial support and developing a student-oriented community that is attractive to prospective students.

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

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

SFU graduates indicate very high levels of satisfaction with the personalized instruction and mentoring they receive over the course of their educational programs. In meeting its goal to develop an enhanced learner-centered environment for students, SFU must continue to explore ways for facilitating interaction between scholars and students.

Table 7 shows the results of student surveys which indicate the degree of satisfaction with the programs taught at SFU.

Table 7 - Student Satisfaction at SFU (Source: BC University Graduate Outcome Survey)

<table>
<thead>
<tr>
<th>Student satisfaction</th>
<th>Baseline Data</th>
<th>Actual</th>
<th>Target</th>
<th>Actual</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>96.70% 97.80%</td>
<td>90.00%</td>
<td>95.60%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>96.90% 97.20%</td>
<td>90.00%</td>
<td>96.10%</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student outcomes</th>
<th>Baseline data</th>
<th>2002 2005</th>
<th>2006/7</th>
<th>2007/8</th>
<th>2008/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written comm.</td>
<td>84.20% 84.00%</td>
<td>85%</td>
<td>78.9%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Oral comm.</td>
<td>83% 86.30%</td>
<td>79.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group collaboration</td>
<td>78.20% 83.40%</td>
<td>77.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>90.50% 94.70%</td>
<td>89.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem resolution</td>
<td>73.60% 77.30%</td>
<td>74.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading &amp; comprehension</td>
<td>86.90% 89.80%</td>
<td>87.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn on own</td>
<td>91.10% 94.60%</td>
<td>89.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>83.90% 97.80%</td>
<td>82.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The University remains concerned with course availability: only 52% of undergraduate students surveyed are getting the specific courses they want, and only 75% of students are getting the number of courses they want each Fall semester. Over the course of the next three years, SFU will strive to achieve an ultimate goal of more than 90% of students being able to register in the number of courses they would like and 75% of students being able to get the specific courses they want. However, the current levels of provincial funding will make this extremely difficult.
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, we believe that it is very important to provide students with work experience related to their fields of study. Over the period covered by this Service Plan, improving Co-operative Education opportunities for our students will be one of our priorities, as will be the development of other non-Co-op work experience opportunities.

The high correlation of what is learned at SFU and what is used in the work place is reflected in the survey results shown in Table 8.

**Table 8 - Student Assessment of usefulness of knowledge and skills in performing their jobs**

<table>
<thead>
<tr>
<th>Baseline data</th>
<th>Actual 2005</th>
<th>Actual 2006/7</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>90%</td>
<td>81.6%</td>
<td>87.1%</td>
</tr>
<tr>
<td>Student assessment of knowledge &amp; skill</td>
<td>90%</td>
<td>87.1%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Since 1965 SFU has conferred 98,853 credentials. Of this number 72.3% are Bachelor degrees, 11.4% Masters and 1.9% Doctorates. The balance consists of Honours Degrees, Certificates and Diplomas.

The degree completion rate is detailed in Table 9. For Direct Entry the assessment is done after a 7 year period; after 5 years for Transfer students. Of the Transfer students 88.5% of them were either satisfied or very satisfied with their transfer experience.

**Table 9 - Degree Completion and Transfer Satisfaction**

<table>
<thead>
<tr>
<th>Baseline data</th>
<th>Actual 2005</th>
<th>Actual 2006</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/4</td>
<td>65%</td>
<td>67.3%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Degree completion rate (All students)</td>
<td></td>
<td></td>
<td>Increase or maintain</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>65%</td>
<td>67.3%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Transfer</td>
<td>71%</td>
<td>70.3%</td>
<td>71.4%</td>
</tr>
<tr>
<td>Student Satisfaction re Transfer</td>
<td>90.3%</td>
<td>82.7%</td>
<td>88.5%</td>
</tr>
</tbody>
</table>

The British Columbia Council on Admissions & Transfer monitors transfer agreements between post-secondary institutions and as at March 31, 2007 SFU was receiving transfers from 25 other institutions. In total SFU recognizes 7,018 courses from other institutions.

SFU, through its very flexible approach to student course loads and its enrolment-by-semester allows students to continue their education while earning a living. This flexibility tends to extend the period from initial registration to graduation.

Table 10 shows the unemployment rate for SFU graduates was measured at 3.7% (+/-2.77% margin of error) in 2006 as calculated from the 2006 Baccalaureate Graduate Survey of 2003 graduates.
Table 10 - SFU Graduate Unemployment Rates

<table>
<thead>
<tr>
<th>Unemployment Rate of SFU graduates (BGS Data)</th>
<th>Actual 2004</th>
<th>Actual 2005/06</th>
<th>Target 2006/07</th>
<th>Actual 2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployment Rate of SFU graduates (BGS Data)</td>
<td>5.4%</td>
<td>6.9%</td>
<td>&lt;7.6%</td>
<td>3.70%</td>
</tr>
<tr>
<td>Provincial Rate</td>
<td>12.20%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.6 Faculty Retention

Canadian universities confront a major faculty recruitment and retention problem. A report prepared for the University Presidents’ Council of British Columbia predicted more than 2,200 faculty positions will turn over in the next decade due to retirement and attrition. At Simon Fraser University alone, it is expected that over 241 faculty will turn over in the next decade however the abolishment of ‘mandatory retirement’ is expected to ease this situation.

In addition to this high level of renewal at SFU, it is further predicted that the faculty complement will grow in excess of 150 to 200 faculty positions over the decade as our enrolment expands due to access targets, new program development and new campus creation.

Over the past few years, SFU has engaged in several efforts to improve recruiting and retention success. A number of initiatives are now in place, including:

- A Retention Award Fund to assist in the retention of outstanding faculty.
- A special banking program developed in the Spring of 2007 to make it easier for faculty coming to work at SFU on a work permit to arrange and qualify for credit cards, loans, mortgages and lines of credit.
- A new Mortgage Interest Subsidy Program to assist new faculty and senior administrative staff in dealing with the volatile housing market in Vancouver.
- The provision, within SFU’s residential development UniverCity, of housing geared specifically for SFU faculty and their families. SFU purchased 20 units and has launched its first rental program for new incoming faculty.
- An annual 3 day New Faculty Orientation Program.
- Ongoing workshops for faculty, academic administrators and administrative staff to facilitate information-sharing across campuses and develop learning communities and networking.

University websites for faculty and staff provide accurate information on policies, employment opportunities, benefits, programs and resources.

SFU is recruiting more female academics, with the proportion of females in the faculty complement as of May 2007 standing at 33%. A growing number of international PhDs is being hired given the increasingly competitive hiring market, the international nature of academia, and Canada’s shortage of PhD candidates in some disciplines. Table 11 provides a more detailed view of SFU’s recruitment activities by gender.
Table 11 - Proportion of Women in Faculty Complement

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion of Women in Total Faculty Complement</th>
<th>Female Representation in New Hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998/99</td>
<td>24.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>1999/00</td>
<td>26.2%</td>
<td>39.4%</td>
</tr>
<tr>
<td>2000/01</td>
<td>27.2%</td>
<td>28.8%</td>
</tr>
<tr>
<td>2001/02</td>
<td>28.8%</td>
<td>30.2%</td>
</tr>
<tr>
<td>2002/03</td>
<td>29.8%</td>
<td>35.0%</td>
</tr>
<tr>
<td>2003/04</td>
<td>28.6%</td>
<td>29.2%</td>
</tr>
<tr>
<td>2004/05</td>
<td>30.2%</td>
<td>46.8%</td>
</tr>
<tr>
<td>2005/06</td>
<td>32.3%</td>
<td>40.7%</td>
</tr>
<tr>
<td>2006/07(May ‘07)</td>
<td>33.0%</td>
<td>47.2%</td>
</tr>
</tbody>
</table>

6.7 Community

In keeping with long-standing practice and its key institutional values, SFU will continue to build on its tradition of active and responsive partnership with the communities it serves. SFU now offers credit and non-credit courses through its three campuses in Burnaby, Vancouver, and Surrey, connected by the Lower Mainland’s Skytrain system. Some of the community-related projects in which SFU will be working closely over the period of this Plan are outlined below.

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

6.7.2 Vancouver’s Downtown Campus. SFU began its historic involvement with Vancouver’s downtown campus in the early 1980s by pioneering mid-career professional education using a storefront centre. Our Vancouver campus at Harbour Centre currently serves over 70,000 people annually, of whom 10,000 are students enrolled in credit and non-credit courses. With the recent additions of the Morris J. Wosk Centre for Dialogue and the Segal Graduate of Business, SFU will have committed approximately $50 million to the establishment and improvement of University facilities in the downtown core. Its expanded presence will allow SFU to offer significant enhancements to its academic and other community-related services throughout Vancouver’s downtown. These include:

- The location of the School for the Contemporary Arts within a cultural enclave located in the Downtown Eastside;
- Expanding its innovative credit and non-credit programs (e.g., Seniors Program, HIPPY Program, City Program) to a wider audience;
- Creating new venues for community consultations, meetings and events.

6.7.3 Surrey and the Fraser Region. With the establishment of the Surrey Campus in 2002, Simon Fraser University has expanded its reach in the South Fraser, attracting new students and developing new community relationships. The capacity of SFU has been enhanced with new distinctive academic and research programs and approaches to community outreach.

SFU Surrey has grown from 300 students in 2002 to over 2,200 undergraduate and graduate students taking courses at the Surrey Campus in 2006. This includes 1,100
students enrolled in majors at the Surrey campus. In 2006, new students in SFU Surrey programs represented 11% of SFU’s first year class and over 40% of new SFU Applied Sciences students.

A Memorandum of Understanding has been signed with the Ministry of Advanced Education to grow to 5,500 Full-Time Equivalent students at SFU Surrey by 2015.

In addition to students enrolled in degree programs, thousands of people of all ages have participated in Continuing Studies programs, public lectures, children’s summer camps and school visits, and community events at SFU Surrey.

Four Canadian Foundation for Innovation-funded School of Interactive Arts & Technology (SIAT) Research Labs were built at the Surrey campus and new Research Labs have been created in Computing Science and Mathematics. A SIAT professor was awarded a Network of Centres of Excellence grant for the Canadian Design Research Network.

SFU Surrey is home to a pilot Knowledge Transfer initiative to innovate new approaches to community engagement and partnerships for knowledge translation. Campus staff are active in matching the expertise of SFU’s faculty and students to the needs of South Fraser government, community, and private organizations.

The Business Case to locate SFU Surrey at Central City was accepted by government in early 2004. The Surrey Campus Grand Opening was held in September, 2006 and by July, 2007 all 322,000 square feet of the campus space will be fitted out within the $80.5M SFU Board of Governors’ budget allocation.

The interior space has been designed to welcome the public and to create an inspiring and supportive learning environment. The campus is served by wireless internet and lecture theatres are equipped with built-in audio-visual equipment.

Campus staffing is in place for the first phase of growth. There has been minimal turnover in the 12 department and area manager positions. Faculties are successfully recruiting leading faculty from across North America.

In planning for future growth, 4.35 acres of adjacent land has been purchased that will accommodate student growth to 5,000 FTE. A cooperation agreement is being finalized for a student residence.

7. **Goals & Themes**

SFU fully subscribes to the two goals set by the Ministry of Advanced Education. A number of the goals and objectives described in the SFU Three Year Academic Plan 2007 - 2010 contribute directly to the achievement of these two main goals as depicted in the two tables below.
**Ministry Goal:** Excellent public and private post-secondary education that meets the needs and aspirations of British Columbians.

<table>
<thead>
<tr>
<th>Ministry Objective</th>
<th>Supporting SFU Academic Goals and Objectives</th>
</tr>
</thead>
</table>
| **Capacity**       | - Attract and retain excellent graduate and undergraduate students to meet our student enrolment targets for the next three years with regard to;  
|                    |   o Domestic Undergraduate Students  
|                    |   o International Students  
|                    |   o Graduate Students  
|                    |   - Ensure the generation of applicants and the required conversion rate of the number of ‘admissible applications’ to the number of ‘registrations’ are sufficient to meet enrolment targets.  
|                    |   - Ensure Faculties are productively engaged in student recruitment and consider direct program admissions where possible.  
|                    |   - Fix the course accessibility challenge.  
| **Access**         | - Improve the recruitment, retention and successful participation of First Nations students by increasing First Nations undergraduate enrolment by a minimum of 50% and First Nations graduate enrolment by a minimum of 25% by the year 2012.  
| **Efficiency**     | - Deliver a high level of service to all students and potential students.  
|                    |   - Ensure the scheduling of space and time are done optimally.  
|                    |   - Investigate the introduction of a ‘Pre-registration Process’ to assist in improved enrolment planning.  
|                    |   - Ensure Faculties are attentive to the impact and consequences of student retention.  
| **Quality**        | - Increase the proportion of senior faculty who teach first and second year courses.  
|                    |   - Provide a rich student community life experience including learning support as well as recreation and athletics.  
|                    |   - Provide high quality development opportunities for faculty to enhance their teaching and research skills.  
| **Relevance**      | - Develop programs including professional programs and continuing studies options to meet the changing demographics of the Lower Mainland.  |
Develop new credit undergraduate and graduate programs for adult and non-traditional learners including on-line credit and non-credit professional programs.

Develop new programs for the Surrey campus and launch them as planned.

Develop and launch new Health Sciences programs as planned.

Support interdisciplinary and cross-disciplinary programs. Engage critically in discussions of important public issues, utilizing the Centre for Dialogue where appropriate.

---

**Ministry Goal: Excellent research and innovation that supports economic and social development.**

<table>
<thead>
<tr>
<th>Ministry Objective</th>
<th>Supporting SFU Academic Goals and Objectives*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capacity</strong></td>
<td>Support the SFU Research Strategic Plan.</td>
</tr>
<tr>
<td></td>
<td>Support the development of internationally recognized research.</td>
</tr>
<tr>
<td></td>
<td>Encourage multidisciplinary and interdisciplinary research and teaching, particularly between the sciences/applied sciences on the one hand and the social sciences/humanities on the other.</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>Identify and support major multidisciplinary and interdisciplinary research opportunities.</td>
</tr>
</tbody>
</table>

* The entire Strategic Research Plan 2005 – 2010, which is included as an appendix to this Service Plan and available on the SFU web site, is dedicated to developing both Research Capacity and Research Relevance.

### 7.1 SFU Academic Goals

SFU academic planning is on a three year cycle. The 2004 – 2007 cycle having recently concluded, progress in achieving the goals for the period is considered to have exceeded our original expectations. A new set of Academic Goals for the period 2007 – 2010 have recently received Senate approval. The process of developing the new Goals began with the Academic Departments preparing their plans, then the Faculties using those plans to develop the Faculty’s Three Year Plan. The Vice President,
Academic used the Faculty plans to develop the University Academic Plan which was then reviewed by the Senate Committee on University Priorities and by Senate. The goals and objectives determined through this process are formed from an agreed list of university-wide academic priorities that were derived from various strategic SFU documents and a thorough understanding of the Canadian and global post-secondary education landscape.

By achieving these goals SFU will be in an advantaged position to recruit and retain outstanding faculty and to continue to provide a challenging and rewarding learning environment and experience for its students and faculty.

The full text of the Three Year Academic Plan can be found at: 

**GOAL 1 - STUDENT SERVICE & SUCCESS**

To provide an outstanding student learning experience with adequate support for them to realize their objectives.

**Objectives**

1.1 Deliver a high level of service to all students and potential students.

1.2 Ensure that Student Services has skilled and experienced leadership that embraces best practice.

1.3 Develop mechanisms to integrate and coordinate SFU recruitment activities with the Faculty initiatives for recruitment.

1.4 Ensure the generation of applicants and the required conversion rate of the number of ‘admissible applications’ to the number of ‘registrations’ are sufficient to meet targets.

1.5 Ensure the scheduling of space and time are done optimally.

1.6 Investigate the introduction of a ‘Pre-registration Process’ to assist in improved enrolment planning.

1.7 Ensure Faculties are productively engaged in student recruitment and consider direct program admissions where possible.

1.8 Ensure Faculties are attentive to the impact and consequences of student retention.

1.9 Increase the proportion of senior faculty who teach first and second year courses.

1.10 Fix the course accessibility challenge.

1.11 Provide a rich student community life experience including learning support as well as recreation and athletics.

1.12 Attract and retain excellent graduate and undergraduate students to meet our student enrolment targets for the next three years with regard to;

- Domestic Undergraduate Students
- International Students
- Graduate Students
GOAL 2 - RESEARCH INNOVATION & QUALITY

To support and pursue internationally competitive research initiatives.

Objectives

2.1 Support the SFU Research Strategic Plan.

2.2 Support the development of internationally recognized research.

2.3 Identify and support major multidisciplinary and interdisciplinary research opportunities, including the development of applications to the Community Trust Endowment Fund.

2.4 Encourage multidisciplinary and interdisciplinary research and teaching, particularly between the sciences/applied sciences on the one hand and the social sciences/humanities on the other.

GOAL 3 - ACADEMIC INNOVATION & QUALITY

To ensure that all programs and courses offered are of the highest quality and remain current and relevant to the society SFU serves.

Objectives

3.1 Develop programs including professional programs and continuing studies options to meet the changing demographics of the Lower Mainland.

3.2 Develop new programs for the Surrey campus and launch them as planned.

3.3 Develop and launch new Health Sciences programs as planned.

3.4 Support interdisciplinary and cross-disciplinary programs.

GOAL 4 - SUCCESSION PLANNING

To continue to renew and support SFU faculty to meet the teaching, research and administrative challenges of the future.

Objectives

4.1 Recruit high caliber faculty to meet the approved Faculty Renewal Plan.

4.2 Encourage the mentoring of new and mid-career faculty in the full range of professional responsibilities, including administrative roles such as chairs and directors.

4.3 Ensure that new faculty realize their potential.

4.4 Provide high quality development opportunities for faculty to enhance their teaching and research skills.

4.5 Support the retention and enhancement of support staff.
GOAL 5 - FIRST NATIONS

To support and pursue opportunities to provide educational opportunities for First Nations

Objectives

5.1 Implement the Strategic Plan to support First Nations research and education.

5.2 Attract resources to support First Nations initiatives from the public and private sector, and from agencies and organizations supporting research innovation.

5.3 Facilitate the integration of innovative First Nations culturally relevant content into the curriculum and assist academic departments or units in the development of courses and programs that include a First Nations perspective.

5.4 Improve the recruitment, retention and successful participation of First Nations students by increasing First Nations undergraduate enrolment by a minimum of 50% and First Nations graduate enrolment by a minimum of 25% by the year 2012.

GOAL 6 - FINANCIAL SUSTAINABILITY

To continue to ensure our resource levels are sufficient and well managed.

Objectives

6.1 Ensure that informative financial reporting and forecasting is in place to assist Faculties and Support Units with financial management.

6.2 Ensure that annual budgets are realistic and that incremental budget allocations relate to enrolment growth, agreed strategic initiatives and inflation pressures.

6.3 Develop, where possible, ‘cost recovery’ options for services and programs.

6.4 Improve connections and communications with alumni and optimize every opportunity for private fundraising.

GOAL 7 - COMMUNITY OUTREACH AND PARTNERSHIP

To enhance and apply our academic resources by contributing to our communities and developing significant links with a range of partners.

Objectives

7.1 Develop new credit undergraduate and graduate programs for adult and non-traditional learners including on-line credit and non-credit professional programs.

7.2 Develop and implement the Weekend University.

7.3 Develop stronger linkages with Colleges and University Colleges to promote student mobility and mutually beneficial teaching, research and community outreach programs.

7.4 Engage critically in discussions of important public issues, utilizing the Centre for Dialogue where appropriate.
Wherever possible performance measures and or indicators have been identified which reflect progress or performance in achieving the goals. Not every objective has a measure associated with it and in determining performance in these cases subjective assessments will be made. The indicators identified are not ‘cast in stone’ and will be reviewed and perhaps modified over time.

7.2 Research Themes

SFU seeks to enhance a research environment that is responsive to new challenges and opportunities, engaging all communities for the benefit of society.

In 40 years, SFU has gained an international reputation for its strengths in the liberal arts and sciences, as well as for its innovative interdisciplinary and professional programs. The advancement of excellence in research is now a defining feature of SFU, with leading individuals and well-recognized groups engaged in a wide variety of key research activities. The goal is to be the most research-intensive comprehensive university in Canada, competing effectively in defined areas with the top tier institutions in the country, and being internationally renowned for the excellence of scholarship. However the achievement of this goal is dependant on funding being provided.

SFU values interdisciplinary approaches to research problems, and as mentioned previously has recently completed a strategic planning process that promotes thematic coherence based on collaboration and synergy. SFU has identified research themes that cross traditional disciplinary and administrative boundaries and bring together researchers with complementary expertise, building on strengths to achieve timely and significant impacts. Five integrative research themes have been chosen:

Communication, Computation and Technology
- Materials science and devices
- Imaging science
- Collaboration and visualization
- Emerging digital technologies
- Technology and the arts

Culture, Society and Human Behaviour
- First Nations studies
- Safety, security, criminal behaviour and forensic studies
- Communities and urban sustainability

Economic Organization, Public Policy and the Global Community
- Economic organization
- Public policy
- The global community

Environment
- Fisheries and aquatic ecosystems
- Forestry and terrestrial ecosystems
- Local impacts of human and natural disturbances

Health
- Chronic and infectious diseases
- Human development and aging
- Population and public health, health policy and health services
- Global health
- Mental health and addictions

The Strategic Research Plan, developed in consultation with the University community, was approved unanimously by the University Senate at its September 2005 meeting,
and has been endorsed by the Board of Governors. The full text is online at [http://www.sfu.ca/vpresearch/srp_final.pdf](http://www.sfu.ca/vpresearch/srp_final.pdf)

### 7.3 Community Goals

SFU has long been regarded as an exemplar of community collaboration and partnership. We plan to continue to increase our attractiveness as a partner for community programming locally, nationally and internationally by:

- continuing to develop innovative new collaborations with other post-secondary institutions in BC;
- enhancing our partnerships with First Nations communities and offering new programming for First Nations students (for example, our joint program with Thompson Rivers University);
- extending our credit and non-credit course offerings to SFU’s Surrey campus;
- continuing to expand offerings of our specialized curriculum into our communities;
- establishing the School for the Contemporary Arts at Woodwards in downtown Vancouver in time for the 2010 Olympic Games;
- building on our established presence as a resource for community dialogue; engaging in collaborative research ventures with the City of Burnaby;
- building our strength in teacher training within BC’s schools.

The President’s Report to the community titled ‘Thinking of the World’ can be found at [www.sfu.ca/report2006](http://www.sfu.ca/report2006).

### 8. Financial Outlook

#### 8.1 Provincial Grants

The Provincial government’s goal to ‘make British Columbia the best-educated, most literate jurisdiction on the continent’ is laudable but this will not be achievable without a revision of the funding methodologies for universities and a substantial increase in the funding levels.

SFU recognizes the efforts of the Ministry to again begin funding increases in graduate students.

#### 8.2 Tuition

Tuition increases were held at 2% in line with the provincial government directive. A 2% increase in tuition dollars cannot offset the inflation rate being experienced by the university sector. SFU supports the notion of setting its own tuition rates.

#### 8.3 Inflation

Although there is no doubt that some progress has been made in securing additional grant funding and there has been partial recognition of the impacts of inflation particularly as this relates to economic adjustments for salaries and wages, there are significant inflationary and growth pressures that have not been addressed either by grant or tuition.

Real costs are increasing: salary progression and benefits, recruitment costs and utilities to name but a few. In addition there are growth pressures being felt by service departments as the University grows both in terms of student and faculty numbers and additional buildings that this budget has not accommodated.
Inflationary salary increases are mostly covered by the Province in the new four year agreements but SFU is particularly vulnerable to increased costs of certain services that have been outsourced, while some institutions will benefit where these services remain in-house.

Non salary inflation in the university sector is now estimated at 4.5% per year.

**8.4 Operations**

In the forecast detailed below the revenues for 2007/08 are expected to increase by $26.5 million over the 2006/07 actual revenues. Of this increase $11.9 million comes from additional Provincial grants including funding of the General Wage Increase, FTE funding for the Province’s Access Agenda and additional funding for graduate students. An additional $8.4 will be generated through tuition fees resulting from enrolment growth and the 2% fee increase. A further $5 million is being generated through ‘other’ income.

In order to balance the budget for 2007/08 SFU will have to apply $15.1 million of its own carryover to fund recurrent expenses. This is an increase of over $4.6 million on the amount applied to balance the 2006/07 results. As has been stated previously it must be emphasized that the risk associated with funding recurring expenses with non-recurring sources is not sustainable and must be avoided in the future.

Expenses in this forecast have been adjusted based on actual 2006/07 expenditure and the prevailing conditions of managing both growth and inflation in the years ahead. Expenses are therefore expected to increase by some $31 million in 2007/08. The prime cause being increases in the Salary and Benefit category of expenses to fund growth and progress through the ranks. In the years that follow a number of projects that have been delayed due to funding limitation will have to be undertaken and this will continue to have the effect of expenses exceeding revenues and shortfalls being experienced annually.

The net effect of this forecast out to 2009/10 is a shortfall of $16.7 million in 2008/09 and a further shortfall of $18 million in 2009/10 resulting in a cumulative shortfall of $34.7 million for the forecast period.
## SUMMARY FINANCIAL OUTLOOK
### GENERAL OPERATING FORECAST ($'000)

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL 2006/07</th>
<th>BUDGET 2007/08</th>
<th>FORECAST 2008/09</th>
<th>FORECAST 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial Grants</td>
<td>176,601</td>
<td>188,549</td>
<td>202,263</td>
<td>216,961</td>
</tr>
<tr>
<td>Federal Grants - FLPI</td>
<td>1,323</td>
<td>1,215</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>IDC Grant</td>
<td>5,889</td>
<td>5,890</td>
<td>5,890</td>
<td>5,890</td>
</tr>
<tr>
<td>Other Misc Gov Grants</td>
<td>264</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Credit Course Fees</td>
<td>118,330</td>
<td>126,733</td>
<td>131,463</td>
<td>135,068</td>
</tr>
<tr>
<td>Non-Credit Course Fees</td>
<td>5,713</td>
<td>5,248</td>
<td>5,445</td>
<td>5,619</td>
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<tr>
<td>Student Services Fees</td>
<td>8,773</td>
<td>8,844</td>
<td>9,176</td>
<td>9,469</td>
</tr>
<tr>
<td>Investment Income</td>
<td>5,294</td>
<td>5,500</td>
<td>5,500</td>
<td>5,500</td>
</tr>
<tr>
<td>Other External Income</td>
<td>4,068</td>
<td>9,037</td>
<td>9,127</td>
<td>9,219</td>
</tr>
<tr>
<td>Harbour Centre Annuity Income</td>
<td>1,774</td>
<td>1,774</td>
<td>1,774</td>
<td>1,774</td>
</tr>
<tr>
<td><strong>Use of Carryforward</strong></td>
<td>10,496</td>
<td>15,116</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>336,771</td>
<td>367,906</td>
<td>370,638</td>
<td>389,500</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and Benefits</td>
<td>235,835</td>
<td>273,815</td>
<td>289,165</td>
<td>304,994</td>
</tr>
<tr>
<td>Library Acquisitions</td>
<td>9,503</td>
<td>8,063</td>
<td>8,386</td>
<td>8,721</td>
</tr>
<tr>
<td>Student Financial Assistance</td>
<td>16,400</td>
<td>17,868</td>
<td>18,583</td>
<td>19,326</td>
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<tr>
<td>Other Operating Costs **</td>
<td>75,033</td>
<td>68,160</td>
<td>71,208</td>
<td>74,492</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>336,771</td>
<td>367,906</td>
<td>387,341</td>
<td>407,533</td>
</tr>
</tbody>
</table>

### Annual Shortfall
- Shortfall covered from one time reserves
  - (16,703)
  - (18,033)

### Balance
- (16,703)
- (18,033)

### Cumulative Shortfall
- (16,703)
- (34,736)

**Notes:**
* The use of Carryforward (a non recurring resource) to fund recurring expenses must be avoided.

** 2007/08 Other Operating Costs are budgeted to be lower than actual 06/07 reflects a shift in the categorization of some costs from Other Operating Costs to Salaries and Benefits based on budget assumptions. The increase in 07/08 Salaries and Benefits budget partly reflects that change.
8.5 Capital

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

At the conclusion of currently committed projects in 2010 we will remain significantly short of space, relative to the BC Space Planning Standards, for other functions such as the library (70%), and academic office (71%). As we are presently in shortfall and as we continue to accept students in line with the Ministry’s intentions to increase the number of student spaces, this situation will only worsen and further impact the performance of all facets of the University’s activities. The listed capital projects provide an overview of all planned projects, regardless of funding source. It outlines the University’s strategy to address its current and projected space requirements. It illustrates our commitment to providing additional capacity allowing us to accept increased enrolment and to improve access to post-secondary education.

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

Below is a list of the major capital projects active in planning at SFU.

(a) Major Capital Projects Over $50 Million

SFU Surrey TASC Surrey
Preliminary planning Estimated cost ~$65,000,000. To be completed for 2013/14. This is the first priority for the Surrey campus.

SFU Burnaby BMS+M P3 Proposal
This program is in planning. Estimated cost ~ $250,000,000. To be completed 2010.

SFU Burnaby - Renew Ph 2 Chemistry ~ $TBD
An assessment of the building is underway. Estimated cost ~$50,000,000. To be completed 2014/15

Athletics Centre/Stadium
This program is in planning. Estimated cost ~ $60,000,000 of which the 1st Phase of $20,000,000 is completed. Completion date is dependent on funding.

Emergent Projects
This is provision for SFU’s portion of shared funding requirements for a Student Union building or Sports related facilities. Estimated cost ~ $45,000,000. Total Project Estimate of $75,000,000-$100,000,000.

SFU Burnaby - New Graduate Facility 1
This program is in planning. Estimated cost ~ $55,000,000. To be completed 2015/16.

SFU Burnaby - New Graduate Facility 2
This program is in planning. Estimated cost ~ $55,000,000. To be completed 2015/16.

SFU Surrey Health Sciences
This program is in planning. Estimated cost ~ $64,000,000. To be completed 2015/16.

SFU Burnaby - New Graduate Facility 3
This program is in planning. Estimated cost ~ $55,000,000. To be completed 2015/16.

SFU Surrey Arts, Education and Business
This program is in planning. Estimated cost ~ $64,000,000. To be completed 2015/16.

SFU Burnaby - Renew Ph 3 Old Chemistry to Biology
An assessment of the building is underway. This program is in planning.
Estimated cost ~$50,000,000. To be completed 2016/17

SFU Burnaby - New Graduate Facility 4
This program is in planning. Estimated cost ~ $55,000,000. To be completed 2016/17.

Harbour Centre Replacement
This program is in planning. Estimated cost ~ $100,000,000. To be completed June 2016.

SFU Surrey Student Services
This program is in planning. Estimated cost ~ $64,000,000. To be completed 2016/17.

SFU Burnaby - Renew Ph 4 Old Biology to Physics
An assessment of the building is underway. This program is in planning.
Estimated cost ~$56,500,000. To be completed 2016/17

SFU Burnaby - Renew Ph 5 Old Physics to Graduate Facility 5
An assessment of the building is underway. This program is in planning.
Estimated cost ~$56,500,000. To be completed 2018/19

Future Parkades
This is a placeholder for future projects. This program is in planning.
Estimated cost ~$100,000,000.

(b) Major Capital Projects under $50,000,000
Note: Projects under $5,000,000 not listed individually.

SFU Burnaby Renew Ph1 - Information Technology Centre Renovation
This program is in planning. Estimated cost ~ $30,000,000. To be completed 2012/13.

SFU Burnaby Graduate Student Residence Rehabilitation
This program is in planning. Estimated cost ~ $30,000,000. To be completed 2010/11.

SFU Burnaby Renew Roadway Reconstruction
This program is in planning. Estimated cost ~ $11,000,000. To be completed 2014/15.

SFU Burnaby - Library Expansion / Boiler Plant Replacement
This project is in planning. Estimated cost ~ $21,000,000. To be completed 2015/16.

SFU Burnaby - Graduate Residential College
This project is in planning. Estimated cost ~ $32,000,000. Schedule dependent on funding.

SFU Burnaby - Information Public Safety Building
This project is in planning. Estimated cost ~ $5,000,000. Schedule dependent on funding.

SFU Burnaby - Art Gallery
This project is in planning. Estimated cost ~ $5,000,000. Schedule dependent on funding.
9. Multi Year Plan - FTE Performance and Projections

The Multi-year plan is submitted in accordance with the requirements of the Ministry of Advanced education.

<table>
<thead>
<tr>
<th>LEVEL OF INSTRUCTION</th>
<th>ACTUAL FTE</th>
<th>PLANNED ENROLMENT</th>
<th>Projected change 2006/07 to 2009/10 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental/Qualifying (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate (Years 1 to 4) (2) - Funded FTE's only</td>
<td>16,175.4</td>
<td>16,460</td>
<td>16,879</td>
</tr>
<tr>
<td>Graduate (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Education (4)</td>
<td>2,764.4</td>
<td>3,012</td>
<td>3,336</td>
</tr>
<tr>
<td>International Education (5)</td>
<td>1,124</td>
<td>1,280</td>
<td>1,507</td>
</tr>
<tr>
<td>Industry Training Trades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL FTE (Including Unfunded International)</td>
<td>20,064</td>
<td>20,751</td>
<td>21,722</td>
</tr>
<tr>
<td>AVED FTE TARGET (6)</td>
<td>17,906</td>
<td>18,343</td>
<td>18,844</td>
</tr>
<tr>
<td>AVED FTES (7)*</td>
<td>18,940</td>
<td>19,472</td>
<td>20,215</td>
</tr>
<tr>
<td>UTILIZATION (%)</td>
<td>105.8%</td>
<td>106.2%</td>
<td>107.3%</td>
</tr>
</tbody>
</table>

10. Conclusion

SFU is an institution that continues to experience enormous change as a result of growth and a number of strategic and tactical initiatives aimed at bringing about significant improvements.

The growth places pressure on all the University’s resources. A new Applied Sciences Building (TASC 2) opened in 2006. A new Arts and Social Sciences complex (ASSC 1) opened in 2007 and a new Health Sciences building will open in 2008. SFU Surrey continues grow and a number of capital projects are planned to accommodate this growth.

New programming to support this growth is underway, as is the appointment of additional faculty. The University is focused on continuous improvements to the services it provides students and the community at large. New information systems are in place and the full functionality and efficiency of these developments will be realized in due course.

A significant gap exists between the University’s revenues, a significant portion of which is derived from the Provincial grant, and its operating expenses. If this gap is not closed, Simon Fraser University will face a profound challenge to its commitment to provide excellent education and services to its students. It is imperative that the current problems of the funding formula and of economic barriers to access be recognized and addressed. It is fundamentally important that Government accept, at an absolute minimum, the need to inflation-protect its grants to higher education institutions. The public grants system alone is inadequate to bridge the gap in funding levels between British Columbia institutions and other Canadian institutions and, more generally, our major international competitors. Thus, universities have become
increasingly reliant on tuition fees to support their operations. It is essential that Government permit reasonable and market related increases in fees that reflect the actual costs of delivering quality education in British Columbia. It is also important that the Province address the barrier of access posed by higher fees for the lowest quartile in the income distribution, where debt aversion is particularly pronounced. Should these issues not be confronted and solutions found, SFU will find it increasingly difficult to attract the caliber of faculty required to maintain and continually enhance the quality of its programming, and consequently remain relevant and competitive in both the national and international higher education sector.

ATTACHMENTS

Attachment 1 – SFU 2007/08 – 2009/10 Performance Target - Summary Table

Attachment 2 – SFU 2006/07 Performance Results - Summary Table
<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007/08</td>
</tr>
<tr>
<td>Student spaces in public institutions</td>
<td></td>
</tr>
<tr>
<td>i. Total Student Spaces</td>
<td>18,844</td>
</tr>
<tr>
<td>Total credentials awarded</td>
<td>5,220</td>
</tr>
<tr>
<td>Number and percent of public post-secondary students who are Aboriginal</td>
<td></td>
</tr>
<tr>
<td>Total number (#)</td>
<td>≥ 438*</td>
</tr>
<tr>
<td>Percent (%)</td>
<td>≥ 1.7%*</td>
</tr>
<tr>
<td>Degree completion rate</td>
<td></td>
</tr>
<tr>
<td>Direct Entry Students (%)</td>
<td>≥ 74.2%*</td>
</tr>
<tr>
<td>Transfer Students (%)</td>
<td>≥ 71.4%*</td>
</tr>
<tr>
<td>Baccalaureate graduate assessment of quality of education</td>
<td></td>
</tr>
<tr>
<td>i. Satisfaction with Education(%)</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>ii. Skill Development (avg. %)</td>
<td>≥ 85%</td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Group Collaboration</td>
<td></td>
</tr>
<tr>
<td>Critical Analysis</td>
<td></td>
</tr>
<tr>
<td>Problem Resolution</td>
<td></td>
</tr>
<tr>
<td>Reading and Comprehension</td>
<td></td>
</tr>
<tr>
<td>Learn on your own</td>
<td></td>
</tr>
<tr>
<td>Baccalaureate graduate outcomes – unemployment rate</td>
<td>Maintain unemployment rate of former SFU students below rate for persons with high school credentials or less</td>
</tr>
<tr>
<td>Performance Measure</td>
<td>Actual 2005/06</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Student spaces in public institutions</td>
<td>Data from 2005/06 fiscal year</td>
</tr>
<tr>
<td>i. Total Student Spaces</td>
<td>18,927</td>
</tr>
<tr>
<td>ii. Student spaces in computer science, electrical and computer engineering</td>
<td>1,547</td>
</tr>
<tr>
<td>Total credentials awarded¹</td>
<td>Data from 2004/05 academic year</td>
</tr>
<tr>
<td></td>
<td>5,294</td>
</tr>
<tr>
<td>Number and percent of public post-secondary students that are Aboriginal</td>
<td>Data from 2004/05 academic year</td>
</tr>
<tr>
<td>Total number (#)</td>
<td>437</td>
</tr>
<tr>
<td>Percent (%)</td>
<td>1.8%</td>
</tr>
<tr>
<td>Degree completion rate</td>
<td>Data from 2004/05 academic year</td>
</tr>
<tr>
<td>Direct Entry Students (%)</td>
<td>67.3%</td>
</tr>
<tr>
<td>Transfer Students (%)</td>
<td>70.3%</td>
</tr>
<tr>
<td>Baccalaureate graduate assessment of quality of education</td>
<td>2005 BGS survey data</td>
</tr>
<tr>
<td>i. Satisfaction with Education (%)</td>
<td>97.8% (+/- 0.8)</td>
</tr>
<tr>
<td>ii. Skill Development (avg. %)</td>
<td>87.2% (+/- 1.9)</td>
</tr>
<tr>
<td>Written Communication</td>
<td>84.0% (+/- 2.1)</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>86.3% (+/- 2.0)</td>
</tr>
<tr>
<td>Group Collaboration</td>
<td>83.4% (+/- 2.1)</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>94.7% (+/- 1.3)</td>
</tr>
<tr>
<td>Problem Resolution</td>
<td>77.3% (+/- 2.4)</td>
</tr>
<tr>
<td>Reading and Comprehension</td>
<td>89.8% (+/- 1.7)</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>94.6% (+/- 1.3)</td>
</tr>
<tr>
<td>Baccalaureate graduate outcomes – unemployment rate</td>
<td>2005 BGS survey data</td>
</tr>
<tr>
<td></td>
<td>6.9%</td>
</tr>
<tr>
<td>Research Capacity</td>
<td>Data from 2003/04 Academic Year: (000$)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td><strong>i. Sponsored research funding from all sources (000$)</strong></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>$57,758</td>
</tr>
<tr>
<td>Federal=</td>
<td>$38,762</td>
</tr>
<tr>
<td>Provincial=</td>
<td>$9,709</td>
</tr>
<tr>
<td>Other=$9,287</td>
<td></td>
</tr>
<tr>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td><strong>iii. Number of highly qualified personnel (#)</strong></td>
<td>Data from 2004/05 Academic Year:</td>
</tr>
<tr>
<td>Total:</td>
<td>3,532</td>
</tr>
<tr>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td><strong>Number of licenses, patents, start up companies</strong></td>
<td>Data from 2003/04 Academic Year:</td>
</tr>
<tr>
<td>Number of Licence/Option agreements</td>
<td>5</td>
</tr>
<tr>
<td>Not Achieved</td>
<td></td>
</tr>
<tr>
<td>Total US patents issued</td>
<td>3</td>
</tr>
<tr>
<td>Exceeded</td>
<td></td>
</tr>
<tr>
<td>Total start up companies</td>
<td>3</td>
</tr>
<tr>
<td>Not Achieved</td>
<td></td>
</tr>
<tr>
<td>Total licence income received</td>
<td>$152,079</td>
</tr>
<tr>
<td>Exceeded</td>
<td></td>
</tr>
<tr>
<td>Percent of annual education activity occurring between May and August</td>
<td>Data from 2004/05 Fiscal Year</td>
</tr>
<tr>
<td>20.7%</td>
<td>Contribute toward achievement of system level target of 21%</td>
</tr>
<tr>
<td>University admissions GPA cut-off</td>
<td>Data from 2004/05 Academic Year</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Direct Entry Admission</td>
<td>79.5%</td>
</tr>
<tr>
<td>Transfer Student Admissions</td>
<td>2.39 pt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baccalaureate graduate assessment of quality of instruction</th>
<th>2005 BGS Survey Data:</th>
<th>2006 BGS Survey Data:</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job</td>
<td>2005 BGS Survey Data</td>
<td>2006 BGS Survey Data</td>
<td>Substantively Achieved</td>
</tr>
</tbody>
</table>

1 Please provide 2006/07 Audited Actual FTEs, including utilization rates, and assess targets as follows: “exceeded” (> 110% utilization rate); “achieved” (100% - 109.99% utilization rate); “substantively achieved” (90% - 99.99% utilization rate); and “not achieved” (< 90% utilization rate).

2 Annual performance is measured using a rolling three year average of the most recent academic years, e.g., the 2006/07 results are a three year average of the 2003/04, 2004/05 and 2005/06 academic years. Academic years start in September of one year and end in August of the next year.

3 BC rate for those (age 18 to 29) with high school credentials or less (2006).

4 As of the 2006 survey year, baccalaureate graduates from all institutions are surveyed in the Baccalaureate Graduate Survey (BGS). Previously, any baccalaureate graduates from colleges, university colleges and institutes were surveyed with certificate, diploma and associate degree student at those institutions. Therefore, no historical data are available.