July 24, 2009

The Honourable Moira Stilwell, MLA
Minister of Advanced Education and Labour Market Development
PO Box 9059 Stn Prov Govt
Victoria, BC  V8W 9E2

Dear Minister Stilwell,

We are pleased to present Simon Fraser University’s Institutional Accountability Plan and Report for the period 2009/10 – 2011/12. This document was reviewed and approved by the senior administration of SFU and by our Board of Governors on July 23, 2009. 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 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,

Michael G. Francis  
Chair, Board of Governors

Michael Stevenson  
President and Vice-Chancellor
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SIMON FRASER UNIVERSITY (2009/10 – 2011/12)

Executive Summary

SFU's goals as outlined in the President's Agenda, the University Academic Plan and the Strategic Research Plan are the basis of planning and accountability informing this report to government. These goals support and contribute directly to those espoused by the Ministry of Advanced Education and Labour Market Development for the post secondary education system in B.C. This report outlines a record of significant achievement in keeping with these goals.

Over the past few years SFU has experienced exceptional growth in support of the accessibility agenda of the Province of British Columbia. Total student FTE enrolment has grown by 37.5% during the period from 2001/02 to 2008/09, with undergraduate domestic students growing by 28.8%, undergraduate international students by 167.5% and graduate students by 46.2%. Growth has been strategically directed towards differentiated programmes that meet the urgent needs of British Columbia’s growing economy in areas like information technology and engineering science, interactive arts, digital media and technology, and health sciences. Growth has partially addressed regional inequalities in access to higher education and research, with the very successful development of SFU’s Surrey campus. In addition to the build-out of the Surrey Centre campus, SFU's campus infrastructure has grown with the addition of four new academic buildings on Burnaby Mountain and the new Segal Graduate School of Business and the soon to be completed School for the Contemporary Arts at Woodward’s in downtown Vancouver.

This record of growth in accessibility and infrastructure is a consequence of very significant investment by the Province of British Columbia in SFU. However, despite these investments, growth on this scale has generated significant challenge and stress. The University faces enormous financial pressure to ensure academic standards are maintained, the operational costs of the new buildings are funded and the government-mandated FTE targets are met, all in an environment where revenue, in real terms per student enrolled, has declined. Neither tuition fees nor the government grant has increased sufficiently to cover the inflationary and growth pressure being experienced.

SFU has taken a series of difficult steps to manage these financial pressures, including making across-the-board budget cuts, using up cash reserves and freezing the recruitment of faculty and staff. The facts are as follows:

- For the past three years the University community has had to contend with annual budget cuts. For the year 2009/10 a 3.3% cut was imposed across all areas, in 2008/09 a 3.7% across-the-board had to be made, and in 2007/08 a 2.5% cut was necessary.
- Over the past three years the University's cash reserves have been eroded from $38.5 million (9% of revenue) in 2005 to $3.1 million (.6% of revenue) in 2008. This represents a 91% reduction. The reserves were used to fund operating expenses not covered by the provincial grant or tuition fee revenues.
- In 2008 some 50 planned faculty positions were not filled or replaced. A voluntary exit incentive plan for 2009 was offered to faculty and 23 members accepted. In addition 13 faculty positions were eliminated resulting in the lowering of the Faculty:Student ratio, reducing curriculum flexibility, and increasing class size for students. On the staff side some 23 filled positions and 31 unfilled positions will be eliminated in 2009.

Unless SFU’s funding improves in relation to growth and inflation, the University will be forced to take extraordinary additional measures to balance growing demands and declining real resources. Such measures will threaten SFU’s capacity to continue meeting its responsibilities to the Province of British Columbia.

SFU looks forward to working with the Ministry to achieve our shared mandate of providing the highest quality teaching, research and community service to the citizens and communities of B.C.
1. Introduction

This document has been prepared in response to a request from the Ministry of Advanced Education and Labour Market Development and follows on the Institutional Accountability Plan 2008/09 – 2010/11 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 the new School for the Contemporary Arts, 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 government targeted enrolment growth.

SFU employs more than 970 continuing faculty, over 1,560 administrative and support staff, and enrolls over 30,000 undergraduate and graduate students in eight Faculties.

Our Faculties are:

- **Applied Sciences** – unites the two progressive schools of Computing Science and Engineering Science, each with an international reputation for excellence built on leading edge research, and on graduates who regularly find themselves at the forefront of vital new breakthroughs.

- **Arts & Social Sciences** – the largest Faculty at SFU comprised of over 30 departments, centres and programs in the humanities, and social sciences, including professional programs such as the Masters in Public Policy.

- **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.

- **Communication, Art and Technology** brings together three Schools. The School of Communication includes courses covering media and culture, technology and society, communication policy, and political economy. The School for the Contemporary Arts offers programs in art and culture studies, dance, film, music, theatre, and visual art focused on developing creative artists and scholars with diverse skills. The School of Interactive Arts and Technology (SIAT) is a future-focused school where technologists, artists, designers and theorists thrive in collaborative research, invention and theoretical thinking.

- **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.

- **Environment** - the University’s new Faculty encompasses the School of Resource and Environmental Management, the Department of Geography, the Environmental Science program, the Centre for Sustainable Community Development and the Graduate Certificate in Development Studies. Students can acquire competencies in core areas of environmental study, and foundational skills in communications, critical thinking and analysis.
Health Sciences – offers a BA and a BSc in Health Sciences, a Master of Public Health (MPH) and a Master of Science (MSc) in health sciences. The MPH is a practice-based or thesis-based program that integrates core public health knowledge with the attainment of professional skills as a public health practitioner. Concentrations have been established in global health, environmental and occupational health, infectious disease, and social inequities and health disparities. A PhD program is also under review.

Science - offers a comprehensive suite of undergraduate programs, leading to the BSc degree including Actuarial Science, Biochemistry, Biological Science, Biomedical Physiology & Kinesiology, Chemistry, Earth Sciences, Management and Systems Science, Mathematics, Molecular Biology, Physics, Statistics and a full range of interdisciplinary programs 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 programs and courses. Each year almost 20,000 students take 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.

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 lifelong.
- 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 pursuit 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 met to allow for timely degree completion.
4.2.2 Internationalization.

Curriculum-driven experiential learning in an international environment will become a more sharply focused thematic element in SFU's internationalization strategy, in addition to more structured opportunities for interaction between international and domestic students on all of the institution's campuses.

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 are being pursued through the development of a visual identity program, the cultivation of media contacts and the use of 'expert consultants'.

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.

4.3.3 Private Fundraising.

University Advancement achieved its second highest fundraising results in 2007/08, raising over $32 million in gifts and pledges, 92% of its $35 million goal. Despite slightly decreased gifts and pledges through the annual campaign, and the lack of an exceptional gift in excess of $10 million, as was received in 2006/07, our donors continued to generously support university priorities.

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 five 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 2008/09 actual operating results show a $22.7 million shortfall, despite having absorbed $15.7 million in operating budget cuts. A further $19.7 million in operating cuts were required to achieve a balanced budget for 2009/10.
Historically non-recurring resources (carryover) were used to fund recurrent expenses. However this is clearly not a sustainable practice. Between 2004/05 and 2008/09 net assets internally restricted for future commitments have been reduced by $56.3 million.

Maintaining the status quo and based upon reasonable assumptions the outlook for 2010/11 indicates a cumulative net asset shortfall of $55.2 million by 2011/12.

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 previously promised.

### 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. 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 decrease 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.

SFU has an Enrolment Plan (http://www.sfu.ca/irp/enrollment/sfu_enrollment_plan.html) which includes the SFU contribution towards the Provincial Government’s enrollment targets. Everything is being done to ensure the objectives of this plan are achieved.

Table 1 shows SFU’s expected ALMD funded graduate and undergraduate enrollment growth to 2011/12.

#### Table 1 - Student Enrollment ALMD Funded Targets

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<tr>
<td></td>
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<td>Funded</td>
<td>Actual</td>
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<tr>
<td>FTE</td>
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<td>19,472</td>
<td>18,944</td>
<td>20,505</td>
<td>19,464</td>
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<td>%</td>
<td>106.2%</td>
<td>108.2%</td>
<td>109.1%</td>
<td>TBA</td>
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</table>

* Source: Government Letter of Expectations, June 02, 2008

Note that SFU exceeded its funded targets by 6.2%, 8.2% and 9.1% respectively over the past three academic years.

### 5.3 Programming for the Future

Simon Fraser University’s strategic planning processes will continue to address the above mentioned (and other) environmental challenges through new and responsive programming, expanded infrastructure, 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 strategies should provide our graduates with an understanding of other cultures and an appreciation for the value, inevitability and complexity of interacting in a globalized environment. Students should also have acquired the ability to identify and evaluate information resources. Their SFU experience will nurture the qualities and virtues imperative for a democratic society: compassion, empathy, ethical and moral values, and tolerance.

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.

Demographic trends make the time right for part-time credit studies for older adults to expand at SFU. Despite this trend, it is unfortunate that SFU has had to stop offering tuition waivers for seniors as a result of reduced government funding. 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. SFU NOW (Nights Or Weekends) has been established specifically for the working adult student who cannot attend classes during the day. All SFU NOW classes are scheduled on weekday evenings or on Saturday. This programme allows students to earn a full bachelor of general studies degree or take either upper or lower division courses which include communication, political science, sociology and anthropology and use them towards another degree programme.

5.4 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, Students being appointed to lead a process of total functional realignment to better support this strategic intent. This realignment has had broad impact on SFU’s operational efficiency and effectiveness resulting in much improved service levels to students.

The Student Services mission:
- To foster transformative student experiences by collaboratively anticipating, facilitating, and providing services, programs and environments for student learning and success.

The Student Services vision:
- Student Services at Simon Fraser University, characterized by boldness, collaboration and innovation, is an international leader in services and programs.
While mission and vision remain unchanged, the external and internal planning environments have continued to evolve and accordingly, new critical issues have emerged that threaten the organization's ability to achieve goals and targets. The new issues being:

- Declining "standard of service" and program provision due to growing gap between student numbers and available human/financial resources resulting in declining staff morale and student satisfaction.

- Declining professional development opportunities for staff jeopardizes quality of programs and services.

- Mid and long term strategic planning and implementation constrained by a highly uncertain annual budget process.

- Severe space limitations and limited shared space planning mechanisms constrain service, program delivery and revenue generation.

- Web presence, particularly viz-à-viz students and prospective students, requires strengthening, coordination and integration across the institution.

- Strategic planning in all Student Service units should address First Nations students.

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 led to further change in Student Services' structure and practice to better align service delivery with student and institutional needs.

Student recruitment has benefited from a major revision of the processes supporting recruitment and admission. The Student Information Management System was revised through the creation of a new interface that simplifies and harmonizes access to student critical information. A major software upgrade with the simplified web-interface led to very strong satisfaction ratings amongst more than 1500 prospective and admitted students sampled from the Fall 2007 and 2008 cohorts.

Admissions processes were streamlined and enhanced to minimize the time between the submission of an application for admission and the provision of a "go-to" advisor that could clarify information for prospective students and ultimately provide an admission decision to these students. Admission rates were again improved by approximately 20-30% over previous years and again, satisfaction ratings in the above mentioned polls were very strong around the admissions process.

A major retention initiative, the Student Success Program (SSP), was launched as a pilot for September 2007. A second pilot was run in September 2008 and provided access to all students in the Faculties of Science and of Applied Science in addition to all international students "Required to Withdraw" (RTW). Identified students were given the option of leaving the university or participating in the SSP. More than 160 students chose to participate and from that number 72.3% have moved to "Good Academic Standing", some with semester GPAs of more than 3.0. Detailed statistics, subsequent analysis and an independent external review of the factors contributing to success have led to a revised SSP that will be launched in September 2009. All RTW students are being provided with the option of participating in the program which is now primarily self-funded.

Student engagement initiatives have been provided through campus-wide programs in addition to more specific programs in Residence and Housing. The campus-wide "ULife" initiative is based on the creation of student-peer led extra-curricular activities coupled with an enhanced information system to inform the campus community of their existence. The information system is a cooperative venture between Student Services, the Simon Fraser Student Society and the
Public Affairs and Media Relations office. Uptake has been significant in terms of the number of self-starting student initiatives and events and the numbers of students participating.

Athletics and Recreation has been restructured and a newly appointed Senior Director Athletics has been charged with continuing the outstanding varsity athletics achievements of SFU's athletics programs. Redistribution of funding to ensure that varsity sports are funded at levels that will allow coaches to spend more time coaching rather than fund raising continues. Board of Governors approval to apply for membership in the National Collegiate Athletic Association was provided in March 2009 and an application for membership will be submitted in June 2009.

Recreation has been established as a separate division with a new Director, all within the larger Student Services division of Student and Community Life. New and expanded programming is being implemented to provide a broader array and reach in support of the campus communities of all three campus communities.

5.5 Information Technology Improvements

The purpose of SFU's Information Technology Services (ITS) is to provide high quality, highly reliable IT and communication 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 implemented a new, campus-wide collaboration system for all members of the campus community, called SFU Connect. This provides common email, calendaring, and other collaboration facilities for all members of the campus community. Over 50,000 accounts have been migrated to the new service over the last months. We will pursue deepening our use of this facility to enable richer collaboration across campus.

Research Support: We are now offering to house research servers in central machine rooms. The WestGrid II high-performance computing facility has been installed and made operational in the new, state-of-the-art facility in the Water Tower Building. As funding allows, we anticipate moving other research and administrative servers into that facility.

Administrative Systems: There continues to be a demand for additions/upgrades to a wide range of administrative systems, for example Student Information, Athletics, Health, Facilities Management, etc. With difficult budgets in the future we expect the demands for increased automation to put pressure on IT resources. New projects for the 2009–10 financial year include new sets of business processes for travel & expense management, position management, and continuing studies, as well as planning for normal upgrades of our major systems.

IT Management: We are pursuing rationalization of commodity IT services, understood to mean common support for desktops and servers across the university, and have begun a strategic planning initiative within ITS. We expect this to clarify goals and focus, and also to suggest a more intentional governance model for information technology and communications across the university.

5.6 Library Services

The SFU Library and its services go far beyond the traditional print collection to include some 61,000 electronic journals and 765,000 other digital items. Services to students have expanded to include student learning and writing support through the Student Learning Commons for all students, including those needing help with academic English and whose academic careers are
at risk. Technical advice is offered 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, resource sharing and electronic journal licensing for all BC postsecondary libraries. ISFU Library is a leader in digitization projects in Canada, now providing access to one-half million pages through its Multicultural Canada digitization project and has made SFU theses available online, as well as supporting digitization projects for such institutions as University of Victoria, Brandon University, and Prince George Public Library. SFU Library is the BC Leader in the $11million CFI Synergies project, and is the primary development site for open source software from the Public Knowledge Project (PKP). This includes the Open Journal System (OJS) now used by over 2,500 scholarly publications and other PKP software for conference management and internet metadata harvesting. SFU Library is also the home for the reSearcher software for electronic resource access and management. This has brought in income to support other Library ventures and enhanced SFU and BC's reputations for technological inventiveness and entrepreneurship.

6. Strategic Directions

6.1 Research

SFU has made significant progress toward creating a supportive environment within which research and scholarship can flourish. We have been successful in obtaining funding to seed key initiatives, in recruiting several high-profile faculty members and students, in building our research infrastructure, and in developing extensive collaborative and international networks. Our community members are participating in research activities and on granting committees, and are being recognized with prestigious awards. SFU continues to optimize our Strategic Research Plan to capitalize on our strengths and build new pan-disciplinary initiatives. We are actively working to inform changes in federal government policy and administration and to ensure provincial investment in higher education and research. We continue to foster university/industry liaison activities and the commercialization of our discoveries.

6.1.1 Research Funding

According to the latest report from Research Infosource, SFU’s research funding rose 12.4% overall in FY 2007, putting us into the top-20 group of Canadian post-secondary institutions and 5th among the subset of comprehensive universities. Overall, our sponsored research funding has grown an astonishing 126% from $34.3M in FY2002 to $77.6M in FY2007 (Figure 1). This is the largest income growth of all the Canadian comprehensive universities, which posted an average increase of 46.5%. On the Research Universities of the Year scorecard (a summary of rankings for total research income, full-time faculty members, and research intensity), we surpassed Carleton and now rank 4th overall, up from 5th.

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Approximately half of our research funding comes from the three federal granting councils (NSERC, SSHRC, and CIHR), where our faculty members have been extraordinarily successful. Our researchers have consistently exceeded the national success rates in NSERC and SSHRC competitions, and in the latest competition we also exceeded the national success rate in the CIHR operating grant program (Figure 2). SFU also placed first in the 2008 MacLean’s rankings of major research grants received.

<table>
<thead>
<tr>
<th>Agency</th>
<th>SFU Success Rate</th>
<th>National Average</th>
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<tbody>
<tr>
<td>Social Sciences and Humanities Research Council (SSHRC) Standard Grants</td>
<td>51%</td>
<td>33%</td>
</tr>
<tr>
<td>Natural Sciences and Engineering Research Council (NSERC) Discovery Grants</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td>NSERC Research Tools and Instruments Grants</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>NSERC Idea to Innovation (I2I) Grants</td>
<td>75%*</td>
<td>52%*</td>
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<tr>
<td>*The I2I program does not operate on a &quot;competition&quot; basis</td>
<td></td>
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<tr>
<td>Canadian Institutes of Health Research (CIHR) Operating Grants</td>
<td>23%</td>
<td>22%</td>
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</table>
Not surprisingly, universities with medical schools have far higher research funding from CIHR, not-for-profit foundations, and the corporate sector (Figure 3). With respect to SSHRC funding, we are ahead of most medical/doctoral institutions even in total funding, and come close to UBC ($8.4M v $8.9M, respectively).

Figure 3: Total Research Income 2006-07 (*indicates a medical / doctoral university)

When total funding is normalized to the number of faculty (Figure 4), we rank well ahead of several institutions with medical schools for Tri-council funding.

Figure 4: Tri-council Research Intensity ($1K/faculty member) (* medical/doctoral university)
Research Infosource also quantified research output (Figure 5), in terms of total quantity, effectiveness (publications per $), and impact. The scores are normalized to the leader in all fields (U of T).

Figure 5: Research Output – Canadian Universities

The success of our researchers in obtaining funding from the three federal granting agencies means that SFU will receive $6.4 million in 2009/10 from the federal Indirect Costs Program, which we will use to reinvest in research facilities and resources.

6.1.2. Collaborative Research Initiatives

In the last five years SFU has done extremely well in forming new partnerships and interdisciplinary research teams, not only in the basic and applied sciences, but also in the human sciences. The following are just a few of the many examples of these initiatives:

- Centre for Drug Research and Development (CDRD): This consortium, of which the Vice-President, Research is a founding member and SFU is a partner, received $8M from CFI for a centre initially located at UBC. This led to further investment for CDRD from the BC Knowledge Development Fund (BCKDF) ($8M), the Michael Smith Foundation for Health Research ($600K), Western Economic Diversification ($400K), CIHR ($750K), the BC Ministry of Health ($25M), and the Centres of Excellence in Commercialization and Research (CECR) ($15M) to establish regional operations, including those at the SFU node within SFU’s new MedChem Facility.

- Networks of Centres of Excellence: SFU received $800K for a Canadian Design Research Network at SFU Surrey; Mathematics of Information Technology and Complex Systems (MITACS) was renewed up to 2012 with funding up to $37.8M, the largest award of any of the Networks. MITACS was also chosen to administer the provincial and national graduate internship programs.

- Natural Sciences and Engineering Research Council of Canada (NSERC): The Pacific Institute of Mathematical Sciences (PIMS), of which SFU is a member, received renewed funding of $5.5M until 2013.
- **Social Sciences and Humanities Council of Canada (SSHRC):** The Centre for Excellence in Research on Immigration and Integration in the Metropolis (RIIM), comprising researchers at SFU, UBC, and UVic received an unprecedented third round of funding.

- **Other grants to individual SFU researchers:** SFU researchers have been very successful in obtaining grants for their collaborative research projects from the Tri Councils and the Canada Council for the Arts, including these very recent examples: $3.9M from the Mental Health Commission of Canada for the Vancouver Site of the Canadian Multi-site Research Demonstration Project in Mental Health and Homelessness; $3.46M from Genome Canada for an SFU team working on a public opinion analysis on consumer attitudes toward wine produced with genomic technology; and a $1.75M CIHR team grant on prescription opioid misuse.

- **Affiliation agreements with local health agencies:** Agreements are now in place with the BC Cancer Agency, the Fraser Health Authority, Genome BC, the Provincial Health Services Authority, and the Vancouver Coastal Health Research Institute.

- **National collaborative agreements:** SFU has entered into collaborative agreements and is establishing new agreements with some of the following institutions in BC: the Centre for Drug Research and Development, who will house a Drug Research Institute within SFU's MedChem Facility; the Pacific Institute for Climate Solutions (PICS), of which 28 SFU researchers are members and two graduate students have received fellowships; the Genome Sciences Centre and the BC Cancer Agency for research collaboration; UBC and the Centre for Disease Control for a joint proposal for a BC Training Initiative in Public Health Sciences, a program aimed at training in life course disease development and infectious disease; the BC Inter-university Research Data Centre, which now has a branch housed at the Burnaby campus; the Michael Smith Foundation for Health Research (MSFHR) for a provincial platform for data access and other network and team start-up grants; several CFI national and regional projects; and research in materials science with UBC; including the Centre for Research in Electronic Materials (CREM); the Laboratory for Advanced Spectroscopy and Imaging Research (LASIR); and the Pacific Centre for Advanced Materials and Microstructures (PCAMM).

- **National and international consortia:** SFU is an active participant in national consortia, including: NanoMed Canada, the WestGrid 2 computing centre, TRIUMF, Canada's national laboratory for particle and nuclear physics, and the Canadian Data Analysis (ATLAS) project at TRIUMF. We have also focused in recent years on strengthening our partnerships with international organizations, especially in the Asia Pacific including, in India: the International Centre for Genetic Engineering and Biotechnology in the area of bioinformatics for controlling infectious diseases; the Public Health Foundation's Future Faculty Program to staff eight new institutes over the upcoming years; Karnataka Health Promotion Trust in Bangalore to implement HIV/AIDS prevention programs and AIDS care and support initiatives; the Indian Institute of Science in Bangalore, through the International Consortium on Antivirals (ICAV) of which SFU is a founding member, to combat viral epidemics and pandemics; the Raman Research Institute in Bangalore to explore the development of hand-held medical diagnostics for improving the treatment of infantile diarrhea; the Indian Council of Medical Research and the National Institutes of Health in Calcutta on their cholera training mission; the Indian Institute of Technology in Bombay on nanoscience and fuel cell technology; the SFU Village Life Improvement Project with the Indo-Canadian Friendship Society in BC; and four universities and two institutes for the provision of field schools in the performing arts & interactive arts technologies. SFU has also signed MOUs with Yonsei University in Korea, in the areas of materials science and medicinal chemistry, and an SFU researcher has partnered with Shanghai Jiao Tong University in China for research on fuel cells.

### 6.1.3. Recruitment of Outstanding Faculty and Students

SFU seeks to make every effort to achieve its goal of being the most research-intensive comprehensive university in Canada, competing effectively with the top-tier institutions in the country. The following are some of our successes in the competition for the recruitment and retention of top faculty and students:
• **Vanier Canada Graduate Scholarships:** This April, six students were awarded $150K scholarships to pursue graduate studies at SFU (three in the Faculty of Arts & Social Sciences, two in the Faculty of Science and one in the new Faculty of Environment).

• **SFU Community Trust Endowment Fund Graduate Fellowships in the Humanities:** Beginning in the 2009/10 academic year, 15 new graduate fellowships worth $6,250 each for one semester of study will be granted to doctoral students in the Humanities. These fellowships were created in recognition that Humanities in general is not a high priority for graduate funding from the provincial government.

• **New NSERC CREATE program for graduate student training:** The new Collaborative Research and Training Experience program supports the training of teams of outstanding students and postdoctoral fellows from Canada and abroad. SFU is working on its quota of six proposals for the upcoming competition.

• **BC Leading Edge Endowment Fund (LEEF) Chairs:** The increasing availability of state-of-the-art infrastructure has helped to attract three new outstanding senior researchers to SFU as LEEF Chairs: John Reynolds, Tom Buell BC Leadership Chair in Salmon Conservation and Management; Robert Young, Merck Frosst LEEF Chair in Pharmaceutical Genomics and Bioinformatics in Drug Discovery; Urs Ribary, LEEF Chair in Cognitive Neuroscience in Childhood Health and Development. A fourth candidate has been recommended for a Chair in prevention of youth violence, and a search is currently underway for the remaining LEEF Chair in visual analytics.

• **Canada Research Chairs (CRCs):** To date, SFU has filled 39 Canada Research Chairs.

• **Chair in Autism Research:** Funding is now in place and a search is underway for this first national Chair, who will bring together cognate science researchers at SFU to create linkages for innovative research directions on autism spectrum disorder.

• **Endowed Research Chair in Arthritis Research:** The Arthritis Research Foundation has contributed $4M toward the establishment of this Chair.

• **Pfizer/Heart and Stroke Foundation of BC and Yukon Chair in Cardiovascular Prevention Research:** This Chair will be located in St. Paul’s Hospital, and will focus on gaining an understanding of cardiovascular disease and prevention strategies.

• **Special Opportunities:** Recruitment of faculty members Bernd Stetzer (ATLAS project) to Physics and Paul Goldberg to Archaeology.

### 6.1.4. University/Industry Liaison

SFU is one of the national leaders in the pipeline from ideas, to innovation, to commercialization. Our University/Industry Liaison Office (UILO) is recognized as one of the finest in the country. The expertise of the UILO team has assisted in obtaining SFU’s consistently stellar record in the NSERC Ideas to Innovation (I2I) program: SFU’s success rate of 75% is well above the 52% overall success rate.

Since 1985, SFU’s UILO has produced the following results: 553 new technology disclosures, 435 patent applications with 93 issued, 66 license agreements; 27 technologies sold/assigned (since 1991); and 74 spin-off companies, including Phero Tech Inc. (now ConTech), Canadian V-Chip Design Inc., and VSM MedTech Ltd. Since 1991, the UILO has brought in cumulative total gross revenues of over $4M. UILO staff members maintained membership on 25 professional organizations, attended close to 80 networking events and presented at over a dozen speaking engagements in FY2008.

The TIME Centre (Technology, Innovation, Management, Innovation) is a partnership between SFU and BC’s high technology industry. It provides spaces for technology-based companies to grow in a nurturing environment, and is a resource centre and meeting place for off-site
business people, lawyers, investors, and accountants. The TIME Centre offers mentorship and convenient access to the people, expertise, and money that are vital to growing successful companies.

An investment from Western Economic Diversification (WD) and the National Research Council’s Industrial Research Assistance Program (NRC-IRAP) has led to the expansion of the TIME Centre and the attraction of several new start-up companies. There have been 33 companies (current and “graduated”) at the SFU Vancouver TIME Centre since its inception. Approximately $5.4M in venture funding has been collectively achieved from the new ventures that have “graduated” from the TIME Centre.

Starting in 2009, the UILO’s TIME Centre has grouped some new initiatives and continuing activities under the overall banner of the “TIME Venture Incubator SME Outreach Program.” This program has four components: (1) the Milestones to Success SME Seminar Series, led by Roger Killen, provides an integrated approach to planning, financing and building strong tech start-ups and successful SMEs (small and medium-sized enterprises); the SME ThinkTank, which brings together a panel of specialists and domain experts into a sounding board for new tech ventures to present their business plan and receive constructive feedback; the Vancouver GreenTech Forum Series, which brings together GreenTech entrepreneurs, investors, mentors and other professionals to benefit entrepreneur and investor communities, our economy, and the environment; and the Vancouver Entrepreneur ToastMasters Club, a weekly public speaking practice for tech entrepreneurs.

The TIME Centre also runs VANTEC, the Vancouver Angel Technology Network of the Vancouver Enterprise Forum, which provides networking and support for start-up companies in the Lower Mainland and across BC by linking early-stage investors and mentors to promising technology ventures. A recent survey conducted by Rocket Builders indicated that 50% of the companies that present at VANTEC raise angel funds, and 20% of companies go on to secure venture capital. The total amount raised since 1999 exceeds $200M.

6.1.5. Investment in Research Infrastructure

The following investments have been made:

- **$49.4M upgrade to SFU’s Chemistry wing:** The federal and provincial governments are investing $49.4M under the Knowledge Infrastructure Program to renovate the chemistry building at SFU’s Burnaby campus. The existing labs will be restored to address deferred maintenance problems and to bring the facility up to modern and green standards. The renewal project will enable SFU to further its contribution to research and development in key areas of health and life sciences, environment, and information and communication technologies.

- **Canada Foundation for Innovation:** In recent competitions, SFU received $8.2M towards the Canadian Data Analysis Centre for the ATLAS project, a detector built to observe atomic particle collisions at CERN’s accelerator in Switzerland; $2.9M for SFU’s participation in the WestGrid high performance computing network; and $2.4M towards a new muon beam line at TRIUMF. In addition, SFU received $685K toward the Synergies national network for production, storage and access to digitized knowledge produced in Canada. SFU also received $314K for participation in another national project on Digital Content Infrastructure for the Social Sciences.

- **Western Economic Diversification (WD):** SFU has been the beneficiary of an unprecedented level of support from WD over the last few years, including: the recently-announced $884K for SFU’s 4D LABS to purchase BC’s first advanced mask writing facility; $360K for the TIME Centre, $325K for an advanced wireless antenna pattern measurement facility, $417K for a new Entrepreneurship Initiative at SFU Surrey, $1.9M for the new MedChem medicinal chemistry facility, and $700K for a state-of-the-art magnetic resonance facility that provides services to SFU researchers and local biotech companies in drug and vaccine design. A seventh proposal is expected to be awarded in June for $1M to nurture culture in Vancouver’s Downtown East
Side by providing technology infrastructure for the 21st Century Theatre in the new School for the Contemporary Arts building at the former Woodward's site.

• **Provincial funding for the establishment of new research initiatives:** The province has funded a number of important research programs at SFU over the past few years, including: $500K per year for a Crime Reduction Program at the SFU Institute for Canadian Urban Research Studies and Department of Criminology (Ministry of Public Safety and the Solicitor General, with the RCMP); $2M for a Centre for Mental Health and Addiction (Ministry of Health); $3.5M for the Children’s Health Policy Centre (Ministry of Children and Family Development); 250K for the International Cybercrime Research Centre; and $500K for a Centre for Reduction of Violence Among Children and Youth.

• **External non-government funding for the establishment of new research initiatives:** SFU researchers have also been very successful in obtaining funding for research infrastructure from other external sources, including: $1.33M for visual analytics research at SFU and UBC (Boeing Company); $5.5M to the Faculty of Health Sciences for the Children’s Health Policy Centre and a level 3 containment lab for infectious disease research (philanthropist Djavad Mowafaghian); $5M from IBM Canada for the development of a Crime Analysis Centre at SFU; $0.5M from IBM Canada for the establishment of a Secure Health Data Centre; and $100K donation of hardware from Sun Microsystems for computationally secure research in areas of crime prevention, computing, and health.

6.1.6. **External Awards and Honours**

We have instituted an aggressive campaign to ensure that SFU faculty, staff, and students are nominated for external awards. This campaign has been very effective: in 2008, SFU ranked first among comprehensive universities in faculty awards, and was also highly ranked in the number of students winning national awards.3 The awards that SFU faculty and staff have received in the past five years include: a Bank of Canada Fellowship, a Genome BC Award for Scientific Excellence, a Fulbright New Century Scholar Award, three Order of Canada appointments, five Royal Society of Canada Fellowships, a SSHRC Gold Medal for Achievement in Research, an NSERC Steacie Fellowship, a CUFA Academic of the Year Award, three CUFA Career Achievement Awards, two BC Innovation Council Young Innovator Awards and a BC Innovation Council Frontiers in Research Award, a Canada's Top 40 Under 40, the Kistler Prize for dedication to scientific research in the face of criticism and opposition, NSERC Synergy Award for Innovation, Donner Prize for the best non-fiction book in Canada, the Western Canadian Music Awards’ Outstanding Classical Composition award, five YWCA Women of Distinction Awards, three Killam Research Fellowships, and a Cottrell Scholar Award. Since 2004, 19 Michael Smith Foundation for Health Research (MSHFR) scholar awards and nine senior scholar faculty awards have been awarded.

SFU graduate students and postdoctoral fellows have also been the recipients of many honours and awards over the last five years, including: six Vanier Canada Graduate Scholarships, four Trudeau Foundation Scholarships, a Fulbright International Science and Technology Award for PhD Study, a Canadian International Council Fellowship, two NSERC doctoral prizes, two Western Academy of Management Ascendant Scholar Awards, and two Royal Society of Canada’s Alice Wilson Awards. Since 2004, 34 MSFHR junior graduate scholarships, 36 senior graduate scholarships, and eleven postdoctoral awards were received.

6.1.7. **Support for Research in the Social Sciences and Humanities**

External funding of scholarly research through traditional avenues is biased towards science and technology. Therefore, SFU has instituted measures to ensure that scholarly endeavours in the social sciences and humanities not be compromised and be supported adequately. Support for SSHRC small grants and travel grants, support for SSHRC 4A grants on demand, publications, and teaching release stipends, and safeguarding library resources are a top

3 Maclean’s magazine, November 2008.
priority. To increase our participation in programs for major projects such as the Major Collaborative Research Institute (MCRI), and Community University Research Alliance (CURA) program, as well as in social science research funded by the different provincial and federal ministries, support for grant preparation and administration is provided.

6.1.8. Informing Government Policy

In order to adapt to the new research climate, we have worked to inform changes in government policy, at both the provincial and national levels. These activities included lobbying the provincial government to increase graduate student support and student-led research, one result of which was obtaining a one-time $50K in travel grants for students in the social policy field. We worked to promote several new programs that were adopted by the Tri-Councils, including the NSERC CREATE program for graduate student training and the general Accelerator Program for exceptional individuals. We also assisted MITACS in their successful effort to become the administrator of the Accelerate Canada and Accelerate BC programs.

The Research Performance Indicators required by the Ministry of Advanced Education and Labour Market Development are shown in Table 2.

Table 2 - Research Performance Indicators

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<td>4,241</td>
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<td>Increase or maintain</td>
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<tr>
<td>Total start up companies</td>
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<tr>
<td>Total license income received (000's)</td>
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<td>$343.00</td>
<td>$183.00</td>
<td>$300.00</td>
<td>$339.0</td>
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</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 (W) and quantitative (Q) abilities while gaining cumulative breadth (B) 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: academic literacy, and analytical and quantitative reasoning. These courses are specially designed to assist students with weaker backgrounds in these areas. The Student Learning Commons has been a key part of supporting students in their learning, both for the WQB requirements and in all aspects of curriculum. Assessment of many aspects of the WQB curriculum and the Student Learning Commons is ongoing. Early results indicate positive impacts on learning, particularly in writing skills and in relation to the academic support offered by the Student Learning Commons.

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 Master of Public Policy program extends SFU’s tradition for interdisciplinary programming and provides critical links to faculty research. In conjunction with this program, the Faculty of Arts and Social Sciences has also 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 model 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 with concentrations in Population & Public Health and in Global Health have been successfully launched with their first graduates having completed in Spring 2007. Graduate concentrations in Infectious Diseases, Environmental and Occupational Health and, Social Inequities and Health Disparities have recently been approved. 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.

Other health related study opportunities offered include degrees in Gerontology, Biomedical Physiology and Kinesiology.

6.2.4 Programming in Surrey.

SFU Surrey has launched all academic programs to meet SFU's and the Ministry’s first phase target of 2,500 FTE by 09/10. Over 20 undergraduate and graduate degrees are offered from six of SFU’s Faculties. The faculty hiring plan is nearing completion with final hires in Mechatronics, World Literature, and Criminology. All facilities, library, and student services are in place. The student population has risen to 4,500 students not including 1,400 registrants in over 80 Continuing Studies programs and courses.

SFU is currently revising its first year cohort programmes at Surrey to reflect the growing diversity of programmes.

In addition to successfully meeting enrolment targets once again, the success of the SFU Surrey campus is evidenced by a recent Surrey School District graduating Grade 12 student survey which placed SFU as the top choice of students and, more importantly, showed a 10% increase in respondents who intend to pursue post-secondary studies. A joint review by Kwantlen Polytechnic University and SFU in July 2008 again showed evidence of a gap in university spaces in Surrey and the South Fraser and the critical need of education in achieving Provincial economic and social goals.

Despite a 20% increase in applications, SFU Surrey is at full capacity in its programs and, for the third consecutive year, the first year intake of new students remains flat-lined. The focus is now on continuing the momentum and proceeding to the second phase of growth outlined in the 2006 Memorandum of Understanding between SFU and the Ministry.
In March, 2008, SFU was requested by the Minister to provide a proposal for FTE growth and did so for an initial 1,250 FTEs in July 2008 after input from Ministry staff. SFU’s understanding is that the proposal was not approved at Treasury Board but the next steps and timing of future growth is unclear. In terms of capital for further facilities, SFU provided as part of its capital plan the desire to proceed on a Science and Technology building and, more recently, the opportunity to lease contiguous Podium 2 space in the existing Central City building. These two projects have been forwarded to the Federal Government as part of the Knowledge Infrastructure Program but to date have not been supported with a commitment from the Provincial Government.

6.3 Internationalization

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 and a new Certificate in Development Studies have been created as well as Dual Degree Programs initiated with universities in China, France and Australia.
- a semester abroad in Mediterranean Studies.
- internationalizing student recruitment.
- SFU student mobility which includes international field schools and exchange agreements. SFU is working towards having 25% of the graduating class having had at least one semester abroad by 2010.
- 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. This program has 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.

The first Canadian students have graduated and received their degrees in June 2009. At the completion of the five-year program they receive degrees from both universities.

The target of 50 students each year has been met. 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 in early to mid-level planning in Communications, Business and Bioinformatics (China), International Studies (Australia) and French (France) will be operationalized this year.

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 10.5% of total undergraduate enrolment (as shown in Table 3).

SFU has a contractual relationship with Navitas Education Ltd of Australia to participate in the offering of College level university-transfer programs. Fraser International College (FIC) has been fully operational as a private college since September 2006, near the SFU Burnaby campus. FIC has been successfully recruiting international students to study university preparatory and transferable courses; students then transfer to SFU for degree completion. FIC now has a student body of approximately 890 students, meeting their enrollment targets and moving steadily to the goal of 1000 students by the 2010/11 academic year. In the 2008/09 academic year, approximately 250 students transferred from FIC to SFU. Approximately 140 transfers are anticipated for entry to SFU for the Fall 2009 semester. Students transferring to SFU from FIC are being tracked to monitor academic performance and retention at SFU. Thus far, transfers from FIC do as well as or slightly better than other international students attending SFU.

### 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/](http://www.sfu.ca/vpacademic/Academic_Planning/Academic_Plans/)

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.

A 2008 search for a Director of Office for First Nations was unsuccessful. The search has been resumed in 2009.

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

Table 4 indicates that the number of First Nations students was 438 for 2005/6 and the intention is to maintain or increase the participation to over 1.9% of total domestic enrollment.

### Table 4 - First Nations Enrollment

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<td>First Nations Enrollment</td>
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* Excluding International Visa Students

### 6.5 Students

Over the past number of 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 84.3% (Fall 2008). The proportion of undergraduate students with high school averages of 75% or above remains well over 90%: 96.4% in 1996, 98.5% in 2001 and 97.1% in 2008. Although these statistics represent a standard of excellence of which SFU can be duly proud, attracting and retaining students is becoming more challenging as competition among BC universities increases. 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 5 lists the Performance Indicators as required by the Ministry of Advanced Education with regard to Capacity and Access.

### Table 5 - Capacity and Access (SFU)

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<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
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<td>Actual</td>
</tr>
<tr>
<td><strong>Total student spaces</strong></td>
<td>18,343</td>
<td>19,472</td>
<td>18,944</td>
<td>20,505</td>
<td>19,464</td>
<td>21,229</td>
</tr>
<tr>
<td><strong>Percent Achieved</strong></td>
<td>106.2%</td>
<td>108.2%</td>
<td>109.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of degrees/dips/cert awarded</strong></td>
<td>5,229</td>
<td>5,657</td>
<td>5,224</td>
<td>5,657</td>
<td>5,369</td>
<td>5,679</td>
</tr>
<tr>
<td><strong>Percent Achieved</strong></td>
<td>108.2%</td>
<td>108.3%</td>
<td>105.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity between May &amp; August</strong></td>
<td>21%</td>
<td>20.7%</td>
<td>21%</td>
<td>19.9%</td>
<td>21%</td>
<td><strong>TBA</strong></td>
</tr>
</tbody>
</table>

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<tr>
<td><strong>GPA cut off</strong></td>
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<tr>
<td><strong>Direct Entry</strong></td>
<td>79%</td>
<td>75.6%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75% by 2010</td>
</tr>
<tr>
<td><strong>Transfers</strong></td>
<td>2.07</td>
<td>2.25</td>
<td>2</td>
<td>2</td>
<td>2.20</td>
<td>2.20</td>
<td>2 by 2010</td>
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</tbody>
</table>

In Fall 2008, the proportion of all new BC secondary school students entering SFU with an admission average of 90% or higher was 20%, 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 endeavors and/or who have succeeded in their studies despite difficult circumstances.

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 in 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 6 shows the results of student surveys which indicate the degree of satisfaction with the programs taught at SFU.

**Table 6 - Student Satisfaction at SFU***

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<tr>
<td><strong>Actual</strong></td>
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<tr>
<td><strong>Target</strong></td>
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<td><strong>Actual</strong></td>
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<tr>
<td><strong>Performance Targets</strong></td>
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<tr>
<td><strong>Student Satisfaction</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>97.8%</td>
<td>95.6%</td>
<td>90.0%</td>
<td>95.7%</td>
<td>90.0%</td>
<td>96.8%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>97.2%</td>
<td>96.1%</td>
<td>90.0%</td>
<td>96.0%</td>
<td>90.0%</td>
<td>96.1%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Skill Development (Ave)</td>
<td>87.2%</td>
<td>82.6%</td>
<td>82.0%</td>
<td>83.1%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Written comm.</td>
<td>84.0%</td>
<td>78.9%</td>
<td>77.7%</td>
<td>79.2%</td>
<td></td>
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<tr>
<td>Oral comm.</td>
<td>86.3%</td>
<td>79.7%</td>
<td>79.4%</td>
<td>79.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group collaboration</td>
<td>83.4%</td>
<td>77.5%</td>
<td>76.8%</td>
<td>77.6%</td>
<td></td>
<td></td>
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<tr>
<td>Critical Analysis</td>
<td>94.7%</td>
<td>89.9%</td>
<td>91.0%</td>
<td>85.0%</td>
<td>91.5%</td>
<td></td>
<td></td>
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<tr>
<td>Problem resolution</td>
<td>77.3%</td>
<td>74.8%</td>
<td>73.2%</td>
<td>75.7%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading &amp; comprehension</td>
<td>89.8%</td>
<td>87.9%</td>
<td>86.5%</td>
<td>87.3%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Learn on own</td>
<td>94.6%</td>
<td>89.6%</td>
<td>89.4%</td>
<td>91.0%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Overall Programme Satisfaction</td>
<td>97.8%</td>
<td>82.6%</td>
<td>95.7%</td>
<td>96.8%</td>
<td></td>
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</tbody>
</table>

* (Source: BC University Graduate Outcome Survey)

The University remains concerned with course availability: 54% of undergraduate students surveyed are getting the specific courses they want, and 79% 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 7.

Table 7 - Student Assessment of usefulness of knowledge and skills in performing their jobs

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<td>Actual</td>
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</tr>
<tr>
<td>Student assessment of knowledge &amp; skill</td>
<td>81.6%</td>
<td>87.1%</td>
<td>87.1%</td>
<td>89.0%</td>
<td></td>
<td>90.0%</td>
<td></td>
</tr>
<tr>
<td>Performance Targets</td>
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</table>

Since 1965 SFU has conferred 116,422 credentials. Of this number 72.7% are Bachelor degrees, 11.6% Masters and 1.9% Doctorates. The balance consists of Honours Degrees, Certificates and Diplomas.

The degree completion rate is detailed in Table 8. For Direct Entry the assessment is done after a 7 year period; after 5 years for Transfer students. Of the Transfer students 78% of them were either satisfied or very satisfied with their transfer experience in 2007/8.

Table 8 - Degree Completion and Transfer Satisfaction

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<td>Actual</td>
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</tr>
<tr>
<td>Degree completion rate (All students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Entry</td>
<td>65%</td>
<td>67.3%</td>
<td>74.2%</td>
<td>71.1%</td>
<td>71.2%</td>
<td>Increase or maintain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>71%</td>
<td>70.3%</td>
<td>71.4%</td>
<td>73.1%</td>
<td>73.9%</td>
<td>Increase or maintain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Satisfaction re Transfer (SFU)</td>
<td>82.7%</td>
<td>88.5%</td>
<td>86.1%</td>
<td>78.0%</td>
<td>TBA</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BC Council on Admissions and Transfer (BCCAT) facilitates admission, articulation and transfer arrangements among BC post-secondary institutions. As of March 31, 2009 SFU was receiving transfers from 25 other post-secondary institutions in BC. In total, SFU has transfer agreements involving 8,014 courses currently offered in BC.

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 9 shows the unemployment rate for SFU graduates was measured at 3.4% in 2008 as calculated from the Baccalaureate Graduate Survey of graduates and compares favorably with the Provincial Rate of 4.6%.
### Table 9 - SFU Graduate Unemployment Rates

<table>
<thead>
<tr>
<th></th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
<th>2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployment Rate of SFU graduates (BGS Data)</td>
<td>5.4%</td>
<td>6.9%</td>
<td>3.7%</td>
<td>2.3%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Provincial Rate (Stats Canada -Labour Force Survey)</td>
<td>7.2%</td>
<td>5.9%</td>
<td>4.8%</td>
<td>4.2%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

#### 6.6 Faculty Retention

Canadian universities continue to confront major faculty recruitment and retention challenges. 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 240 faculty will turn over in the next decade however the abolishment of ‘mandatory retirement’ and the poor economic conditions are expected to ease this situation. In addition, during 2008 budgetary cuts forced SFU to offer early retirement packages to reduce the faculty complement and 23 faculty members accepted this offer.

Nevertheless faculty renewal at SFU must continue as moderate growth is predicted in the development of the Faculty of Health Sciences and the Faculty of Environment as well as at the Surrey campus.

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 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 called ‘Verdant’ for new incoming faculty.
- Progressive benefit programmes and parental leave benefits, generous relocation and professional development reimbursement programs, modified work arrangements and accommodation policies, onsite accessible Childcare, Tuition Waiver in SFU programs for faculty and their families and reciprocal Tuition Waiver Programs at Carleton and York Universities for Faculty children. A modern elementary school is planned to open at UniverCity in September 2010.
- An annual campus-wide New Faculty Orientation Program welcomes and orients new faculty to policies, programs and services.
- Ongoing workshops for faculty, academic administrators and administrative staff to facilitate information-sharing across campuses and develop learning communities and networking.
- A Faculty Advisor position was developed to personally assist new faculty with relocation and immigration issues.

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 April 2009 standing at nearly 39%. 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 10 provides a more detailed view of SFU’s recruitment activities by gender.

### Table 10 - 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</td>
<td>33.4%</td>
<td>43.4%</td>
</tr>
<tr>
<td>2007/08</td>
<td>33.8%</td>
<td>43.4%</td>
</tr>
<tr>
<td>2008/09</td>
<td>34.0%</td>
<td>38.9%</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. Some examples follow below;

- As part of the City of Burnaby-SFU Research Agreement the university committed the time of business school graduates to help compile the City’s Economic Development Plan, Business Cluster Analysis.
- The University participates with the City of Burnaby in sponsoring the annual "Hall of Fame Business Award" which recognizes a "generational business" in Burnaby that has contributed to the welfare of the City over many years.
- SFU has supported the City's efforts to dredge and restore Burnaby Lake and sits on the Mayor's Burnaby Lake Task Force Committee.
- SFU worked with the Burnaby Board of Education, the SFU Community Trust and the City in ensuring that the new UniverCity elementary school will also serve as a community centre outside school hours and will be host to cooperative ventures between the SFU Faculty of Education and the School Board.
- The SFU Facility Services department works with the City of Burnaby in land use planning, delivering municipal services and in meeting regulatory requirements of new building programs.
- The SFU Community Trust is working closely with the City and TransLink on a proposal to link the university and the Production Way Skytrain Station via a high-speed gondola project.

6.7.2 SFU’s Downtown Campus.

SFU began its historic development of a downtown campus in the early 1980s by pioneering mid-career professional education using a storefront centre. Our Vancouver campus currently serves over 70,000 people annually, of whom 10,000 are students enrolled in credit and non-credit courses. The campus comprises the original Harbour Centre facility which is the campus hub, the Morris J. Wosk Centre for Dialogue, the Segal Graduate School of Business, and the soon to be completed building in the Woodward’s facility which will house the School for the Contemporary Arts. When this is complete, SFU will have committed approximately $72 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, including six public venues and artistic programming, within an innovative mixed-use redevelopment of the historic Woodward’s district;
- The expansion of its accessible credit and non-credit programs in the areas of international Studies, public policy, writing and publishing, urban studies;
- The development of community access programs to training in the cultural sector in partnership with Western Economic Diversification and community agencies;
- Research in population and family health, mental health and addictions, aging populations in partnership with community agencies;
- The creation of new venues for community consultations, meetings and events.

6.7.3 Surrey and the South 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.

In 09/10, some of the examples of new community engagement and industry development projects are as follows:
- Fully operationalizing the SFU Surrey Counseling Centre in LA Matheson Secondary School that officially opened in January, 2009;
- Piloting a Punjabi Youth Program in Summer, 2009 as part of SFU’s India Initiative;
• Finalizing the donation of digital theatre equipment in SFU Surrey’s primary lecture theatre, adding both a teaching resource and another opportunity to engage the community through education, entertainment, and culture;

• Launching an endowed lecture series in Mental Health and Addictions for which $200,000 has been raised in community donations;

• Coordinating a white paper process as part of the second Surrey Regional Economic Summit hosted by the City of Surrey and the Surrey Board of Trade; and

• Completing the next phase of assessment for a company incubator in Surrey City Centre in collaboration with the City of Surrey, and the feasibility of a health campus/cluster with Fraser Health Authority, the Surrey Board of Trade, and Kwantlen Polytechnic University.

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.

<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   (See note at end of table*)  
|                    | ❖ 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. |
| Quality | 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. |

*subsequent to the 2007-2010 Three-Year Academic Plan, much work has been done to address SFU's desire to develop and expand SFU Surrey to meet the pent-up student demand.*
SFU academic planning is on a three year cycle. Currently SFU is in the process of initiating the planning for the next three year cycle, the 2010 – 2013 Academic Plan. The process of developing the new goals and expected outcomes has begun with the development of an Academic Vision for SFU. This Academic Vision is guiding the Faculties and Departments to plan for the 2010 – 2013 period. Therefore the next accountability report will include a set of new SFU Academic Outcomes that SFU will pursue during that three year period.

A recent review of the current Academic Goals for the period 2007 – 2010 has been concluded and progress in achieving these goals for this period is considered to have exceeded our original expectations. These Goals and Objectives are listed below.

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


### 7.1 SFU Academic Goals

SFU academic planning is on a three year cycle. Currently SFU is in the process of initiating the planning for the next three year cycle, the 2010 – 2013 Academic Plan. The process of developing the new goals and expected outcomes has begun with the development of an Academic Vision for SFU. This Academic Vision is guiding the Faculties and Departments to plan for the 2010 – 2013 period. Therefore the next accountability report will include a set of new SFU Academic Outcomes that SFU will pursue during that three year period.

A recent review of the current Academic Goals for the period 2007 – 2010 has been concluded and progress in achieving these goals for this period is considered to have exceeded our original expectations. These Goals and Objectives are listed below.

The full text of the current Academic 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.

7.2 SFU 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.

In 2005 the University prepared a five-year Strategic Research Plan (SRP) as a guide for maximizing collaborative and interdisciplinary research opportunities and improving 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; and Health.
A competition was held in 2007/08 for major initiatives under these five integrative research themes. The successful projects will be supported for up to five years by income from SFU’s Community Trust Endowment Fund (CTEF). Five projects have been approved to date, all of which bring together interdisciplinary teams from across the University as well as external collaborators: (1) Advanced Materials and Nanotechnology for Medical Applications; (2) Education Systems and Outcomes in Diverse Communities; (3) Bioinformatics for Combating Infectious Diseases: Novel Methods for Drug and Target Identification and Evaluation; (4) Secondary Effects of Climate Change on Human and Ecosystem Health: A Risk-Based Approach, and (5) Modeling of Complex Social Systems. 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.

7.3 SFU 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 Woodward’s 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 for 2008 can be found at http://www.sfu.ca/report2008/message.html

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 Investment Income

2008 was a year dominated with volatility in the global financial markets and a downturn in the economy. While we are hopeful that markets will rebound in the long run, the current estimated loss in value of SFU’s investment portfolio for this fiscal year will result in a budgeted decrease of investment income of $1.1 million and reduce endowment spending by $2.2 million.
8.4 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 are 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 in terms of additional buildings.

Inflationary salary increases are mostly covered by the Province in the four year wage 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.

8.5 Operations

For 2009/10, the provincial operating grant is expected to be $213 million and will provide approximately 54% of total revenues. The base amount continues to be $7,200 per student and in 2009/10, the total operating grant is expected to increase by $18.8 million to cover growth in enrolment - $3.8 million for undergraduate and $2.2 million for graduate spaces - as well cost increases associated with negotiated salary agreements. Additional funding for Surrey ended in 2008/09 as well as the one-time grant funding for Continuing Studies. Federal grants include the Indirect Cost of Research funding which is expected to be $6.3 million for 2009/10.

Human resource costs are the largest of the University’s expenses. With more than 6,000 employees in four employee groups, the salary and benefits costs comprise over 70% of total expenses. While provincial funding supports agreements made under the Province’s Negotiating Framework, salary and benefit costs associated with progression through the ranks and step increases are not funded. The abolition of mandatory retirement also continues to impact salaries and benefits as fewer faculty are retiring.

Other expense increases are related to the growth of campus infrastructure including operating costs of buildings, debt servicing for capital projects and renovations, information technology system maintenance, and support for research. These cost increases are primarily driven by growth in enrolment and inflation.

The 2009/10 budget incorporates expense reductions of $19.7M. As part of these reduction efforts, in December 2008, a faculty voluntary exit incentive plan was offered. Twenty-three faculty were accepted and the resulting annual recurring cost savings is $2.8 million. In addition, thirteen vacant faculty positions have been eliminated. On the staff side, approximately twenty-three filled and thirty-one unfilled positions will be eliminated. The impact of these reductions is increased class sizes, a reduction of course sections in some Faculties, fewer teaching assistants, reduced student financial support, and slower growth and improvement to programs and courses or implementation of new initiatives. Within the non-academic portfolios, the reductions will reduce services to students, staff and faculty.

Previous budget reductions had targeted discretionary spending such as travel costs and professional fees. Although some departments further reduced expenses for travel, professional development, training costs, and other general expenses, these areas had already been trimmed to minimal levels.

While SFU strives to provide optimal learning and research programs, the task of managing costs within the bounds of the limited revenue streams has been onerous. With costs increasing at a greater rate than revenues, SFU has funded the difference in previous years from reserves, as well as implemented a series of across-the-board budget reductions. The University is now at a point where reserves are depleted and the ongoing cost reductions are having an inevitable impact on faculty, staff and students. For 2009/10, targeted cost reductions are aimed at preserving areas of academic and research strength, and strategic importance.
The 2008/09 annual shortfall of $22.7 million is largely comprised of a current year investment loss of $13.8 million (an $18.9 million current year loss over operating budget) and $4.9 million for the Voluntary Faculty Exit Incentive. In 2009/10 and beyond, the market is assumed to stabilize with the investment loss recovered. The costs of the voluntary faculty exit incentive will be funded in 2009/10. While a balanced budget has been developed for 2009/10, cuts to academic and administrative areas were necessary.

With a forecast out to 2011/12 a shortfall of $12.2 million in 2010/11 and a further shortfall of $24.4 million in 2011/12, a Financial Task Force will be struck to recommend a balanced budget for 2011/12. Without a revision of the funding methodologies for universities and a substantial increase in the funding levels, further cuts are likely.
<table>
<thead>
<tr>
<th></th>
<th>ACTUAL 2008/09</th>
<th>FORECAST 2008/09</th>
<th>ACTUAL 2007/08</th>
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<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
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<tr>
<td>Provincial Grants</td>
<td>198,398</td>
<td>195,236</td>
<td>191,002</td>
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<td>8,041</td>
<td>6,586</td>
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<td>Other Government Grants</td>
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<td>239</td>
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<tr>
<td>Credit Course Fees</td>
<td>135,704</td>
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<td>125,450</td>
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<td>Non-Credit Course Fees</td>
<td>7,842</td>
<td>5,946</td>
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<td>Student Services Fees</td>
<td>9,864</td>
<td>9,300</td>
<td>9,202</td>
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<td>Investment Income</td>
<td>(13,878)</td>
<td>(17,900)</td>
<td>(570)</td>
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<td>15,375</td>
<td>16,123</td>
<td>13,024</td>
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<td><strong>Total Revenues</strong></td>
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<td><strong>Expenditures</strong></td>
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<tr>
<td>Salaries and Benefits</td>
<td>280,944</td>
<td>275,446</td>
<td>259,394</td>
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<tr>
<td>Library Acquisitions</td>
<td>9,042</td>
<td>8,264</td>
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<tr>
<td>Student Financial Assistance</td>
<td>16,917</td>
<td>17,241</td>
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<td>Other Operating Costs</td>
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<td><strong>Total Expenditures</strong></td>
<td>383,060</td>
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<td>366,036</td>
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<td><strong>Annual Shortfall</strong></td>
<td>(22,743)</td>
<td>(21,880)</td>
<td>(15,006)</td>
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<td><strong>Net Assets</strong> (Net Operating Reserves)</td>
<td>(19,508)</td>
<td>n/a</td>
<td>3,160</td>
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</table>

**Notes:**

- 2007-08 and 2008-09 Actuals are consolidated for all operating activities. Previous figures for 2007-08 were not consolidated for all operating funds.

- 2008-09 Actuals as of May 31, 2009, reflects a current year Investment Loss of $13.9M and a Voluntary Faculty Exit Incentive cost of $4.9M, which will be funded in 2009-10. In 2009-10 and beyond, we assume that the market will stabilize and investment rates of return in operating will improve the net asset balance.

- Total Net Assets are $477,568 thousand in 2007-08 and $420,295 thousand in 2008-09.
### SUMMARY FINANCIAL OUTLOOK
#### GENERAL OPERATING FORECAST ($'000)

<table>
<thead>
<tr>
<th></th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
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<tr>
<td><strong>Revenues</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Provincial Grants</td>
<td>216,142</td>
<td>219,446</td>
<td>218,944</td>
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<tr>
<td>Federal Grants</td>
<td>6,515</td>
<td>6,431</td>
<td>6,281</td>
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<tr>
<td>Other Government Grants</td>
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<td>226</td>
<td>226</td>
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<tr>
<td>Credit Course Fees</td>
<td>137,389</td>
<td>139,608</td>
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<td>Non-Credit Course Fees</td>
<td>7,550</td>
<td>7,627</td>
<td>7,706</td>
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<td>Student Services Fees</td>
<td>9,671</td>
<td>9,927</td>
<td>10,149</td>
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<tr>
<td>Investment Income</td>
<td>3,507</td>
<td>3,507</td>
<td>3,325</td>
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<tr>
<td>Other External Income</td>
<td>16,255</td>
<td>16,423</td>
<td>16,591</td>
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<td><strong>Total Revenues</strong></td>
<td>397,255</td>
<td>403,195</td>
<td>405,736</td>
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<tr>
<td><strong>Expenditures</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and Benefits</td>
<td>286,243</td>
<td>293,635</td>
<td>298,260</td>
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<tr>
<td>Library Acquisitions</td>
<td>7,566</td>
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<tr>
<td>Student Financial Assistance</td>
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<tr>
<td>Other Operating Costs</td>
<td>85,424</td>
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<td>131,938</td>
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<td><strong>Total Expenditures</strong></td>
<td>396,251</td>
<td>415,438</td>
<td>430,198</td>
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<tr>
<td><strong>Annual Shortfall</strong></td>
<td>1,004</td>
<td>-12,243</td>
<td>-24,462</td>
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</table>

**Notes:**

Forecasts are based upon the 2009-10 Operating Budget, revised to reflect the Mar 10, 2009 Provincial funding letter. Assumptions in the forecast for 2010-11 and 2011-12 reflect a 2% tuition increase, a 5% decrease in investment income, salary costs based upon the current wage settlements, and projections of cost increases, such as those associated with new space.

A Financial Task Force will be struck to make recommendations leading to a balanced budget in 2010/11.
8.6 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 2011 we will remain significantly short of space, relative to the BC Space Planning Standards, for functions such as the library (68%), and academic offices (70%). The existing capacity of university facilities to support research is also compromised and expansion of the university’s data centre is paramount. The capital projects listed below which are either in action or planning over the next three years provide an overview of all planned projects, regardless of funding source. It outlines the University’s strategy to address its current and projected facility requirements. It illustrates our commitment to renew existing and provide additional capacity allowing us 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 and Labour Market Development. 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 and costs are estimates in 2009 dollars and may vary subject to the sequence of funding or construction priority.

Below is a list of the capital projects active over the next three years.

(a) Major Capital Projects Under Construction

SFU Vancouver – School for the Contemporary Arts
Construction of the building is underway. Cost ~$71,500,000. To be completed 2009/10.

SFU Burnaby - Renew Chemistry Building
Renewal of the building is underway. Estimated cost ~$49,375,000. To be completed 2010/11.

(b) Planned Major Capital Projects Over $50 Million

SFU Surrey – Sciences and Technology
Preliminary planning Estimated cost ~$60,000,000. To be completed for 2012/13.

SFU Surrey – Health, Environment, Business
Preliminary planning Estimated cost ~$60,000,000. To be completed for 2013/14. This is the first priority for the Surrey campus.

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

(c) Major Capital Projects under $50 Million

SFU Burnaby - Data Centre Renewal
This program is in planning. Estimated cost ~ $26,400,000. To be completed 2012/13.

SFU Surrey Podium
This program is in planning. Estimated cost ~ $10,000,000. To be completed 2011/12.

SFU Burnaby - Library Renewal and Student Learning Centre
This project is in planning. Estimated cost ~ $45,000,000. To be completed 2012/13.
SFU Burnaby Renew Roadway Reconstruction
This program is in planning. Estimated cost ~ $12,500,000. To be completed 2013/14.

SFU Burnaby Water/Sewer Construction
This program is in planning. Estimated cost ~ $17,000,000. To be completed 2013/14.

SFU Burnaby - Boiler Plant Replacement
This project is in planning. Estimated cost ~ $16,000,000. To be completed 2013/14.

(d) Emergent Projects Provision

This is provision for SFU’s portion of shared funding requirements for a Student Union building, Sports related facilities, or Parking Structures.
Estimated cost ~ $100,000,000 in aggregate.

Note: Projects under $5,000,000 not listed individually.

9. 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.

SFU is grateful for the investment made by the provincial government to fund the growth in Surrey as well as the capital investment made at the Burnaby campus over the past few years. 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, a new Health Sciences building opened in 2008 and the new building for the School of Contemporary Arts will open in 2009. SFU Surrey continues grow and a number of capital projects are planned to accommodate this growth. New programming to support this growth is underway. 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. This continuous improvement has been achieved through the dedication and hard work of all staff.

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.
ATTACHMENT

SFU 2008/09 Accountability Framework Performance Measure Results
(Prepared and supplied by Ministry of Advanced Education and Labour Market Development.)
## Simon Fraser University

### 2008/09 Accountability Framework Performance Measure Results

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<thead>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student spaces</strong>^1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total student spaces</td>
<td></td>
<td>20,505</td>
<td>19,464</td>
<td>21,229</td>
<td>Achieved</td>
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<tr>
<td><strong>Credentials awarded</strong>^2</td>
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<td></td>
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<tr>
<td>Number</td>
<td></td>
<td>5,657</td>
<td>5,369</td>
<td>5,679</td>
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<td><strong>Aboriginal student headcount</strong>^3</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Number</td>
<td></td>
<td>431</td>
<td>≥ previous year</td>
<td>495</td>
<td>Exceeded</td>
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<tr>
<td>Percent</td>
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<td>1.7%</td>
<td>≥ previous year</td>
<td>1.9%</td>
<td>Exceeded</td>
</tr>
<tr>
<td><strong>Bachelor's degree completion rate</strong>^3</td>
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<td>Direct entry students (%)</td>
<td></td>
<td>71.1%</td>
<td>≥ previous year</td>
<td>71.2%</td>
<td>Achieved</td>
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<td>Transfer students (%)</td>
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<td>73.1%</td>
<td>≥ previous year</td>
<td>73.9%</td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Student satisfaction with education</strong>^4,^5</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
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<td>95.7%</td>
<td>1.0%</td>
<td>≥ 90%</td>
<td>96.8%</td>
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<td><strong>Baccalaureate graduates' assessment of skill development</strong>^4,^5</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Skill development (avg. %)</td>
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<td>82.0%</td>
<td>1.8%</td>
<td>≥ 85%</td>
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<td>Written communication</td>
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<td>Oral communication</td>
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<td></td>
<td>77.6%</td>
</tr>
<tr>
<td>Critical analysis</td>
<td></td>
<td>91.0%</td>
<td>1.4%</td>
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<tr>
<td>Problem resolution</td>
<td></td>
<td>73.2%</td>
<td>2.2%</td>
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<tr>
<td>Learn on your own</td>
<td></td>
<td>89.4%</td>
<td>1.5%</td>
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</tr>
<tr>
<td>Reading and comprehension</td>
<td></td>
<td>86.5%</td>
<td>1.7%</td>
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<td>87.3%</td>
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<tr>
<td><strong>Student assessment of the quality of instruction</strong>^4,^5</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td>96.0%</td>
<td>0.9%</td>
<td>≥ 90%</td>
<td>96.1%</td>
</tr>
<tr>
<td><strong>Unemployment rate</strong>^4,^5,^6</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td>2.3%</td>
<td>0.8%</td>
<td>≤ 7.7%</td>
<td>3.4%</td>
</tr>
<tr>
<td><strong>Student assessment of usefulness of knowledge and skills in performing job</strong>^4,^5</td>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td>87.1%</td>
<td>1.7%</td>
<td>≥ 90%</td>
<td>89.0%</td>
</tr>
</tbody>
</table>

Continued on next page....
<table>
<thead>
<tr>
<th>Research capacity&lt;sup&gt;7&lt;/sup&gt;</th>
<th>Sponsored research funding from all sources (million $)</th>
<th>$69.0</th>
<th>≥ previous year</th>
<th>$77.6</th>
<th>Exceeded</th>
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<tbody>
<tr>
<td>Federal sources (million $)</td>
<td>$48.8</td>
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<td>Provincial sources (million $)</td>
<td>$9.6</td>
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<td>$11.0</td>
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<td>Other sources (million $)</td>
<td>$10.5</td>
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<td>$10.5</td>
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<table>
<thead>
<tr>
<th>Licences, patents, and start up companies&lt;sup&gt;7&lt;/sup&gt;</th>
<th>Number of licence/option agreements</th>
<th>0</th>
<th>≥ previous year</th>
<th>1</th>
<th>Achieved</th>
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<tbody>
<tr>
<td></td>
<td>Total US patents issued</td>
<td>2</td>
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<td>Achieved</td>
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<tr>
<td></td>
<td>Total start up companies</td>
<td>0</td>
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<td>2</td>
<td>Achieved</td>
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<tr>
<td></td>
<td>Total licence income received (million $)</td>
<td>$0.18</td>
<td></td>
<td>$0.30</td>
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</table>

| Highly qualified personnel<sup>8</sup> | Number | 4,241 | ≥ previous year | 4,369 | Achieved |

Notes:

1. Results from the 2007/08 reporting year are based on data from the 2007/08 fiscal year; results from the 2008/09 reporting year are based on data from the 2008/09 fiscal year.
2. Annual performance is measured using a rolling three-year average of the most recent academic years, e.g., the results for the 2008/09 reporting year are a three-year average of the 2005/06, 2006/07 and 2007/08 academic years.
3. Results from the 2007/08 reporting year are based data from the 2006/07 academic year; results from the 2008/09 reporting period are based on data from the 2007/08 academic year.
4. Results from the 2007/08 reporting year are based on 2007 survey data; results from the 2008/09 reporting year are based on 2008 survey data.
5. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment.
6. Target is calculated as the B.C. rate for those aged 18 to 29 with high school credentials or less (2008).
7. Results from the 2007/08 reporting year are based on data from the 2005/06 fiscal year; results from the 2008/09 reporting period are based on data from the 2006/07 fiscal year.
8. Results from the 2007/08 reporting year are based on data from the 2006/07 fiscal year; results from the 2008/09 reporting period are based on data from the 2007/08 fiscal year.