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Section I: Planning Context

Overview

Simon Fraser University’s institutional environment is profoundly shaped by circumstances that flow from its location in BC’s Lower Mainland and by larger, global influences that are affecting to some degree all public post-secondary institutions. Some key local influences include: budgetary constraints imposed by BC’s economic challenges and population growth that continues to outpace the financial resources available to serve it. Predictable global influences over the next decade include the knowledge-based economy, lifelong learning, globalization, internationalization, technological advancement, and the competitive diversification and expansion of educational opportunities.

In all areas — economic, political, educational, social and cultural — we are now effectively operating in a society that is knowledge-based, with corresponding and enormous consequences for the role of post-secondary educational institutions, which are the primary vehicles by which citizens from around the world can access the knowledge necessary for them to effectively participate in contemporary society.

Over the next decade we must find ways of maintaining the autonomy of universities and their unique role in pursuing basic curiosity-driven research. We must also recognize that, increasingly, universities need to partner with their external communities to achieve the collective educational and research needs of the knowledge-based society.

The demands of a knowledge-based society also require that the concept of instruction at universities undergoes a transformation from an act of transmission of knowledge to an act of dialogue, discussion and reflection. This transformation is imperative if modern citizens are to gain the critical, evaluative and reasoning skills that will enable them to effectively adapt to sweeping changes in the way in which society operates and adapts to increasing globalization, internationalization and knowledge as the fundamental commodity of world economies.

With time and distance contracted, world trade agreements and organizations proliferating, and national borders for economic, cultural, environmental and educational activities blurring, President Michael Stevenson has called upon the University to create "a pervasive internationalization of curriculum, greater transnational opportunity for students who have no international background, and an imaginative engagement with the cultural backgrounds of those who do."

The knowledge-society of the new millennium is in large part also a technological society. Within the environment of increasing access to technology, created in large part via the explosive growth of the Internet, Canadian universities are particularly well-poised. There are, however, serious challenges to our ability to maintain this privileged position. The challenges are essentially threefold: inadequate human resources (faculty and technical expertise) and capital investment, multiple legislative and political
jurisdictions involved in the educational enterprise, and increasing competition from international and industrial competitors.

Although strategically poised, traditional Canadian universities are not the only competitors in post-secondary learning sector. Significant challenges are arising from international universities and also from the private sector. The University of Phoenix is now the largest accredited private university in the United States, offering access to undergraduate and graduate degrees via online study. European efforts include a German initiative to establish the first virtual university in the country and the newly-formed International Multimedia University in Italy.

SFU is committed to creating improved access to its programs of study and research for the citizens of British Columbia and will cooperate with the government in implementing its access strategies.

Since 2002, one means of improving access for residents of the Fraser Region has been the creation of SFU’s Surrey campus. This represents a major event in the history and progress of Simon Fraser University. There is enormous potential to build new programs, research opportunities and pedagogical approaches, and to engage in community development and enhancement.

For the campus to grow and to provide a comprehensive educational experience for all students, all Faculties and Continuing Studies must create a presence at Surrey in academic programming and research. The enrolment for the Surrey campus will need to reach 3000 - 5000 FTEs within ten years in order to support such a broad range of academic programming and research opportunities.

**Demographic Changes**

In the past five years, the Canadian population has grown by 4.4%. Forecasts for the year 2011 predict that the Canadian population will increase by 5.9% to 33.4 million. Growth in British Columbia continues to be high, fed by large-scale immigration, particularly from other Pacific Rim countries. Of particular importance to the university sector is the actual and projected number of young adults in the 18-29 age cohort - one of the primary participant groups in post-secondary education. Estimates suggest that the total number of Canadians in this age category will increase by a full 10.1% over the next decade. The Fraser catchment area, for which SFU has a special mandate, will exceed this estimate.

Despite these pressures, British Columbia has Canada’s lowest participation rate in university programs. The reasons for this are many and varied, but can be partly attributed to the funding environment for BC's universities and the prevalence of other non-university post-secondary education opportunities within the province. In 1998/99, British Columbia remained about 20% short of the national average for the number of baccalaureate degrees awarded per 1000 persons in the 18-24 age cohort. Despite these challenges, SFU continues to work cooperatively with government and other BC post-secondary institutions to improve access to post-secondary study and research opportunities for BC’s citizens.
SFU has been responding to the increased demand by adjusting its annual admission intake strategy to admit more Grade 12 graduates; Grade 12 graduates now represent 45% of new admissions. As Grade 12 graduates are more likely to pursue baccalaureate programs in the sciences and applied professional programs, this enrolment policy has significant implications for the University.

SFU has also been very active over the past two years working with the Provincial Government to address the growing needs of BC’s Fraser Region through the creation and expansion of SFU’s Surrey Campus (located on the site of the former TechBC). The Fraser Region is the fastest growing area of the BC and represents 24% of the provincial population, with strong growth forecast to continue. Surrey School District is the largest and fastest growing school district in the province, with a projected 14.6% increase in high school enrolment from 1999 to 2004.

In March 2004, the Provincial Government announced that SFU would receive funding to add 1,850 new seats at its Surrey campus between 2004 and 2010. Over the same period, the Burnaby campus will add at least 1,150 new seats. Additional access to post-secondary educational opportunities must continue to be created so that BC and, in particular, the Fraser Region are able to meet the demands of population growth and to replace BC’s aging workforce with the highly educated workers the modern workplace demands.

SFU continues to meet the rising demand for a new generation of highly qualified people to fill important educational, research and administrative positions in public and private sectors by developing innovative professional and research-intensive graduate programs.

Also of considerable importance is the population of First Nations people of Canada and their participation in post-secondary education. According to the 1996 Census, First Nations people comprise 2.8% of the Canadian population. The proportion is significantly higher for British Columbia, with 3.8% of the residents of British Columbia belonging to the First Nations population. Our current estimate of participation by First Nations students in undergraduate programs at SFU is only 1.7%. As one of the fastest growing segments of Canada's youth population (according to the 1996 Census), approximately 53% of the Aboriginal population of Canada is under the age of 24 compared to approximately 33% of Canada’s overall population. While post-secondary participation rates are significantly lower among the Aboriginal population than for other Canadians, this rate increased sharply between the 1986 and 1996 census and we need to ensure that there are opportunities at our universities for those First Nations students who are interested in attending.
Section II: Strategic Directions

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.

Best summarized by repeated first-place rankings over the past decade in the Maclean's survey as Canada's premier comprehensive university, SFU's achievements are the work of 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 is distinctive in the depth of its commitment to intellectual and academic freedom; to openness and inclusion in order 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 encourage risk and innovation.

Programming for the Future

A number of changes in the environment will have a significant impact on SFU during the next decade:

- 40% of our current faculty and staff retire within 10 years;
- 20% increase in applications from high school graduates qualified to enter university;
- increasing academic labour market competition;
- increasing competition from the private sector in the delivery of post-secondary education;
- greater competition from other post-secondary institutions in providing distance education through IT innovations;
- greater competition among Canadian research universities for increasingly targeted and differentiated government funding;
- changes in the political economy throughout North America, including the "New Era" in British Columbia, entailing a greater reliance on private sources for improved funding; and
- increasing demand by government for performance-measured accountability.
Simon Fraser University’s strategic planning processes have and will continue to address these (and other) environmental challenges by building upon a number of elements, including new programs; expanded infrastructure; the best faculty, staff and students; and growth funding.

In order to achieve these goals Simon Fraser University will have to skillfully balance the natural tensions that lie 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. We are committed to preserving the fundamental foundation of the arts and sciences while simultaneously building on our excellence and strength in applied and professional programming.

The second potential tension lies between traditional pedagogical approaches to instruction and technology-enhanced learning. Simon Fraser University has built its strong reputation upon the backbone of its excellence in educational delivery and programming. There is opportunity to use technology to enhance instructional delivery in some program areas, and to reach communities of learners who otherwise would not have access to our research and programming excellence.

In the face of heightened pressure for universities to prepare students in the applied and professional programs, SFU is working to ensure that its curriculum provides students with the knowledge and skills they need to engage successfully as citizens in the global, knowledge-driven future. Students should leave our institution having acquired the ability to think creatively, imaginatively and constructively. They should possess the ability to engage in dialogue and discussion, reflect on the ideas of others and communicate their thoughts effectively using good judgment and sound argument. Students graduating from SFU should also have acquired technological sophistication — both in their ability to use and adapt to emerging technologies and in their ability to evaluate the impact of these technologies on their lives and the world. Our curriculum and internationalization strategy should provide our graduates with an understanding of other cultures and with an appreciation of interacting in a globalized environment. Students should also have acquired the ability to identify and evaluate information resources. Their university experience should nurture in our graduates the qualities and virtues imperative to the success of a democratic society: qualities such as compassion, empathy, ethical and moral value, and tolerance.

Finally, many students worry about “getting lost in the crowd” in huge lecture halls with hundreds of 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 with a smaller group and discuss the lecture under the guidance of a faculty member or graduate student.
Renewed Curriculum

Following several years of study and consultation, SFU is moving to create its first University-wide graduation requirements intended to ensure that all SFU graduates have taken courses designed to improve their writing and quantitative abilities while also gaining cumulative breadth. Under the new requirements, every undergraduate student would need to complete six credits in courses designated “Writing,” six credits designated “Quantitative,” and 24 credits designated Breadth, including six credits each in the Humanities, Social Sciences and Sciences. If implemented, these changes will enhance our students’ educational experience, increase their capacity to fulfill their civic responsibilities, better prepare them for graduate studies and improve their employment prospects.

Development of Applied and Professional Programs

Within the context of life-long learning and a knowledge-based society there is 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 these four areas.

The Province’s “Double the Opportunity” initiative has created both challenges and opportunities in the IT-related fields of study. The Schools of Computing Science, Engineering Science and Interactive Arts and Technology continue to grow at high speed with the influx of new targeted funding.

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

Current levels of demand for all Business programs are unlikely to be met given the current fiscal challenges of hiring excellent faculty. It is unlikely the Faculty of Business will be able to support major program expansion and/or enrolment growth at both graduate and undergraduate levels unless new external resources are identified.

It is anticipated that a significant teacher shortage will develop within British Columbia 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, university and community colleges. New professional program initiatives under development in the Faculty of Education currently include: the Fraser Valley College and Mission Project, the NewCanTEP (New Canadian Teacher Education Program), and the Professional Access Teacher Education Program. Funding proposals for each of these programs have been developed and are ready for Ministerial support.

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 FOE 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 of educations 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.

The creation of the new Faculty of Health Sciences (scheduled for the fall 2004) affords many new opportunities for the development of continuing professional education programming. The research and teaching programs that are developed within the Faculty will share its defining essential feature: the integration of social and natural science research with population outcomes, society application and policy analysis. By adopting this integrated approach, SFU will distinguish itself from the traditional medical school and establish itself as an innovative and important presence in health research and education.

**Internationalization**

“Internationalization” can be defined as a process — made up of a wide range of academic and professional activities, organizational policies, procedures, and strategies — which integrates an international dimension or perspective into the teaching, training, research and service functions of the University. Internationalization of higher education in Canada is no longer theory, but has become a reality and a necessity. A university education in an era of ever-greater global interconnection must provide a sophisticated understanding of international and intercultural diversity. All students should be expected to acquire some direct experience of a different culture and society, and they should be supported in finding ways to do so that will be reflected in academic credit.

During the past decade, SFU’s international profile has risen dramatically through significant increases in exchange programs, field schools, development projects and other activities. Looking to the future, SFU has developed a statement on “Internationalization for the New Millennium” to serve as a guide for SFU students, faculty and staff involved in international activities.

SFU’s statement on *Internationalization for the New Millennium* includes:

- an institutional framework for enhanced internationalization at SFU, within which each Faculty can develop their own goals and strategies for internationalization; and
- goals and strategies for key international initiatives that cross Faculty lines.
The elements of internationalization at SFU include:

- internationalization of curricula;
- international student recruitment;
- SFU student mobility (field schools, exchange agreements);
- faculty/staff mobility;
- international delivery of curricula;
- development cooperation projects and contract education; and
- internationalization statements at the Faculty level.

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.

Technology

Of critical importance to the University is the way in which technology infrastructure, services and issues are organized within the institution. In recognition of this, the University hired its first Chief Information Officer in 2001.

An equally important area for a knowledge-based society is the capacity of the institution to offer continuing education, online and distance delivery of programming, and lifelong learning opportunities for our various communities of students locally and internationally. It is critically important that we put in place the management and operational systems that will enable us to increase our responsiveness to students and address immediate shortages of instructional, research and office space.

Among the first tasks undertaken by the new CIO was the selection of a new Student Information Management System (SIMS) to replace the fragile and unsustainable one created in 1986. The new system, built on the Peoplesoft software platform, will ultimately offer vastly improved and expanded information management tools to University staff while allowing students direct access to their own information as needed. Financial and Human Resources modules of the same system are currently being configured and should be implemented by the end of 2004, leading to significantly enhanced interactivity and efficiency.

New scheduling software has been purchased and is in use to improve the course scheduling process. In conjunction with the implementation of recommendations made by the Course Accessibility Task Force in May 2003, significant strides will be made in responding to demand and supply for course placements across the university and for improving space utilization of instructional space.

Research and Research Coordination

SFU recognizes the contributions of all researchers at, and associated with, the University. The ten research areas described below have been singled out for inclusion in SFU’s Strategic Research Plan on the basis of their:
current level of, or potential for, research excellence;
ability to foster the development of innovative research programs;
potential for collaboration among SFU researchers and external partners; and
potential to establish regionally and nationally recognized niches of research excellence.

Key areas of research concentration during the period covered by this Service Plan are set out below:

- Chemical and Structural Biology and Biological Physics
- Economy
- Education
- Environment and Ecosystems
- Health, Genomics and Physiological Sciences
- History, Culture, Social Relations and Behaviour
- Language, Communication and Information Dissemination
- Leadership, Governance, Management and Policy
- Materials Science
- Technology and Computation

The fundamental distinguishing feature of a university is its research mission. As a comprehensive university premised on a core research mission we disseminate the new knowledge and fundamental discoveries being made at our institution and commit to applying and transferring that knowledge to the benefit of society.

Graduate students are critical to the success of University-based research activities. We believe that, in order to compete effectively with universities in other provinces, British Columbia must begin to build programs of support for graduate students, either through recognition of graduate student enrolments in provincial grants to the University, or through the creation of provincial scholarship plans.

SFU researchers have been very successful in attracting funding from Canada's federal research granting agencies. This success has led to the award of an estimated 43 distinguished Canada Research Chairs. Developing this environment requires a three-pronged strategy: (1) identify a strategic focus for the allocation of centrally held CRC Chairs; (2) address the capital space and infrastructure requirements needed to accommodate the research programs of the Chairs and the burgeoning research areas for other scholars contributing to these research programs; and (3) explore ways to effectively execute the administrative and reporting requirements of the CRC program.

At present, there is potential for acquiring additional capital space through the next competition for infrastructure grants from CFI. SFU did very well in the recently completed competition and is in the process of identifying and developing potential applications for that competition, whose application deadline is expected to be early 2005. CFI grants to date have been complemented by BCKDF grants and it is hoped that this program will be continued in view of the tremendous opportunities for leverage presented by CFI.
SFU’s Centres and Institutes are critical to the success of its research. These Centres serve to: facilitate collaborative research, especially multi-disciplinary research; undertake specific types of teaching or training programs; facilitate multi-university initiatives such as Centres of Excellence; and provide specific types of services to the community. SFU has thirty-two Centres and Institutes that fall under the direct authority of individual Deans. There are also nine Centres and Institutes that report to the Vice-President Research, have a University-wide mandate, and represent SFU’s activity as part of multi-university consortia.

The recent establishment of the Institute for Health Research and Education in May 2000 provides one current opportunity to develop innovative new multi-disciplinary research-based graduate programming. It is expected that a new graduate program in Population and Public Health will be introduced for approval in fall 2004. Other areas of research specialization currently under discussion to be developed over the next two to three years are: Infectious Disease; Aging and Chronic Illness; Brain Function and Development; and Biomolecular Interactions.

**Students**

SFU has an exceptional complement of students. In the Macleans comparison group for comprehensive universities, SFU students have the fourth highest average entering grade, and we score third in terms of the percentage of first-year students arriving from high school with averages of 75% or higher. Over the past five years the academic excellence of our undergraduate student population has been increasing. In 1996, the average entering grade of high school students was 82.8%. It is now 83.4%. Similar increases are noted for the proportion of undergraduate students with high school averages of 75% or higher: 95.3% in 1996, 95.8% in 2003. Although these statistics represent a standard of excellence of which SFU can be duly proud, they also speak to a serious and ongoing problem with access for highly-qualified applicants who cannot gain admission to the University as a result of funding shortfalls. SFU continues to seek solutions to the severe access problems by working with government and other post-secondary institutions.

The quality of our students by these measures is outstanding. We are aware, however, that the University of British Columbia historically has attracted a greater proportion of BC's top scholars. We have already achieved some measure of success in this area. SFU’s fall 2003 intake saw a 45% increase over 2002 in the number of BC 12 students with 90% or higher averages.

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-up with prospective candidates for Diverse Qualifications, through which category we seek to admit students who meet our minimum admission standards while also demonstrating unusual commitment and excellence in other endeavours and/or who have succeeded in their studies despite difficult circumstances.
Retention requires development of the distinctive programs, curriculum and pedagogy discussed earlier. It also requires student services and support that add quality to the campus experience beyond for-credit learning. In the past, Simon Fraser devoted fewer resources to student services than other leading Canadian universities. 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.

SFU graduates indicate 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. Residential Colleges (such as Green College at UBC) provide students with a focus for intellectual life. SFU is exploring the possibility of creating a residential college.

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 University remains concerned that only 60% of undergraduate students are reporting they are getting the specific courses they want, and only 85% of students are getting the number of courses they want each 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.

**Faculty Recruitment and Retention**

Canadian universities confront a major faculty recruitment and retention problem. A report prepared for the University Presidents’ Council of British Columbia predicted more than 2,200 faculty positions will turn over in the next decade due to retirement and attrition. One cause of the shortages is the fact that Canadian institutions of higher education do not produce enough PhD candidates to replace those retiring.

SFU currently has 58.5 FTE vacant faculty positions: 7.6% of the faculty complement is unfilled. Vacancies are highest in the Faculties of Science and Business Administration. The highest proportion of unfilled positions exists within the Departments of Mathematics and Earth Science, each with rates of 19% unfilled. To help, SFU has
developed a Retention Award fund aimed at retaining outstanding faculty. SFU is also recruiting many more international PhDs as the chart below illustrates.

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<th>Year</th>
<th>Work Classification for New Hires by Year of Appointment</th>
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<tr>
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<td>Canadian Citizens/Permanent Residents</td>
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<tr>
<td>1998</td>
<td>100%</td>
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<td>1999</td>
<td>89.7%</td>
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<td>2000</td>
<td>91.7%</td>
</tr>
<tr>
<td>2001</td>
<td>81.3%</td>
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<tr>
<td>2002</td>
<td>67.8%</td>
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## Community

In keeping with both 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 three campuses located in Vancouver, Burnaby and Surrey, creating a “learning corridor” served 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.

### Vancouver’s Downtown Eastside

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

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

### 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 strengthen further 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.

Surrey and the Fraser Region

SFU’s recent assumption of responsibility for the students of the former TechBC provided an extraordinary opportunity to further the Province’s mandate to improve access to post-secondary education to the rapidly growing Fraser Region. The new Surrey campus is expected to grow rapidly and will soon provide a significant range of credit and non-credit courses for the community. SFU is already working cooperatively with its sister post-secondary institutions (Kwantlen University College, the University College of the Fraser Valley and Douglas College) to carry forward the Province’s access agenda by “harmonizing” course offerings and ensuring that transfer credit agreements continue to be transparent and highly efficient.

First Nations

SFU will continue to develop programming and collaborative partnerships with First Nations communities. Important existing examples of collaboration and extension to First Nations communities include:

- the Centre for Sustainable Community Development collaboration with the Nicola Valley Institute of Technology to bring community economic development programming to First Nations students in the Merritt area;
- an academic partnership with the Shuswap Nation, based in Kamloops, which has now offered degree programs in BC’s Interior for 12 years;
- a minor in First Nations Studies, in which students study the traditional and contemporary issues involving the Aboriginal peoples of North American and Canada in particular;
- the establishment of the Chief Dan George Centre for Advanced Education;
- the creation of a First Nations Advisory Council to give guidance to existing programs for Aboriginal students and in developing and implementing new programs and outreach activities.

Other programs under development or consideration include:

- new programming in Aboriginal resource management at North Island College and Bamfield;
- new professional programming through the Faculty of Education in three areas: the Squamish-Burrard First Nations Program, the Yukon Teacher Education Program, and First Nations Program which incorporate the new Developmental Standards Teaching Certificate Program (DSTC); and
- the Cultural Resource Management program in the Department of Archaeology.

Other Initiatives
SFU extends into the community through a number of other innovative vehicles. One program area of considerable potential is the Integrated Studies Program, which provides opportunities for mid-career learners to earn a Bachelor of General Studies degree from the Faculty of Arts. At present, the Centre for Integrated and Credit Studies offers two such programs: one in Liberal and Business Studies, and the other in Justice and Public Safety Leadership.

Opportunities are being explored with the Institute of Certified General Accountants and the Society of Notaries to develop specially-tailored programs for their members. Integrated Studies programs also allow SFU to move into new areas and develop partnerships with other institutions: IS programs are already underway in Kitimat and Maple Ridge and similar programs are being planned for SFU’s Surrey campus and in the West Kootenays (with Selkirk College). The Justice and Public Safety Leadership program has been run in partnership with the Justice Institute for years and an Aboriginal Community Economic Development program has begun at the Nicola Valley Institute of Technology in Merritt. Finally, the Chief Dan George Centre for Advanced Education is exploring how the program can be modified to best suit the needs of BC’s First nations and other aboriginal learners.

There is an increasing desire for less formalized and more participatory forums for engaging with others interested in common issues. The enormous success of the Philosopher’s Café is a testament to the public appetite for these opportunities. The philosophy of the new Morris J. Wosk Centre for Dialogue is perfectly suited to the desire for opportunities to combine learning and dialogue over the course of an evening or weekend.

Building upon existing collaborations such as the Living Lab, a joint Philosophy PhD and a joint PhD in Law and Forensic Psychology (with UBC), there are several areas that hold particular promise for new collaborations with other BC universities. These include partnerships in the area of health research, a joint SFU/UBC Master of Intercultural Studies and a SFU/UBC cooperative in Women's Studies.

Section III: Goals and Objectives

Institutional Goals

SFU’s values and commitments must anchor any agenda for the future as its community continues to aspire to provide

- the best teaching and research in the liberal arts and sciences;
- the most innovative interdisciplinary and professional programs; and
- the most creative community outreach and partnership.

To achieve these aspirations, we have set the academic, research and community objectives listed below.
Academic and Research Planning Objectives

To enable us to become the SFU we envision, our primary long-term objectives are to:

- reaffirm our commitment to the arts and sciences while enabling development of the applied and professional programs;
- improve our ability to attract, retain, and support outstanding faculty to enhance our teaching and research capacity and to provide leadership for new initiatives and key research programs;
- enhance our learning environments and instructional pedagogy so that they demonstrate our excellence, innovation, and our ability to engage our students;
- attract, retain and support outstanding students and student researchers and identify ways to enrich the learning experience of all students;
- extend the University more fully into its communities, reach out more effectively to our diverse community of learners, and generate opportunities for lifelong learning;
- develop an institutional context and infrastructure that will enable us to succeed in our other objectives;
- support and create opportunities for the pursuit of new knowledge, discovery and innovation through provision of the necessary resources needed to support that pursuit;
- build upon our existing research strengths to enhance our capacity to promote world-class research and compete successfully for external funds; and
- promote strategic alliances and cross-disciplinary research within the University and seek new collaborations with all our communities to foster intellectual, social, cultural, and economic development in the province of BC, Canada and internationally.

Community Objectives

SFU has long been regarded as an exemplar of community collaboration and partnership. We plan 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 the University College of the Cariboo);
- extending our credit and non-credit course offerings to SFU’s Surrey campus;
- continue to expand offerings of our specialized curriculum into our communities;
- establishing a presence for the School for the Contemporary Arts in downtown Vancouver;
- 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..
**Section IV: Performance Measures and Targets**

The table below sets out the performance measures, baseline data, and performance targets to be met over the next three academic years as established by the Ministry of Advanced Education for, and in consultation with, Simon Fraser University.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Baseline Data</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2004/05</td>
</tr>
<tr>
<td>Total student spaces</td>
<td>Baseline data for 2001/02:</td>
<td></td>
</tr>
<tr>
<td>Growth</td>
<td>n/a</td>
<td>639</td>
</tr>
<tr>
<td>Total spaces</td>
<td>15,588</td>
<td>17,489</td>
</tr>
<tr>
<td>Number of degrees, diplomas and certificates awarded</td>
<td>4,480 total credentials awarded (2001/02)</td>
<td>Increase by 1.5% (3% from 2001/02 baseline)</td>
</tr>
<tr>
<td>BC public post-secondary graduate rate</td>
<td>84.2 credentials awarded per 1,000 BC population aged 18-29 (2002/03)</td>
<td>Contribute toward achievement of system level target</td>
</tr>
<tr>
<td>Percent of annual educational activity occurring between May and August</td>
<td>System Average 13.3% (2001/02)</td>
<td>Contribute toward achievement of system target of 21% system wide average</td>
</tr>
<tr>
<td>Post-secondary participation rates for population 18-29</td>
<td>BC participation rate = 25% (1999/00)</td>
<td>Contribute toward achievement of system level target</td>
</tr>
<tr>
<td>Student spaces in online learning (BCcampus) programs</td>
<td>Baseline data for 2001/02:</td>
<td></td>
</tr>
<tr>
<td>Growth</td>
<td>n/a</td>
<td>20</td>
</tr>
<tr>
<td>Total spaces</td>
<td>-</td>
<td>40</td>
</tr>
<tr>
<td>Number and percent of public post-secondary student population that is Aboriginal</td>
<td>Baseline data for 2002/03:</td>
<td>Maintain or increase</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total number</td>
<td>452</td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>1.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of block and course transfer agreements</th>
<th>Baseline data for 2002/03</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Block transfer</td>
<td>Agreements as receiver: 18</td>
<td>Institutional contribution toward achievement of system level target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course to course transfer</td>
<td>Agreements as receiver: 6,163</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Student satisfaction with transfer | 87.5% (+/- 2.1%) (2003 survey) | Institutional contribution toward achievement of system level target | | |

| Student outcomes – skills gained | Data for 2003/04 (2002 survey) | | | |

| Written communication | 84.2% (+/- 1.1%) | Maintain high level of skill gain (benchmark = 85%) or demonstrate performance improvement over time | | |
| Oral communication | 83.0% (+/- 1.1%) | | | |
| Group collaboration | 78.2% (+/- 1.2%) | | | |
| Critical analysis | 90.5% (+/- 0.8%) | | | |
| Problem resolution | 73.6% (+/- 1.3%) | | | |
| Reading and comprehension | 86.9% (+/- 1.0%) | | | |
| Learn on your own | 91.1% (+/- 0.8%) | | | |

| Student satisfaction with education | 97.1% (+/- 0.5%) (2002 survey) | Maintain high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time | | |

| Student assessment of quality of instruction | 97.3% (+/- 0.5%) (2002 survey) | Maintain high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time | | |

| Funding support for research | Data for 2001/02: ($000) | | | |

<table>
<thead>
<tr>
<th>Sponsored funding from all sources</th>
<th>Federal: $24,637</th>
<th>Maintain or increase</th>
<th>Maintain or increase</th>
<th>Maintain or increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial: $4,019</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: $5,621</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: $34,277</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Number of licences, patents, start up companies | Baseline data for 2001/02: | | | |

| Number of Licence/Option agreements | 1 | Maintain or increase | Maintain or increase | Maintain or increase |

<p>| Total US patents issued | 4 | | | |</p>
<table>
<thead>
<tr>
<th>Total start up companies</th>
<th>2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total licence income</td>
<td>$735,414</td>
<td></td>
<td></td>
</tr>
<tr>
<td>received</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of student</td>
<td>Baseline data for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spaces in identified</td>
<td>2001/02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strategic skill programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer science,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>electrical and computer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>engineering programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth</td>
<td>n/a</td>
<td>262</td>
<td>162</td>
</tr>
<tr>
<td>Total spaces</td>
<td>1,013</td>
<td>1,899</td>
<td>2,061</td>
</tr>
<tr>
<td>Student assessment of</td>
<td>90.0% (+/- 1.0%) (2002 survey)</td>
<td>Maintain high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time</td>
<td></td>
</tr>
<tr>
<td>usefulness of knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and skills in performing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student outcomes –</td>
<td>5.9% (2002 survey)</td>
<td>Maintain unemployment rate for SFU graduates below rate for persons with high school credentials only in your region</td>
<td></td>
</tr>
<tr>
<td>unemployment rate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
1 Baseline and performance data for Aboriginal student counts will be calculated as follows: a student is considered Aboriginal if they self identify on institution registration or are identified as Aboriginal in k-12 enrolment records. Total count is unduplicated.
2 Performance targets for measures using student outcomes data will be based on annual percentages or percentages in relation to past performance. If annual performance is below benchmark, performance will be evaluated on the basis of whether linear data trend line (best fit) is inclined or declining.

### Section V: Summary Financial Outlook

**Financial Outlook**

Until recently, a significant gap existed between the operating funding per full-time equivalent (FTE) at BC universities and funding enjoyed by comparable universities in the rest of Canada. Long-delayed tuition increases enacted over the past three years have enabled BC’s universities to close that gap, although the backlog deferred expenses (e.g., vacant positions, delayed initiatives and renovations etc) will take years to work through. In the meantime, BC’s universities continue to be challenged to find creative and efficient ways of balancing their ability to deliver high-quality post-secondary education our students deserve while providing much-needed access to the education required for the Province and its citizens to prosper in the Knowledge Economy.

Although government investment in university education is a fundamental public good and must be maintained, it is clear that there are fiscal limits to public support as well as a
growing political consensus favoring greater private participation and partnership. SFU will continue its lobby for a matching fund programs that will stimulate private endowments for student financial assistance, new facilities development, endowed chairs and other academic program enhancements.

The graph below shows the major revenue sources for the University and the major expenditure areas. It is important to notice that our funding sources are expected to remain constant while our expenses increase considerably over the next three years.

Assuming that the Provincial grant funding for 2004/5 and 2005/6 and 2006/7 is as per the Ministry communication letter dated March 24, 2004, it is worth noting that when totaled, the Provincial and the Federal funding account for less than the amount being spent on Salaries and Benefits.

Our objectives for the recruitment and retention of quality faculty, staff and students will require improvements in operating funding. We will need to identify increased financial resources to support competitive faculty salaries. We will be pursuing opportunities for innovative partnerships.

Similarly, assuming no further increase in tuition fees for the period, other than through enrolment growth, fees will account for less than the operating costs.
Capital Plan

Simon Fraser University’s ability to carry out its mission is constrained by a space shortage. We are presently at 84.5% of the space we need relative to the BC space planning standards. As we continue to accept students to meet the Ministry’s goal to increase the number of student spaces, this situation will only worsen at a rate of approximately 2.5% per year. The shortage of basic accommodation affects all facets of the University’s activities. It is imperative to consider the funding of planning and construction for new major projects to be ready for use as soon as possible.

The targeted enrollment growth of an additional 720 students on the Burnaby campus by 2006/07 will significantly increase the pressure on the space available relative to the standard. The SFU Surrey campus will accommodate an additional 773 undergraduate students by 2006/07.

It is assumed that facilities necessary to accommodate normal and/or targeted enrollment 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.

A. Major Capital Projects Over $50 Million

The only Capital Project currently underway that exceeds the $50 million threshold is the development of an SFU Surrey Campus. The initial planning parameters are a five-year horizon of 40,000 GSM for 2,500 FTE, growing to 80,000 GSM and 5,000 FTE in time. The academic planning for the Surrey Campus is well-advanced.

B. Other Major Capital Projects

Harbour Centre 3rd Floor ~ $1,300,000
This facility has been completed.

Institute for Mathematics and Computational Sciences ~ $6,885,000
This facility is under construction.

Student Residences ~ $38,500,000
This facility is under construction.

Segal Graduate School of Business ~ $18,300,000
This facility is under construction.

School for the Contemporary Arts Building ~ $30,000,000
The proposed facility will provide permanent space for the School for the Contemporary Arts.

Technology and Science Complex – Module 1 ~ $23,080,000
This facility is under construction.
Gymnasium Expansion ~ $11,000,000
This facility is in design.

Olympic Oval ~ $65,000,000
This facility is in development negotiation.

Technology and Science Complex – Module 2 ~ $25,000,000
This facility is in design.

Arts / Health Research Building ~ $25,000,000
This facility is in design.

Renovations as a consequence of occupying TASC/1 ~ $2,300,000
With the completion of the DTO targeted TASC/1 project, rationalization of uses for space vacated by occupants of the TASC/1 building will need to be undertaken.

Utility Infrastructure Upgrade ~ $17,000,000
New capital projects presently underway are not capable of being adequately served by the existing infrastructure.

Parkade ~ $15,000,000
This is a future project in preliminary planning.

Boiler Plant Replacement/Library Expansion ~ $10,000,000
This is a future project in preliminary planning.

Athletic Field Replacement ~ $8,000,000
This is a future project in preliminary planning.

Chancellor Gymnasium Seismic Upgrade ~ $2,400,000
This is a future project in preliminary planning.

East Concourse Cafeteria Renovation ~ $1,200,000
This project is in design.

Diamond University Centre/Alumni Centre ~ $1,200,000
This project is in design.

Health Expansion Building ~ $25,000,000
This facility is a future project.
List of Appendices:

The matters addressed in this Ministry Service Plan are discussed more fully in the following documents.

SFU’s statement on Values and Commitments is attached as Appendix A and is available on the Internet at: http://www2.sfu.ca/pres/vandc.html.

The President’s Agenda: SFU at 40 is attached as Appendix B and is available on the Internet at: http://www2.sfu.ca/pres/president/agenda.html.

The Three-Year Plan of the Vice-President, Academic covering the years 2001 – 2004 is attached as Appendix C and is available on the Internet at: http://www2.sfu.ca/vpacademic/Academic_Planning/Academic_Plans/3yr_Plan/. The three-year plan for 2004 – 2007 is now being drafted and will be posted on the same site when approved.

The Final Report of the Surrey Long-Term Planning Committee is attached as Appendix D and is available on the Internet at: http://www2.sfu.ca/scp/Document_Archive/Long_Term_PC/Documents/Final_Report.html.

A Discussion Paper on the proposed new Writing, Quantitative and Breadth graduation requirements for undergraduate degrees is attached as Appendix E and is available on the Internet at: http://www.sfu.ca/ugcr.

The motion passed by the University Senate (October 6, 2003) and the Board of Governors (November 5, 2003) creating the new Faculty of Health Sciences is attached as Appendix F.

The document “Internationalization for the New Millennium” is attached as Appendix G and is available on the Internet at: http://www.sfu.ca/international/statement.htm.

“At Our Doors: The Demand for Post-Secondary Education in the Fraser Region of Southwestern BC” was prepared collaboratively for the Ministry of Advanced Education by representatives of SFU, Douglas College, Kwantlen University College and the University College of the Fraser Valley. It is attached as Appendix H.

SFU’s Strategic Research Plan is attached as Appendix I and is available on the Internet at: http://www.sfu.ca/vpresearch/crc/.

SFU’s Budget for 2004 – 2005 is attached as Appendix J.

SFU’s Five-Year Capital Plan is attached as Appendix K.

A bond prospectus issued by SFU on June 3, 2003 is attached as Appendix L.