Self Evaluation Report Appendices D-K
August 12, 2011
Appendix D

Academic Units

Faculty of Applied Sciences ..........................................................................................259
Faculty of Arts and Social Sciences ...............................................................................264
Beedie School of Business ............................................................................................274
Faculty of Communication, Art and Technology ..........................................................280
Faculty of Education ....................................................................................................285
Faculty of Environment ................................................................................................294
Faculty of Health Sciences .........................................................................................299
Faculty of Science ......................................................................................................304

All 2009/10 data sourced from www.sfu.ca/irp/departments
Faculty of Applied Sciences

The Faculty of Applied Sciences (FAS) consists of the School of Computing Science and the School of Engineering Science. It offers internationally recognized academic programs and conducts leading-edge research related to Canada’s science and technology priorities, with programs in computing science, software systems, engineering science, mechatronic systems engineering and general studies.

Faculty planning
www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. Nimal Rajapakse</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Dr. Robert Cameron</td>
</tr>
<tr>
<td>Director, School of Computing Science</td>
<td>Dr. Martin Ester</td>
</tr>
<tr>
<td>Director, School of Engineering Science</td>
<td>Dr. John Jones</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Amanda Woodhall</td>
</tr>
<tr>
<td>Director, Advancement</td>
<td>Barbara Becker</td>
</tr>
</tbody>
</table>

Governance within the Faculty

Faculty Executive Committee

Composed of the Dean, Associate Dean and School Directors, discusses and determines Faculty priorities; discusses and resolves issues of common concern between Schools; shares information among members; and acts as a nominating committee for various University appointments.

Undergraduate Curriculum Committee

The decision-making body on undergraduate curriculum and policy issues within the Faculty; forms the Faculty adjudication committee on undergraduate student appeals, undergraduate scholarships, the awarding of undergraduate degrees, diplomas and certificates and other matters of concern to individual undergraduates.

Graduate Curriculum Committee

Considers all matters relating to the Faculty’s graduate curricula; is responsible for reviewing and recommending graduate program regulations and new graduate course and program proposals; considers papers relevant to graduate academic and administrative matters; and screens candidates for graduate degrees, diplomas and certificates.

Undergraduate Student Liaison Committee

Promotes and maintains regular communication between students and Faculty leadership; advises the Dean and School Directors on challenges, issues and opportunities facing undergraduate students; advises on and organizes activities to promote professional and career
development and social interaction among the FAS undergraduate students; seeks advice from the Dean and Directors on student-led initiatives; and helps disseminate and promote the Faculty’s vision, mission and strategic initiatives.

**External Advisory Council**

Made up of the Dean, 10-12 external members (including senior leaders from industry, government and professional organizations), the Associate Dean and School Directors. The Council provides advice to the Dean on activities and future directions of the Faculty of Applied Sciences and provides a strong link to industry, related professions and society.

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**Major components of the Faculty**

**Students served**

<table>
<thead>
<tr>
<th>Annualized Activity FTE (AFTE) Enrolment</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate AFTE</td>
<td>1232.97</td>
</tr>
<tr>
<td>Graduate AFTE</td>
<td>324.74</td>
</tr>
<tr>
<td>Total AFTE Enrolment</td>
<td>1558</td>
</tr>
<tr>
<td>Majors (Approved)</td>
<td>2264</td>
</tr>
<tr>
<td>Annualized Graduate Headcount</td>
<td>398.66</td>
</tr>
<tr>
<td>Co-op Education Placements</td>
<td>576</td>
</tr>
</tbody>
</table>

**Programs offered**

**Degrees**
- Bachelor of Applied Science (Honours)
- Bachelor of Applied Science
- Bachelor of Arts (Honours)
- Bachelor of Arts
- Bachelor of General Studies (Applied Sciences)
- Bachelor of Science (Honours)
- Bachelor of Science
- Master of Applied Science
- Master of Engineering
- Master of Science
- Doctor of Philosophy
- Doctor of Philosophy under Special Arrangements

**Certificates and diplomas**
- Certificate in Computing Studies
- Post Baccalaureate Diploma in Computing Science

**Specialized or programmatic accreditations**
- Canadian Engineering Accreditation Board: www.engineerscanada.ca/e/pr_accreditation.cfm
Functions accomplished

Research
The research programs in the Faculty are very strong, with over $7.3M of research funding attracted in 2009/10. The international stature of its faculty is reflected in their service as editors and editorial board members of many leading journals. Three faculty members have received Manning Awards, and several others British Columbia Innovation Council (BCIC) Awards. There are 4.5 Canada Research Chairs in the Faculty, with one vacant Tier 1 Chair in Engineering. Engineering has an endowed chair supported by Sierra Wireless. Three faculty (two in Engineering and one in Computer Science) hold Michael Smith Foundation career awards, and several hold NSERC strategic and CHRP grants.

Research centres and institutes
The Faculty of Applied Sciences houses the following research institute:

Institute of Micromachine and Microfabrication Research (IMMR)
Its goal is to enhance micromachining research and development and to encourage the application of research results in the design and fabrication of miniature sensors and actuators.
www.sfu.ca/immr

Student services

Student advising
Provides academic and program advising and counseling for students.

Co-op office
A unit under the School of Engineering Science, manages Engineering Science co-op; Computing Science co-op is managed centrally. All students have access to co-op advisors and other support services.

Methods of educational delivery
Lectures, seminars and labs; project-based assignments; co-op education (required of all Engineering Science students); capstone projects; participation in national and international competitions; use of industry speakers in classrooms.

Course and program collaborations with units outside SFU
Dual degree BSc in Computing Science (DDP) with Zhejiang University (ZU), China. Research exchange with Technical University of Darmstadt, Germany.
### Faculty resources

#### FTE CFL by rank 2009/10

<table>
<thead>
<tr>
<th>Rank</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>39.50</td>
</tr>
<tr>
<td>Associate Prof</td>
<td>24.50</td>
</tr>
<tr>
<td>Assistant Prof</td>
<td>17.00</td>
</tr>
<tr>
<td>Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lab Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer</td>
<td>18.00</td>
</tr>
</tbody>
</table>

**Total FTE CFL**: 99.00

#### Full-Time Teaching Equivalent resources 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track Faculty</td>
<td>81.00</td>
</tr>
<tr>
<td>Lecturers</td>
<td>36.00</td>
</tr>
<tr>
<td>Lab Instructors</td>
<td>-</td>
</tr>
<tr>
<td>Sessionals</td>
<td>5.53</td>
</tr>
<tr>
<td>Visiting</td>
<td>-</td>
</tr>
<tr>
<td>Limited Term</td>
<td>0.50</td>
</tr>
<tr>
<td>Faculty Associates</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>0.25</td>
</tr>
</tbody>
</table>

**Total FTTE**: 123.28

#### Budgeted FTE Support Staff 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSA</td>
<td>25.60</td>
</tr>
<tr>
<td>CUPE</td>
<td>21.00</td>
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</tbody>
</table>

**Total FTE Support Staff**: 46.60

#### Teaching Assistants 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>FTE TAs (1 FTE = 8 contact hours)</td>
<td>45.3</td>
</tr>
<tr>
<td>TA Base Units</td>
<td>874.4</td>
</tr>
</tbody>
</table>

#### Financial resources and expenses 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Expenditures ($ 000)</td>
<td>$18,689.44</td>
</tr>
<tr>
<td>Operating Budget ($ 000)</td>
<td>$18,286.46</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries</td>
<td>79%</td>
</tr>
<tr>
<td>% of Operating Budget to Benefits</td>
<td>15%</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries/Benefits</td>
<td>95%</td>
</tr>
</tbody>
</table>

#### Research grants and contracts ($ 000) 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Sources</td>
<td>$7116.32</td>
</tr>
<tr>
<td>Internal Sources</td>
<td>$225.00</td>
</tr>
</tbody>
</table>

**Total research grants and contracts**: $7341.32
Community connections

The Faculty of Applied Sciences has strong connections with local industries through its External Advisory Council, research relationships and co-op programs for students. Many Faculty personnel are members of, and hold positions within, local and national professional bodies and technical societies. The Faculty sponsors school visits, participates in local science fairs, and is part of a new project between SFU and the City of Surrey to work on initiatives related to energy and sustainability. It has a close relationship with the BC Innovation Council to provide student entrepreneurship activities.

Faculty of Applied Sciences structure

Does not reflect seniority.
Faculty of Arts and Social Sciences

The largest Faculty at SFU, the Faculty of Arts and Social Sciences (FASS) is a dynamic unit whose strength lies in its diversity, its important contributions to research and learning, and its engaged and engaging teachers, researchers and students. This diverse Faculty is united by its commitment to the importance of a liberal education and a belief in its life-changing nature. The Faculty shares a commitment to the finest traditions of research in its many disciplines.

Core values

- Unite research and instructional excellence
- Foster a diverse environment that promotes questioning and discovery within and across the humanities and social sciences
- Engage with communities both local and global
- Enable students to lead a full life in a changing world

Faculty planning

www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. John Craig</td>
</tr>
<tr>
<td>Associate Dean, Academic Programs and Student Issues</td>
<td>Dr. Paul Budra</td>
</tr>
<tr>
<td>Associate Dean, Arts and Social Sciences at SFU Surrey and Strategic Enrolment Management</td>
<td>Dr. Jane Fee</td>
</tr>
<tr>
<td>Associate Dean, Resources and External Relations/Research, Policy, Study Leaves and Communications</td>
<td>Dr. Paul McFetridge</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>vacant</td>
</tr>
<tr>
<td>Director, Human Resources and Curriculum</td>
<td>Diane Gibson</td>
</tr>
<tr>
<td>Director, Finance</td>
<td>Bonnie Yeung</td>
</tr>
<tr>
<td>Director, Advancement</td>
<td>Mauro Vescera</td>
</tr>
<tr>
<td>Director, Asia-Canada Program</td>
<td>Dr. Tsuyoshi Kawasaki</td>
</tr>
<tr>
<td>Director, Cognitive Science</td>
<td>Prof. Steve DiPaola</td>
</tr>
<tr>
<td>Director, School of Criminology</td>
<td>Dr. Robert Gordon</td>
</tr>
<tr>
<td>Chair, Economics</td>
<td>Dr. Nicolas Schmitt</td>
</tr>
<tr>
<td>Chair, English</td>
<td>Dr. Betty Schellenberg</td>
</tr>
<tr>
<td>Director, Explorations Program</td>
<td>Dr. Paul St. Pierre</td>
</tr>
<tr>
<td>Director, First Nations Studies</td>
<td>Dr. Eldon Yellowhorn</td>
</tr>
<tr>
<td>Chair, French</td>
<td>Dr. Rejean Canac-Marquis</td>
</tr>
<tr>
<td>Chair, Gender, Sexuality, and Women's Studies</td>
<td>Dr. Catherine Murray</td>
</tr>
<tr>
<td>Chair, Gerontology</td>
<td>Dr. Andrew Wister</td>
</tr>
<tr>
<td>Director, Graduate Liberal Studies</td>
<td>Dr. Michael Kenny</td>
</tr>
<tr>
<td>Director, Hellenic Studies Program</td>
<td>Dr. Andre Gerolymatos</td>
</tr>
</tbody>
</table>

1 The department of Archaeology moved to the Faculty of Environment effective April 1, 2011. This is reflected organizationally for the affected Faculties, but not in the associated information on budgets and FTE staff.
Position | Name
--- | ---
Chair, History | Dr. Mark Leier
Chair, Humanities | Dr. David Mirhady
Director, Institute for the Humanities | Dr. Samir Gandesha
Director, International Studies | Dr. John Harriss
Director, Language Training Institute | Billie Ng
Director, Latin American Studies Program | Dr. Alec Dawson
Chair, Linguistics | Dr. Tom Perry
Chair, Philosophy | Dr. Lisa Shapiro
Chair, Political Science | Dr. Laurent Dobuzinskis
Chair, Psychology | Dr. Don Read
Chair, Public Policy Program | Dr. Nancy Olewiler
Chair, Sociology and Anthropology | Dr. Jane Pulkingham
Chair, Urban Studies | Dr. Anthony Perl
Director, World Literature Program | Dr. Ken Seigneurie

**Governance within the Faculty**

**Dean’s Advisory Council**
Composed of the Chairs of Departments, Directors of Schools and Programs and the Associate Deans, it is chaired by the Dean. It normally meets monthly and advises the Dean on Faculty business.

**Chairs’ Advisory Council**
Called by the Dean for discussion and advice on extraordinary matters, to set the context for greater discussion among Chairs and Directors on particular issues, and to adjudicate special awards, honours, chairs and other issues where there are no standing committees.

**Undergraduate Curriculum Committee**
Discusses and approves curriculum items, including new course proposals, program changes, new programs and other undergraduate issues.

**Graduate Curriculum Committee**
Discusses and approves curriculum items, including new course proposals, program changes, new programs and other graduate issues.

**Research Committee**
Discusses research and funding opportunities and Tri-Council policies.
Major components of the Faculty

Students served

<table>
<thead>
<tr>
<th>Annualized Activity FTE (AFTE) Enrolment</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate AFTE</td>
<td>8136.87</td>
</tr>
<tr>
<td>Graduate AFTE</td>
<td>708.96</td>
</tr>
<tr>
<td>Total AFTE Enrolment</td>
<td>8846</td>
</tr>
<tr>
<td>Majors (Approved)</td>
<td>4908</td>
</tr>
<tr>
<td>Annualized Graduate Headcount</td>
<td>845.16</td>
</tr>
<tr>
<td>Co-op Education Placements</td>
<td>217</td>
</tr>
</tbody>
</table>

Programs offered

Degrees
- Bachelor of Arts (Honours)
- Bachelor of Arts (Joint Honours)
- Bachelor of Arts
- Bachelor of General Studies
- Master of Arts
- Master of Arts in Liberal Studies
- Master of Public Policy
- Doctor of Philosophy
- Doctor of Philosophy under Special Arrangements

Certificates and diplomas
- Certificate in African Studies
- Certificate in Chinese Studies
- Certificate in Correctional Studies
- Certificate in Creative Writing
- Certificate in Criminology (General)
- Certificate in Criminology (Advanced)
- Certificate in Ethnic and Intercultural Relations
- Certificate in Explorations in the Arts and Social Sciences
- Certificate in Family Studies
- Certificate in First Nations Studies Research
- Certificate in First Nations Language Proficiency
- Certificate in Forensic Studies
- Certificate in French and Education (with Faculty of Education)
- Certificate in French Canadian Studies
- Certificate in French Language Proficiency
- Certificate in Hellenic Studies
- Certificate in Italian Studies
- Certificate in Labour Studies
- Certificate in Legal Studies
- Certificate in Liberal Arts
- Certificate in Medieval and Renaissance Studies
Certificate for Senior Citizens
Certificate in Spanish Language Proficiency
Certificate in TESL Linguistics
Certificate in Urban Studies
Certificate in Writing and Rhetoric

Post Baccalaureate Diploma
Post Baccalaureate Diploma in Criminology
Post Baccalaureate Diploma in First Nations Studies
Post Baccalaureate Diploma in French and Education
Post Baccalaureate Diploma in Gerontology
Post Baccalaureate Diploma in Humanities
Post Baccalaureate Diploma in Legal Studies
Post Baccalaureate Diploma in Social Policy Issues
Post Baccalaureate Diploma in Sustainable Community Development
Graduate Certificate in Latin American Studies
Graduate Diploma in Urban Studies

Forthcoming:
Graduate Certificate in Neuroscience

Specialized or programmatic accreditations
Clinical Psychology: Canadian Psychological Association: www.cpa.ca/education/accreditation

Functions accomplished

Research
Research in the Faculty of Arts and Social Sciences covers diverse topics and the Faculty’s world-class researchers make an impact throughout BC, across Canada and around the world. FASS faculty publish in major international and national journals and books for top international academic presses, and are in strong demand for conference keynote addresses and participation.

Researchers and research teams have research funded by all three Tri-Council agencies in Canada (SSHRC, CIHR, NSERC), including standard research grants, MCRIs, CURA grants and CIHR scholar grants; there are seven scholars with Michael Smith funding. Scholars in FASS receive funding from other public and private sources as well, including from the RCMP and Genome BC. Many of the faculty sit on boards and advisory committees of private and public institutions.
Research centres and institutes

The Faculty of Arts and Social Sciences houses the following research centres and institutes:

**Bill Reid Centre for Northwest Coast Art Studies**
Its mission is to preserve the art and perpetuate the legacies of First Nations artist Bill Reid. It seeks to deepen appreciation of Northwest Coast Aboriginal art, works in partnership with the Haida, hosts Coast Salish Nations, and Aboriginal and non-Aboriginal cultural and educational institutions. www.billreidfoundation.org

**Centre d’études francophones Quebec-Pacifique**
Promotes research on the French Speaking World (la francophonie), related to the study of the French language, linguistics, literature and culture; collects documents on sociocultural life of the French community in British Columbia; and acts as literary archives of works published by French-speaking authors in BC, as well as those published elsewhere in the francophonie about BC. www.sfu.ca/vpresearch/centres+institutes/QuebecPacifique.html

**Centre for the Comparative Study of Muslim Societies and Cultures**
Encourages the academic discussion and public understanding of the cultures and societies of Muslim peoples in the past and present. www.sfu.ca/ccsmsc

**Centre for Forensic Research**
Designed to create new knowledge in the forensic sciences for the purposes of solving crimes, identifying human remains, determining elapsed time since death and circumstances of death on local and global scales. www.sfu.ca/vpresearch/centres+institutes/forensic.html

**Centre for Global Political Economy**
Provides an environment where students and researchers from a variety of disciplines can share ideas on global political economy, integrating international and domestic dimensions of the subject in line with the new global reality. www.sfu.ca/cgpe

**Morgan Centre for Labour Studies**
Promotes the study and understanding of labour, working people and their organizations from a comprehensive social, cultural, historical, political and economic perspective. www.sfu.ca/labour

**Centre for Public Policy Research**
Promotes interdisciplinary research, education and dialogue on a broad range of public policy issues in Canada. The Centre supports and initiates research, publications, colloquia, conferences, visiting researchers and speakers, and international relationships. www.sfu.ca/mpp

**Centre for Research in Adaptive Behaviour in Economics**
Its activities are focused on research in behavioural and experimental economics and on the dynamics of models of learning and adaptation. www.sfu.ca/crabe
Centre for Research on Sexual Violence
Provides a focal point for research and training for faculty, scholars, students and practitioners, locally and internationally, on a broad range of sexual violence issues.
www.sfu.ca/vpresearch/centres+institutes/sexualviolence.html

Centre for the Reduction of Violence among Children and Youth
Its objectives are to inform public policy regarding pathways to violent behaviour and provide public policy recommendations or the effective allocation of limited resources; establish training of professionals in effective and evidence-based interventions for youth and families in collaboration with key stakeholders including schools, law enforcement, community groups, provincial and federal government ministries and other organizations; and integrate basic scientific research on risk and protective factors for violence from across Canada and abroad. www.sfu.ca/vpresearch/centres+institutes/reduction%20of%20violence.html

Centre for Restorative Justice
The Centre, in partnership with individuals, the community, justice agencies and the University, supports and promotes the principles and practices of restorative justice. The Centre provides education, innovative program models, training, evaluation and research through a resource centre and meeting place that facilitates outreach, promotion, dialogue and advocacy. www.sfu.ca/cfrj

Centre for Scottish Studies
Provides a focal point for faculty, students and members of the community interested in exploring Scottish history and culture, and the relationship between Scotland and Canada. scottish.sfu.ca

Centre for the Study of Public Opinion and Political Representation
Supports social science research into matters of public opinion and political representation with regional, national and comparative international objects of study. cpopr.com

Criminology Research Centre
Facilitates criminological research by faculty and graduate students. It publishes a series of working papers based on reports and other manuscripts generated by the various research projects, and maintains a modest library for use by faculty and students.
www.sfu.ca/crc

David See-Chai Lam Centre for International Communication
Fosters intercultural dialogue through its support of academic research and publication and through a wide variety of community activities. This process entails the building of bridges between the academy and the broader public domain and between Asia and Canada.
www.cic.sfu.ca

Feminist Institute for Studies on Law and Society
Designed to facilitate and continue the development of feminist analyses on law and society at Simon Fraser University. It provides an environment for creative interaction among
scholars and community representatives who are involved in its work locally, nationally and internationally, and to bridge gaps between legal and social science research.

First Nations Language Centre
Supports local First Nations language learning and conducts collaborative research on First Nations language instruction and preservation.

Gerontology Research Centre (GRC)
Committed to high-quality research and knowledge transfer in the field of aging. It publishes two newsletters: GRC News, which reports on the Centre’s current research and education activities, and Seniors’ Housing Update, which highlights new developments in seniors’ housing. The GRC, together with the Department of Gerontology, serves as a focal point for research, education and information on individual and population aging and maintains an active publications program to promote the use of existing knowledge in areas of aging.

Institute for Canadian Urban Research Studies
An interdisciplinary research centre with a focus on increasing knowledge and the development of new analysis tools for the study of crime in urban environments. The Institute focuses on crime reduction policy, crime analysis and computational criminology.

Institute for Intersectionality Research and Policy
Consists of an interdisciplinary community of scholars, researchers and students. The objectives of the Institute are to integrate social and natural science research with population outcomes, societal application and policy analysis on gender and health.

Institute for the Humanities
Explores critical perspectives that relate social concerns to the cultural and historical legacy of the humanities. The Institute is committed to the idea of studying pressing contemporary problems; it also aims at promoting greater interaction between the University and the community and providing links between these two constituencies.

Institute for Studies in Criminal Justice Policy
Contributes to the examination of criminal justice policy by providing a setting in which academics and justice system personnel can assemble to apply scholarly research to policy development and analysis. The Institute undertakes projects on its own initiative, as well as under contract.
Institute of Governance Studies
Pursues multidisciplinary research into problems of contemporary governance in the Vancouver region, British Columbia and Canada.

Mental Health, Law and Policy Institute
Promotes interdisciplinary collaboration in research and training in areas related to mental health, law and policy. In addition to fostering interdisciplinary collaboration among academic departments, it facilitates research and training in government and community agencies. www.sfu.ca/mhlpi

Student services

Academic advising and recruiting
Arts Central provides academic advising for third- and fourth-year FASS students who have not declared a major, for Bachelor of General Studies and Certificate in Liberal Arts students, and for students with academic difficulties. Advising for students who have declared a major is provided by their department.

Methods of educational delivery
Lectures, tutorials, seminars, labs, distance education, mixed delivery formats, community service learning, practicums, internships, directed readings, capstone projects, first-year cohort experience program, international exchanges and field schools.

Course and program collaborations with units outside SFU
Double degree program with Monash University, Melbourne, Australia
Degree partnership program with Douglas College, Vancouver, BC
Concentration in Applied Behavioural Analysis with Douglas College, Vancouver, BC
## Faculty resources

### FTE CFL by rank 2009/10

<table>
<thead>
<tr>
<th>Rank</th>
<th>FTE CFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>101.50</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>102.50</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>81.00</td>
</tr>
<tr>
<td>Instructor</td>
<td>1.00</td>
</tr>
<tr>
<td>Lab Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer</td>
<td>33.50</td>
</tr>
<tr>
<td><strong>Total FTE CFL</strong></td>
<td><strong>319.50</strong></td>
</tr>
</tbody>
</table>

### Full-Time Teaching Equivalent resources 2009/10

<table>
<thead>
<tr>
<th>Role</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track Faculty</td>
<td>286.0</td>
</tr>
<tr>
<td>Lecturers</td>
<td>67.0</td>
</tr>
<tr>
<td>Lab Instructors</td>
<td>-</td>
</tr>
<tr>
<td>Sessionals</td>
<td>71.68</td>
</tr>
<tr>
<td>Visiting</td>
<td>0.69</td>
</tr>
<tr>
<td>Limited Term</td>
<td>27.10</td>
</tr>
<tr>
<td>Faculty Associates</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>1.50</td>
</tr>
<tr>
<td><strong>Total FTTE</strong></td>
<td><strong>453.96</strong></td>
</tr>
</tbody>
</table>

### Budgeted FTE Support Staff 2009/10

<table>
<thead>
<tr>
<th>Role</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSA</td>
<td>46.50</td>
</tr>
<tr>
<td>CUPE</td>
<td>56.65</td>
</tr>
<tr>
<td><strong>Total FTE Support Staff</strong></td>
<td><strong>103.15</strong></td>
</tr>
</tbody>
</table>

### Teaching Assistants 2009/10

<table>
<thead>
<tr>
<th>Role</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE TAs (1 FTE = 8 contact hours)</td>
<td>293.5</td>
</tr>
<tr>
<td>TA Base Units</td>
<td>3632.0</td>
</tr>
</tbody>
</table>

### Financial resources and expenses 2009/10

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount (000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Expenditures</td>
<td>$49,786.33</td>
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<tr>
<td>Operating Budget</td>
<td>$52,840.13</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries</td>
<td>83%</td>
</tr>
<tr>
<td>% of Operating Budget to Benefits</td>
<td>14%</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries/Benefits</td>
<td>97%</td>
</tr>
</tbody>
</table>

### Research grants and contracts 2009/10

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount (000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Sources</td>
<td>$7661.48</td>
</tr>
<tr>
<td>Internal Sources</td>
<td>$514.03</td>
</tr>
<tr>
<td><strong>Total research grants and contracts</strong></td>
<td><strong>$8175.51</strong></td>
</tr>
</tbody>
</table>
Community connections

FASS faculty are active in the community, at the local, provincial and national levels, providing expertise and knowledge exchange with social, political and arts groups. Lecture series by faculty members, such as Psych in the City, the Philosophers’ Café and the Bard Explained, reach thousands of people in the Vancouver area. FASS Departments and Schools sponsor hundreds of public lectures, including the Bank of Montreal Public Lectures in Economics and the Mirhady Annual Lecture in Iranian Culture. FASS researchers have a significant media presence, and are frequently contacted by the local, provincial and national media to comment on major issues of the day. They are often called upon as experts in the courts and for legislative and parliamentary committees.
Beedie School of Business

The Beedie School of Business champions lifelong learning, productive change and the need to be innovative in delivering research and teaching that makes an impact. Undergraduate, graduate and PhD programs demonstrate a spirit of innovation, flexibility and relevance. Supported by extensive partnerships with public, private and not-for-profit organizations, the goal of the School is to produce broadly educated, enterprising and socially responsible managers capable of making lasting contributions to their communities.

Mission statement
By creating and communicating powerful ideas, we educate and inspire the founders, leaders and managers of organizations that are internationally competitive, locally responsive and sustainable.

School planning
www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

School leadership

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. Daniel Shapiro</td>
</tr>
<tr>
<td>Associate Dean, Faculty Development</td>
<td>Dr. Irene M. Gordon</td>
</tr>
<tr>
<td>Associate Dean, Burnaby and Academic Director, Undergraduate Program</td>
<td>Dr. Andrew Gemino</td>
</tr>
<tr>
<td>Associate Dean, Graduate Programs</td>
<td>Dr. Colleen Collins</td>
</tr>
<tr>
<td>Executive Director, Undergraduate Program</td>
<td>Maureen Fizzell</td>
</tr>
<tr>
<td>Academic Chair and Program Director, Financial Risk Management</td>
<td>Dr. Andrey Pavlov</td>
</tr>
<tr>
<td>Program Chair, PhD Program</td>
<td>Dr. Thomas B. Lawrence</td>
</tr>
<tr>
<td>Canada Research Chair in Technology and Operations Management</td>
<td>Dr. Ian McCarthy</td>
</tr>
<tr>
<td>Program Chair, Executive MBA</td>
<td>Dr. Colleen Collins</td>
</tr>
<tr>
<td>Program Chair, MBA</td>
<td>Dr. David R. Hannah</td>
</tr>
<tr>
<td>Program Chair, Management of Technology MBA</td>
<td>Dr. Elicia Maine</td>
</tr>
</tbody>
</table>

Governance within the School

Appointments Committee
Makes recommendations (with the input and advice of the area co-ordinators) to the Dean on individual hiring decisions.

Committee on Academic Appeals

Graduate Programs Committee
Approves new graduate programs, revisions to current programs and new graduate courses, and calendar revisions to existing courses, and addresses graduate curriculum issues and admission.
Nominations Committee
Makes recommendations on committee assignments.

Planning and Priorities Committee
Reviews all major School decisions and provides direction on process.

Research Committee
Makes funding policy recommendations for some internal research funds, and organizes seminars or discussion sessions for faculty as researchers.

Teaching Effectiveness Committee
Selects teaching award winners and organizes seminars or discussion sessions on teaching.

Tenure and Promotion Committee
Responsible for the initial evaluation of faculty for salary review (bi-annual), contract renewals, tenure and promotion.

Undergraduate Curriculum Committee
Approves new undergraduate programs, revisions to current programs and new undergraduate courses, and Calendar revisions to existing courses.

External advisory boards

Dean’s External Advisory Board
Advises the Dean and School on its strategy, with a particular emphasis on enhancing relevance to the business community; advises on alumni activities and special programs; assists with the promotion of programs and initiatives; and advises and assists with general advancement of the Beedie School of Business.

Major components of the School

<table>
<thead>
<tr>
<th>Students served</th>
<th>Annualized Activity FTE (AFTE) Enrolment</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate AFTE</td>
<td>2442.13</td>
<td></td>
</tr>
<tr>
<td>Graduate AFTE</td>
<td>447.23</td>
<td></td>
</tr>
<tr>
<td>Total AFTE Enrolment</td>
<td>2889</td>
<td></td>
</tr>
<tr>
<td>Majors (Approved)</td>
<td>3587.00</td>
<td></td>
</tr>
<tr>
<td>Annualized Graduate Headcount</td>
<td>418.17</td>
<td></td>
</tr>
<tr>
<td>Co-op Education Placements</td>
<td>528</td>
<td></td>
</tr>
</tbody>
</table>

Programs offered

Degrees
Bachelor of Business Administration (Honours)
Bachelor of Business Administration
Functions accomplished

Research
Research at the Beedie School of Business reflects a commitment to collaborative partnerships with the academic and business communities. Faculty research contributes to knowledge creation in the areas of globalization and emerging markets; knowledge, innovation and technology; society, environment and governance; and capital and risk management. The School’s research was ranked 67th in the world on publications in elite business journals by the University of Texas at Dallas in its Top 100 North American Rankings of Business Schools.

Research centres and institutes
The Beedie School of Business houses the following research centres and institutes:

**CIBC (Canadian Imperial Bank of Commerce) Centre for Corporate Governance and Risk Management**
At the heart of the vision for the Centre is the belief that good governance requires an enterprise-wide view of risk management. Identifying and disseminating best practices for corporate governance and risk management are at the core of the Centre’s mandate.
beedie.sfu.ca/cibc-centre

**Centre for Global Workforce Strategy**
Carries out multidisciplinary research on issues surrounding effective workforce management strategies on a global scale. The competition for skilled people is intense and new attitudes toward work and careers present additional challenges about work-life balance, which further complicate the strategic management of today’s workforce. beedie.sfu.ca/cgws

**Centre for Studies in Global Asset and Wealth Management**
Conducts research on new markets and instruments in order to determine whether such additions should be part of an investor’s asset mix, and analyzes what asset classes and weights are appropriate given an investor’s unique needs and concerns. beedie.sfu.ca/gawm-centre
**Centre for Workplace Health and Safety**
Focusing on West Coast industries, the Centre will address the human resource management aspects of health and safety in order to provide a missing complement to other approaches to occupational health and safety. beedie.sfu.ca/cwhs

**CMA (Certified Management Accountants) Centre for Strategic Change and Performance Measurement**
Committed to promoting research and knowledge on how organizations plan and execute strategic change and how best to measure the performance of organizations undergoing such change. beedie.sfu.ca/cma-centre

**Jack Austin Centre for Asia Pacific Business Studies**
Provides a focal point for research and training for faculty, scholars, students and practitioners, locally and internationally, on a broad range of issues relevant to the Asia Pacific region, particularly Canada’s role in the area. beedie.sfu.ca/jack-austin-centre

**Student services**

**Student advising**
The School has four full-time advisors, one advisor/scheduler and one advisor/recruiter for undergraduate students and one admissions advisor for graduate students.

**Student Affairs office**
Provides support to business clubs and for student competitions.

**Career Management Centre**
Provides career management education and services, coaching and advising.

**International Co-ordinator**
Co-ordinates incoming and outgoing international exchanges.

**Writing Mentors**
Provides peer writing mentorship.

**Co-op office**
Organizes co-op programs for Business students.

**Methods of educational delivery**
Lectures, tutorials, online courses, Sharepoint, project-based learning, experiential learning.

**Course and program collaborations with units outside SFU**
MBA program sponsored with Teck Cominco: business.sfu.ca/files/PDF/lsg/learning-solutions/example_Teck_Cominco_Customized_MBA.pdf
Student exchanges: Bocconi University, Italy; BI Norwegian School of Management
## School resources

### FTE CFL by rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>18.00</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>29.00</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>22.00</td>
</tr>
<tr>
<td>Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lab Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer</td>
<td>5.25</td>
</tr>
<tr>
<td><strong>Total FTE CFL</strong></td>
<td><strong>74.25</strong></td>
</tr>
</tbody>
</table>

### Full-Time Teaching Equivalent resources

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track Faculty</td>
<td>69.00</td>
</tr>
<tr>
<td>Lecturers</td>
<td>10.50</td>
</tr>
<tr>
<td>Lab Instructors</td>
<td>-</td>
</tr>
<tr>
<td>Sessionals</td>
<td>8.77</td>
</tr>
<tr>
<td>Visiting</td>
<td>17.97</td>
</tr>
<tr>
<td>Limited Term</td>
<td>1.91</td>
</tr>
<tr>
<td>Faculty Associates</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>0.66</td>
</tr>
<tr>
<td><strong>Total FTTE</strong></td>
<td><strong>108.81</strong></td>
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### Budgeted FTE Support Staff

<table>
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<tr>
<th>Category</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>APSA</td>
<td>31.00</td>
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<tr>
<td>CUPE</td>
<td>25.00</td>
</tr>
<tr>
<td><strong>Total FTE Support Staff</strong></td>
<td><strong>56.00</strong></td>
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### Teaching Assistants

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
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<tbody>
<tr>
<td>FTE TAs (1 FTE = 8 contact hours)</td>
<td>55.3</td>
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<tr>
<td>TA Base Units</td>
<td>848.8</td>
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### Financial resources and expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>2009/10</th>
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<tr>
<td>Actual Expenditures ($ 000)</td>
<td>$22,020.95</td>
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<tr>
<td>Operating Budget ($ 000)</td>
<td>$23,153.59</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries</td>
<td>73%</td>
</tr>
<tr>
<td>% of Operating Budget to Benefits</td>
<td>13%</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries/Benefits</td>
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### Research grants and contracts ($ 000)

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<th>Category</th>
<th>2009/10</th>
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<tbody>
<tr>
<td>External Sources</td>
<td>$1058.35</td>
</tr>
<tr>
<td>Internal Sources</td>
<td>$49.09</td>
</tr>
<tr>
<td><strong>Total research grants and contracts</strong></td>
<td><strong>$1107.44</strong></td>
</tr>
</tbody>
</table>
Community connections

The Beedie School of Business connects with the community through its programs, its research and the engagement of its faculty in community organizations. Business programs are connected through the use of guest speakers in the classroom, community/client-based course projects, co-op and career management centre relationships with employers, and the involvement of alumni and other members of the business community activities such as student clubs and case/business plan competition. The School’s research is relevant to the global business and not-for-profit communities. Dissemination occurs through academic and business publications, presentations, research centre websites, and teaching that reaches undergraduates through to executives.

The School’s faculty are active, involved and engaged in a broad variety of local, national and international professional and academic bodies. Faculty members’ roles include serving as presidents, chairs and members of organizations such as the Academy of Management, Canadian Academic Accounting Association, Certified General Accountants of British Columbia, Business Council of BC, Vancouver Board of Trade, Financial Executives Institute, BC Technology Industry Association, BC Human Resources Management Association, Women’s Executive Network, Fraser Health Authority Ethics Review Board, and others.

Beedie School of Business structure

Does not reflect seniority.
Faculty of Communication, Art and Technology

The Faculty of Communication, Art and Technology (FCAT) was established in April 2009 from Schools and programs previously organized within other Faculties. At the exciting intersection of communication, art and technology, the Faculty’s academic interests are located where creativity meets new technologies, where science meets art, and where design encounters new media. The Faculty offers a broad range of programs in Communication, Contemporary Arts, Interactive Arts and Technology, Publishing and Digital Media.

Faculty planning

www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. Cheryl Geisler</td>
</tr>
<tr>
<td>Associate Dean, Undergraduate Studies</td>
<td>DD Kugler</td>
</tr>
<tr>
<td>Associate Dean, Graduate Studies</td>
<td>Dr. Ron Wakkary</td>
</tr>
<tr>
<td>Director, Communication</td>
<td>Dr. Alison Beale</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Genevieve MacMillan</td>
</tr>
<tr>
<td>Director, Contemporary Arts</td>
<td>Owen Underhill</td>
</tr>
<tr>
<td>Director, Interactive Arts and Technology</td>
<td>Dr. John Bowes</td>
</tr>
<tr>
<td>Director, Master of Digital Media Program (pro tem)</td>
<td>Dr. Jim Bizzocchi</td>
</tr>
<tr>
<td>Director, Master of Publishing Program</td>
<td>Dr. Rowland Lorimer</td>
</tr>
</tbody>
</table>

Governance within the Faculty

Dean’s Advisory Committee

Undergraduate Curriculum Committee

Discusses and approves curriculum items, including new course proposals, program changes, new programs and other undergraduate issues.

Graduate Curriculum Committee

Discusses and approves curriculum items, including new course proposals, program changes, new programs and other graduate issues.
Major components of the Faculty

Students served

<table>
<thead>
<tr>
<th>Annualized Activity FTE (AFTE) Enrolment 2009/10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate AFTE</td>
<td>1995.67</td>
</tr>
<tr>
<td>Graduate AFTE</td>
<td>205.41</td>
</tr>
<tr>
<td>Total AFTE Enrolment</td>
<td>2201</td>
</tr>
<tr>
<td>Majors (Approved)</td>
<td>2528.00</td>
</tr>
<tr>
<td>Annualized Graduate Headcount</td>
<td>241.66</td>
</tr>
<tr>
<td>Co-op Education Placements</td>
<td>302</td>
</tr>
</tbody>
</table>

Programs offered

Degrees
Bachelor of Arts
Bachelor of Arts (Honours)
Bachelor of Fine Arts
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Science (Information Technology, Tech BC)
Bachelor of Science (Interactive Arts, Tech BC)
Master of Arts
Master of Fine Arts
Master of Publishing
Master of Science
Doctor of Philosophy
Doctor of Philosophy under Special Arrangements

Certificates and diplomas
Post Baccalaureate Diploma in Communication
Functions accomplished

Research
The Faculty has research strengths in Cultural Policy and Practice, Media Analysis, the Social Impact of New Media, Film, Dance, Music Composition, Visual Arts, Interactive Media and Visual Analytics. Nearly half of its faculty carry external research funding.

Research centres and institutes
The Faculty of Communication, Art and Technology houses the following research centres:

Centre for Policy Research on Science and Technology
Engages in research on the relationship between public policy and technology. It brings together practitioners and scholars to study the interaction of advances in science and technology, their implementation in the marketplace, and their impacts on community and individual interests. www.sfu.ca/cprost

Centre for Policy Studies on Culture and Communities
Promotes teaching, research and public outreach on cultural politics, policy and planning in communities from the local to the global. The Centre promotes studies of policy not restricted to governments or public administration, but addressing the interaction of networks of voluntary, not-for-profit, neighbourhood and virtual-community, citizen-based initiatives, as well as all levels of government, private foundations, and knowledge creators and disseminators. www.sfu.ca/vpresearch/centres+institutes/culture+communities.html

Student services
Academic advising done in departments
Recruitment and Retention Officer
Co-op program in Communication
Funding for undergraduate research

Methods of educational delivery
Lectures, seminars, tutorials, studio courses, labs, field schools, independent research, experiential learning, WEB-based learning, distance education, cohort-based learning (TechOne).

Course and program collaborations with units outside SFU
A joint major program is in development with the Communication University of China (Beijing).
## Faculty resources

### FTE CFL by rank 2009/10

<table>
<thead>
<tr>
<th>Rank</th>
<th>FTE CFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>22.50</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>22.50</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>16.00</td>
</tr>
<tr>
<td>Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lab Instructor</td>
<td>2.00</td>
</tr>
<tr>
<td>Lecturer</td>
<td>14.00</td>
</tr>
<tr>
<td><strong>Total FTE CFL</strong></td>
<td><strong>77.00</strong></td>
</tr>
</tbody>
</table>

### Full-Time Teaching Equivalent resources 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track Faculty</td>
<td>61.00</td>
</tr>
<tr>
<td>Lecturers</td>
<td>28.00</td>
</tr>
<tr>
<td>Lab Instructors</td>
<td>2.00</td>
</tr>
<tr>
<td>Sessionals</td>
<td>36.30</td>
</tr>
<tr>
<td>Visiting</td>
<td>-</td>
</tr>
<tr>
<td>Limited Term</td>
<td>10.63</td>
</tr>
<tr>
<td>Faculty Associates</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>0.19</td>
</tr>
<tr>
<td><strong>Total FTTE</strong></td>
<td><strong>138.11</strong></td>
</tr>
</tbody>
</table>

### Budgeted FTE Support Staff 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSA</td>
<td>16.01</td>
</tr>
<tr>
<td>CUPE</td>
<td>18.00</td>
</tr>
<tr>
<td><strong>Total FTE Support Staff</strong></td>
<td><strong>34.01</strong></td>
</tr>
</tbody>
</table>

### Teaching Assistants 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE TAs (1 FTE = 8 contact hours)</td>
<td>94.8</td>
</tr>
<tr>
<td>TA Base Units</td>
<td>1115.9</td>
</tr>
</tbody>
</table>

### Financial resources and expenses 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount ($000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Expenditures</td>
<td>15,484.95</td>
</tr>
<tr>
<td>Operating Budget</td>
<td>14,949.92</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries</td>
<td>80%</td>
</tr>
<tr>
<td>% of Operating Budget to Benefits</td>
<td>14%</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries/Benefits</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Research grants and contracts ($000) 2009/10

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount ($000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Sources</td>
<td>2678.98</td>
</tr>
<tr>
<td>Internal Sources</td>
<td>34.74</td>
</tr>
<tr>
<td><strong>Total research grants and contracts</strong></td>
<td><strong>2713.72</strong></td>
</tr>
</tbody>
</table>
Community connections

The units of the Faculty of Communication, Art and Technology have a strong tradition of community outreach, including the project of social and urban transformation that is part of Woodward’s and the School for the Contemporary Arts, research projects in the community mounted by members across the Faculty, and individual faculty members involved in community education and development.

Faculty of Communication, Art and Technology structure

Does not reflect seniority.
Faculty of Education

The Faculty of Education is a global education leader engaged in research and scholarly enquiry, committed to advancing knowledge, and dedicated to improving the practice of teaching and the learning experience.

Mission statement
Simon Fraser University’s Faculty of Education is committed to scholarly excellence, leading-edge pedagogy, innovative curriculum, engagement with teachers, differentiated staffing and a participatory democratic culture. A global leader in educational research and a pathfinder in Canada’s teacher education, the Faculty of Education is committed to ethical practice, equity, social justice and diversity.

Faculty planning
www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. Kris Magnusson</td>
</tr>
<tr>
<td>Associate Dean, Academic</td>
<td>Dr. Kelleen Toohey</td>
</tr>
<tr>
<td>Associate Dean, Administration</td>
<td>Dr. David Paterson</td>
</tr>
<tr>
<td>Associate Dean, Graduate Studies</td>
<td>Dr. John Nesbitt</td>
</tr>
<tr>
<td>Director, Undergraduate Programs</td>
<td>Dr. Stuart Richmond</td>
</tr>
<tr>
<td>Director, Graduate Programs</td>
<td>Dr. Robin Brayne</td>
</tr>
<tr>
<td>Director, Field Programs</td>
<td>Dr. Margaret MacDonald</td>
</tr>
<tr>
<td>Director, Professional Programs</td>
<td>Dr. Paul Neufeld</td>
</tr>
<tr>
<td>Director, International Programs</td>
<td>Dr. Ian Andrews</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Donalda Meyers</td>
</tr>
</tbody>
</table>

Governance within the Faculty

Faculty Council
Principal governing forum of the Faculty of Education.

Executive Committee
Serves as an advisory committee to the Dean; reviews, co-ordinates and reports on activities of program areas to the Faculty Council; makes recommendations to appropriate Faculty bodies; serves as an agenda committee for Faculty Council meetings.

Professional Programs Committee
Considers and makes recommendations on professional courses and programs of the Faculty; fulfills the responsibilities of departmental and Faculty undergraduate studies committee for professional courses and programs.
Professional Programs Scholarship Committee
Advises the Director of Professional Programs on scholarships and awards.

Faculty Associates Appointments Committee
Advises the Director of Professional Programs on Faculty Associate appointments.

Undergraduate Programs Committee
Considers and makes recommendations to the Faculty on undergraduate courses and programs; recommends candidates for the Post-Baccalaureate diploma, certificates, the Bachelor of Education degree and the Bachelor of General Studies degree; fulfills the responsibilities of departmental and Faculty undergraduate studies committees.

Graduate Programs Committee
Considers and makes recommendations on graduate courses and programs of the Faculty; fulfills the responsibilities of departmental and Faculty graduate studies committees as delineated in the University’s graduate studies regulations.

Field Programs Committee
Considers and makes recommendations on off-campus in-service education programs administered by Field Programs; advises the Director of Field Programs concerning the articulation and co-ordination of the Field Programs area with the other three program areas within the Faculty; recommends the frameworks of all Field Programs, and approves specific offerings within these frameworks; approves all Education Professional (EDPR) special topics credit course offerings; considers and recommends for approval all EDPR calendar courses; the Committee may assume further specific functions as requested by the Dean in consultation with the Committee and the Director of Field Programs.

Faculty Appointments Committee
Reviews all candidates for appointments concluded at the decanal level; forms search committees in accordance with University Policies and Procedures A10.01 and other academic policies; and advises the Dean on matters pertaining to Faculty appointments.

Faculty Tenure and Promotion Committee
Makes recommendations on contract renewal, tenure and promotion in accord with University Policy A11.01; consults with the Chair with respect to the merit component of annual salary increase recommendations in accordance with University Policy A20.01.

Faculty Research Opportunities Committee
Articulates and fosters a culture of research and scholarship; manages the budget assigned to the Committee by the Dean; promotes faculty members’ and graduate students’ scholarly development; lobbies for resources that support ongoing and new research and scholarship; gathers, catalogues and adjudicates proposals from faculty, and distributes and provides support for research and scholarship; solicits from faculty proposals for new research opportunities.
Budget Advisory Committee
Reviews and analyzes revenues, enrolments and expenditures across the Faculty; makes recommendations on growth and revenue opportunities; makes recommendations on expenditures, tying all recommendations to the 3-year plan; provides a report modeling the recommendations on an annual basis.

Major components of the Faculty

Students served

<table>
<thead>
<tr>
<th>Annualized Activity FTE (AFTE) Enrolment</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate AFTE</td>
<td>1586.80</td>
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<tr>
<td>Graduate AFTE</td>
<td>1008.58</td>
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<tr>
<td>Total AFTE Enrolment</td>
<td>2595</td>
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<tr>
<td>Majors (Approved)</td>
<td>1225</td>
</tr>
<tr>
<td>Annualized Graduate Headcount</td>
<td>1376.82</td>
</tr>
<tr>
<td>Practicum Placements</td>
<td>40</td>
</tr>
<tr>
<td>Co-op Education Placements</td>
<td>-</td>
</tr>
</tbody>
</table>

Programs offered

Professional programs
Teacher certification component of the Faculty of Education at SFU. Students can enrol in three programs to complete their certification requirements to teach in British Columbia. First, the Professional Development Program (PDP) is a full-time, three-semester program that comprises 12 months of study. The program is made up of a combination of practicum experiences and professional coursework integral to the understanding of important educational ideas and their application in classroom practice. When teacher candidates successfully complete the program, they are recommended to the British Columbia College of Teachers to receive a BC Teaching Certificate.

Second, the Professional Qualification Program (PQP) at SFU is a 12-month program, located in the Lower Mainland, designed to support teachers who have previous teaching experience or qualifications from outside Canada to enter the teaching profession in British Columbia.

The Faculty also offers a Professional Linking Program (PLP) for paraprofessionals, student support workers, para-educators, and others that provides students with an opportunity to continue working in a paraprofessional setting while meeting the requirements for teacher certification.

Field programs
In-service professional development for school teachers and administrators in British Columbia in areas of professional development such as literacy, numeracy, technology, diversity, fine arts, French education (FSL and French Immersion) and PE, Master of Education (Educational Practice) and graduate diploma programs, among others.
International programs
Credit and non-credit programs for international and domestic students. The unit supports students and faculty when they internationalize their activities. The unit also supports students and faculty when they internationalize their activities in a variety of areas, including intensive professional development programs for international teachers, graduate (Master’s) programs and internship programs.

Graduate programs
The various graduate programs in the Faculty prepare theoreticians, researchers and professionals in a wide-range of educational fields: curriculum; pedagogy; educational leadership; the arts; mathematics; counselling; educational psychology, technology, philosophy; French; second language acquisition; and Aboriginal education.

Degrees
Bachelor of Education (Honours)
Bachelor of Education
Bachelor of General Studies (Education)
Master of Arts
Master of Education
Master of Education (Educational Practice)
Master of Science
Doctorate of Education
Doctorate of Philosophy
Doctorate of Philosophy under Special Arrangements

Certificates and Diplomas
Certificate in Literacy Instruction
Certificate in Professional Practices
Post Baccalaureate Diploma (General)
Post Baccalaureate Diploma in Counselling and Human Development
Post Baccalaureate Diploma in Early Childhood Education
Post Baccalaureate Diploma in Special Education
Post Baccalaureate Diploma in Environmental Education
Graduate Diploma in Advanced Professional Studies in Education

Specialized or programmatic accreditations
Teacher certification in British Columbia is governed by the BC College of Teachers. The College accepts the teaching credentials (for example, completion of the Professional Development Program) issued by SFU.
Functions accomplished

Research
Members of the Faculty of Education are very active in the research community, with high participation rates in major educational conferences such as the American Educational Research Association (AERA) and the Canadian Society for Studies in Education (CSSE), as well as more specialized conferences targeted at specific subfields of educational research.

Faculty have been successful in securing funding from a wide range of agencies. Members of this Faculty have received funding from major national and provincial granting agencies such as the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), the Canada Foundation for Innovation (CFI), the Canadian International Development Agency (CIDA), and a range of Canadian provincial and federal government ministries and departments. Education researchers have also been awarded funding from other public and private sources, such as le Centre canadien de recherche sur les francophones en milieu minoritaire (CRFM) de l’Institut français de l’Université de Regina, and the Spencer Foundation (USA). The Faculty currently has two Tier One and one Tier Two Research Chairs.

Research centres and institutes
The Faculty of Education houses the following research centres and institutes:

- **Centre for Education, Law and Society**
  The purpose of the Centre is to improve the legal literacy of children and young adults through a program of teaching, curriculum development, research and community initiatives. www.cels.sfu.ca

- **Centre for the Study of Educational Leadership and Policy**
  Facilitates and extends theoretical and applied research into educational leadership and policy by developing long-term collaborative relationships within the education system in British Columbia, and with other research institutes and institutions of higher education, across Canada and internationally. www.cselp.ca

- **Centre for the Study of Teaching and Learning in the Disciplines**
  The primary purpose of the Institute is to inspire, support and enhance faculty-led inquiry into all aspects of teaching and learning at SFU. Faculty-led inquiry is discipline-focused, initiated by individual faculty members or groups of faculty, and related to questions about teaching and learning specifically of interest to faculty.

- **David Wheeler Institute for Research in Mathematics Education**
  Its mission is to generate and share knowledge about acquiring mathematical literacy and understanding at all ages, and to advance humanity by enriching the lives and options of learners. www.educ.sfu.ca/centers.html
International Centre of Art for Social Change
A nexus for skills training, professional development, local and international networking, research and community engagement – all aimed at advancing best practices in the growing field of art for social change. www.icasc.ca

Centre for Imaginative Education
Seeks to nurture a new way of thinking about and practicing education, for institutions, individuals and communities. www.sfu.ca/vpresearch/centres+institutes/imaginative.html

Institute for Studies in Teacher Education
Promotes and carries out individual and collaborative programmatic studies of the policies, processes and practices in teacher education as a way of providing a focus to the research interests of faculty, graduate students and field-based educators; provides a forum for teacher educators (faculty, graduate students and field personnel) to discuss research studies, contemporary issues, pressing questions and salient policies in the area of teacher education; and develops collaborative links with groups within and outside the University. www.educ.sfu.ca/centers/iste.html

Centre for Research on Early Childhood Health and Education
Generates and shares knowledge about child health and early education that will advance humanity by enriching the lives of young children and their families. www.creche.sfu.ca/early-childhood-research/research-projects.html

Centre for Research on International Education
Encourages the academic study of international education in its diversity while honouring commitment to educational equity and social justice. www.educ.sfu.ca/crie

Research groups
The Faculty of Education houses the following research groups:

ENGRAM/ME and the ENGRAMMETRON
ENGRAM/ME aims to bring the expertise of researchers, teachers and others interested in improving mathematics education through the offering and application of new methodological approaches to research, pedagogy and instructional design in mathematics education. The objectives of ENGRAM/ME are to alleviate mathematics anxiety and improve conceptual understandings of mathematics and its applications, especially in mathematical problem-solving contexts using computer enhanced learning environments. ENGRAMMETRON facilities enable simultaneous observation and acquisition of audio data from talking-aloud reflective protocols; video data of facial and bodily expression; and real-time screen capture. www.engrammetron.net

Imaginative Education Research Group
Dedicated to improving the quality of education by providing a conceptual framework, information and practical materials designed to stimulate the imagination of teachers and learners. It aims to show how imaginative education can be implemented in everyday
classrooms and to provide the resources that will support its routine achievement.

www.ierg.net

**Learning for Understanding through Culturally Inclusive Imaginative Development**

A set of research partnerships involving school districts and First Nations in developing imaginative and culturally inclusive approaches to teaching the academic curriculum, primarily in British Columbia. Past and ongoing partnerships include School District 33/Stó:lō Nation, School District 50/Haida Nation, and School District 52/Ts’msyen Nation. The group is currently expanding its relationships to include other communities on BC’s Northwest Coast and in northern Manitoba. www.ierg.net/lucid/new

**Maple Ridge Ecolearning Research Group**

This group of faculty, post-doctoral researchers and students came together through a SSHR.C Environmental CURA grant to initiate and study the development of a publicly funded, place-based ecological school and learning centre in Maple Ridge, BC. In partnership with the Maple Ridge school district, municipality, and diverse community groups, the group is engaged in exploring how both education and research are transformed when place, in all its social and ecological complexity, becomes a co-teacher and co-researcher. The group draws on a wide range of research traditions including ethnography and phenomenology, curriculum studies, ecolinguistics, critical geography, imaginative, ecological and place-based education.

**Rethinking Teaching in Higher Education**

A group of researchers based at SFU, McGill University and Concordia University. Its primary research interest is teaching development. They work with professors as they draw on their understanding of knowledge development in their disciplines, and link this understanding to the way they teach. Analyzing the rationale for a teaching method and how it relates to learning, then testing out the teaching method, is akin to what professors do as scholars. www.sfu.ca/rethinkingteaching

**Student services**

Academic advising

**Methods of educational delivery**

The Faculty of Education uses a wide range of delivery methods in its teaching, including classroom lectures, seminars, experiential learning, participatory learning, web-supported delivery; place-based learning done in the community of the learners and in international settings; custom-designed programs for international groups.

**Course and program collaborations with units outside SFU**

Alaska Highway Consortium on Teacher Education (AHCOTE): a joint teacher education program offered with Northern Lights College, School Districts 59, 60, and 81, the University of Northern British Columbia and local teacher associations.
The Faculty frequently collaborates with school districts and British Columbia colleges to deliver professional and graduate programs.

 Accord on Indigenous Education: www.educ.sfu.ca/centers/indigenous-education.html

### Faculty resources

<table>
<thead>
<tr>
<th>FTE CFL by rank</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>15.00</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>17.00</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>26.00</td>
</tr>
<tr>
<td>Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lab Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Total FTE CFL</strong></td>
<td><strong>61.00</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Full-Time Teaching Equivalent resources</th>
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</thead>
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<tr>
<td>Tenure-Track Faculty</td>
<td>58.00</td>
</tr>
<tr>
<td>Lecturers</td>
<td>6.00</td>
</tr>
<tr>
<td>Lab Instructors</td>
<td>-</td>
</tr>
<tr>
<td>Sessionals</td>
<td>37.69</td>
</tr>
<tr>
<td>Visiting</td>
<td>0.63</td>
</tr>
<tr>
<td>Limited Term</td>
<td>11.62</td>
</tr>
<tr>
<td>Faculty Associates</td>
<td>37.06</td>
</tr>
<tr>
<td>Other – Post-retirement</td>
<td>1.38</td>
</tr>
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<td><strong>Total FTTE</strong></td>
<td><strong>152.38</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Budgeted FTE Support Staff</th>
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<tr>
<td>APSA</td>
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<td>CUPE</td>
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<td><strong>Total FTE Support Staff</strong></td>
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<tr>
<th>Teaching Assistants</th>
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<tbody>
<tr>
<td>FTE TAs (1 FTE = 8 contact hours)</td>
<td>9.3</td>
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<tr>
<td>TA Base Units</td>
<td>68.4</td>
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</table>

<table>
<thead>
<tr>
<th>Financial resources and expenses</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Expenditures ($ 000)</td>
<td>$18,320.65</td>
</tr>
<tr>
<td>Operating Budget ($ 000)</td>
<td>$18,473.66</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries</td>
<td>81%</td>
</tr>
<tr>
<td>% of Operating Budget to Benefits</td>
<td>10%</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries/Benefits</td>
<td>92%</td>
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</table>
Research grants and contracts ($ 000) 2009/10

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>External Sources</td>
<td>$1285.69</td>
</tr>
<tr>
<td>Internal Sources</td>
<td>$121.51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1407.20</strong></td>
</tr>
</tbody>
</table>

**Community connections**

The Faculty of Education has close collaborations and partnerships with school districts, administrators and governments to facilitate knowledge sharing. Its Professional Development Programs are featured in 12 school districts throughout Metro Vancouver, with Professional Linking Programs, consortia programs, diploma and graduate programs extending across the province. Its outreach activities also include Your Education Matters TV Series, the Friends of Simon Tutoring Program, and the Surrey Counselling and Education Centre. It currently offers professional programs in Mexico, India, China and Mali.

**Faculty of Education structure**

Does not reflect seniority.
Faculty of Environment

Created in April 2009, the Faculty of Environment (FENV) brings together a breadth of environmental expertise, providing a strong base for evaluating and addressing vital environmental challenges profoundly affecting our world’s future. The Faculty offers programs and courses in Archaeology, Environmental Science, Geography, Resource and Environmental Management, Sustainable Community Development and Development Studies. The Faculty is designed to encompass a truly interdisciplinary approach to environmental issues.

Mission statement

The mission of the Faculty of Environment is to become a world class leader in evidenced-based research and teaching that integrates natural, social and policy sciences, and pure and applied research, to reconcile environment and development at different spatial and temporal scales.

Faculty planning

www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. John Pierce</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Dr. Duncan Knowler</td>
</tr>
<tr>
<td>Chair, Geography</td>
<td>Dr. John Reynolds</td>
</tr>
<tr>
<td>Director, School of Resource and Environmental Management</td>
<td>Dr. Frank Gobas</td>
</tr>
<tr>
<td>Director, Centre for Sustainable Community Development</td>
<td>Dr. Mark Roseland</td>
</tr>
<tr>
<td>Director, Environmental Sciences</td>
<td>Dr. Leah Bendell-Young</td>
</tr>
<tr>
<td>Director, Development and Sustainability</td>
<td>Dr. Robert Anderson</td>
</tr>
<tr>
<td>Chair, Archaeology</td>
<td>Dr. Catherine D’Andrea</td>
</tr>
</tbody>
</table>

Governance within the Faculty

Dean’s Advisory Council

Composed of Chairs and Directors in the Faculty. It meets monthly and advises the Dean on Faculty business.

Undergraduate Curriculum Committee

Discusses and approves curriculum items, including new course proposals, program changes, new programs, and other undergraduate issues.

Graduate Curriculum Committee

Discusses and approves curriculum items, including new course proposals, program changes, new programs, and other graduate issues.

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2 The department of Archaeology moved to the Faculty of Environment effective April 1, 2011. This is reflected organizationally for the affected Faculties, but not in the associated information on budgets and FTE staff.
Major components of the Faculty

Students served

<table>
<thead>
<tr>
<th>Annualized Activity FTE (AFTE) Enrolment</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate AFTE</td>
<td>564.43</td>
</tr>
<tr>
<td>Graduate AFTE</td>
<td>123.16</td>
</tr>
<tr>
<td>Total AFTE Enrolment</td>
<td>688</td>
</tr>
<tr>
<td>Majors (Approved)</td>
<td>467</td>
</tr>
<tr>
<td>Annualized Graduate Headcount</td>
<td>158.83</td>
</tr>
<tr>
<td>Co-op Education Placements</td>
<td>84</td>
</tr>
</tbody>
</table>

Programs offered

Degrees
Bachelor of Arts
Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Master of Arts
Master of Resource Management
Master of Resource Management (Planning)
Doctor of Philosophy
Doctor of Philosophy under Special Arrangements

Certificates and Diplomas
Certificate in Spatial Information Systems
Certificate in Sustainable Community Development
Certificate in Urban Studies
Post Baccalaureate Diploma in Sustainable Community Development
Graduate Certificate in Development Studies
Graduate Diploma in Quantitative Methods in Fisheries Management

Specialized or programmatic accreditations
The Faculty provides required courses for professional accreditation of students in geosciences by the Professional Engineers and Geoscientists of British Columbia (APEGBC). www.apeg.bc.ca

The planning program in the School of Resource and Environmental Management (REM) is accredited as a recognized planning program by the Canadian Institute of Planners (CIP): www.cip-icu.ca, and the Planning Institute of British Columbia (PIBC): www.pibc.bc.ca/content/about-us

Register of Professional Archaeologists: www.rpanet.org
Functions accomplished

Research
Research in the Faculty of Environment integrates natural, social, SIS and policy sciences, as well as pure and applied research. Faculty members have been successful in gaining Social Sciences and Humanities Research Council of Canada (SSHRC), Canadian Institutes of Health Research (CIHR) and Michael Smith Foundation research funding.

Research centres and institutes
The Faculty of Environment houses the following research centres and institute:

Centre for Coastal Studies
Promotes interdisciplinary research, education and dialogue on Canada’s coastal ecosystems, particularly those in British Columbia. www.sfu.ca/cstudies/science/coastal.htm

Centre for Sustainable Community Development
Its mission is to support the sustainable development of communities through research, education (credit and non-credit) and community mobilization. www.sfu.ca/cscd/

Centre for Tourism Policy and Research
Provides leadership in developing and delivering high-quality research and professional education, which encourages excellence in the management of tourism. www.sfu.ca/~dossa/

Co-operative Resource Management Institute
Develops solutions to difficult multidisciplinary problems in resource management by providing an environment where personnel from different agencies, such as those responsible for forestry, fisheries, water, and wildlife management, can collaborate with SFU faculty, graduate students, post-doctoral fellows and research associates. www.rem.sfu.ca/crmi/

Hakai Network for Coastal People, Ecosystems and Management
The Hakai Network is a flagship initiative in the Faculty of Environment and exemplifies the principles upon which the Faculty was established. These include applied and interdisciplinary learning; integrative, problem-oriented research; and “living laboratory” field engagement. Based at the Burnaby campus, the Network is made up of a team of researchers that includes SFU faculty, post-doctoral fellows and graduate students, plus external partners. The Network works across many disciplines, including marine, freshwater and terrestrial ecology; resource policy and planning; archaeology; and statistics to focus on the sustainability, resilience and well-being of the people and ecosystems of British Columbia’s Central Coast.

Student services
Academic advising
Methods of educational delivery
Lectures, seminars, tutorials, workshops, experiential learning, field schools, distance education, web-based delivery.

Course and program collaborations with units outside SFU
Joint student internships with Pacific Institute for Climate Solutions (PICS)
Field courses jointly sponsored with Bamfield Marine Sciences Centre

Faculty resources

<table>
<thead>
<tr>
<th>FTE CFL by rank</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>13.50</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>11.50</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>9.50</td>
</tr>
<tr>
<td>Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lab Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer</td>
<td>3.00</td>
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</tbody>
</table>

Total FTE CFL 37.50

Full-Time Teaching Equivalent resources

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track Faculty</td>
</tr>
<tr>
<td>Lecturers</td>
</tr>
<tr>
<td>Lab Instructors</td>
</tr>
<tr>
<td>Sessionals</td>
</tr>
<tr>
<td>Visiting</td>
</tr>
<tr>
<td>Limited Term</td>
</tr>
<tr>
<td>Faculty Associates</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Total FTTE 48.63

Budgeted FTE Support Staff

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSA</td>
</tr>
<tr>
<td>CUPE</td>
</tr>
<tr>
<td>Total FTE Support Staff</td>
</tr>
</tbody>
</table>

Teaching Assistants

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE TAs (1 FTE = 8 contact hours)</td>
</tr>
<tr>
<td>TA Base Units</td>
</tr>
</tbody>
</table>

Financial resources and expenses

<table>
<thead>
<tr>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Expenditures ($ 000)</td>
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<tr>
<td>Operating Budget ($ 000)</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries</td>
</tr>
<tr>
<td>% of Operating Budget to Benefits</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries/Benefits</td>
</tr>
</tbody>
</table>
Research grants and contracts ($000) 2009/10

External Sources $2146.65
Internal Sources $122.98
Total research grants and contracts $2269.63

Community connections

The Faculty of Environment has strong community connections across its units. For example, faculty in the Centre for Coastal Studies promote community education and dialogue on Canada’s coastal ecosystems, particularly those in British Columbia, with their activities Linking Science with Local Knowledge; the Centre for Sustainable Community Development works toward the sustainable development of communities through community education, capacity building and mobilization, including outreach activities related to Aboriginal Community Economic Development; the Co-operative Resource Management Institute facilitates interaction between SFU researchers and personnel in environmental management agencies, including collaboration with Fisheries and Oceans Canada and the Forest Research Extension Partnership to support sustainable natural resource management. Members across the Faculty also contribute to the community through their involvement in workshops, media outreach and local, provincial, national and international community organizations.

Faculty of Environment structure

Does not reflect seniority.

[Diagram of the Faculty of Environment structure]

- Dean
  - Associate Dean
  - Chairs
    - Archaeology
    - Geography
  - Directors
    - Development and Sustainability
    - Centre for Sustainable Community Development
    - School of Resource and Environmental Management
Faculty of Health Sciences

The Faculty of Health Sciences is a relatively new faculty, first established in September 2004. It offers Canada’s most comprehensive program in population and public health. The Faculty endeavours to integrate social and natural science research with population outcomes, societal application and policy analysis, combining a broad spectrum of research approaches, methods of inquiry, levels of analysis and research perspectives. Researchers and students from disciplines as diverse as molecular biology, epidemiology, geography, political science and anthropology, work together on studies spanning everything from the cell to society.

Mission statement
The mission of the Faculty of Health Sciences is to integrate social and natural science research with population outcomes, societal application and policy analysis.

Faculty planning
www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. John O’Neil</td>
</tr>
<tr>
<td>Associate Dean, Education</td>
<td>Dr. Craig Janes</td>
</tr>
<tr>
<td>Associate Dean, Research</td>
<td>Dr. Tim Takaro</td>
</tr>
<tr>
<td>Director, Graduate Programs</td>
<td>Dr. Craig Janes</td>
</tr>
<tr>
<td>Director, Public Health Practice</td>
<td>Dr. Malcolm Steinberg</td>
</tr>
<tr>
<td>Director, Undergraduate Programs</td>
<td>Dr. Kitty Corbett</td>
</tr>
</tbody>
</table>

Governance within the Faculty

Graduate Studies Committee
Responsible for the development and review of all graduate programming within the Faculty of Health Sciences. It is also responsible for the evaluation of, and recommendation for, graduate admissions, graduation requirements, graduate scholarships and bursaries, thesis and project evaluation, and the ongoing performance assessment of graduate programs within the Faculty of Health Sciences.

Undergraduate Studies Committee
Responsible for the development and review of all undergraduate programming within the Faculty of Health Sciences. It is also responsible for the evaluation of, and recommendation for, undergraduate admissions, graduation requirements, undergraduate scholarships and bursaries, and the ongoing performance assessment of undergraduate programs within the Faculty of Health Sciences.
Faculty Executive Committee (FEC)
Responsible for providing overall strategic advice to the Office of the Dean. The FEC is responsible for working with the Dean to develop new policies, procedures, and overall planning for the Faculty.

Tenure and Promotion Committee
Responsible for evaluating and making recommendations regarding renewal, promotion, tenure and salary.

Faculty Development Committee (FDC)
Responsible for day-to-day operation of the Faculty, including oversight and management of the faculty budget. Membership of the FDC includes the Dean, Associate Deans, Director of Administration and Operations, and other staff as necessary. FDC decisions and deliberations are included in the Dean’s Report to Faculty Council.

Major components of the Faculty

Students served

<table>
<thead>
<tr>
<th>Annualized Activity FTE (AFTE) Enrolment</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate AFTE</td>
<td>487.33</td>
</tr>
<tr>
<td>Graduate AFTE</td>
<td>107.75</td>
</tr>
<tr>
<td>Total AFTE Enrolment</td>
<td>595</td>
</tr>
<tr>
<td>Majors (Approved)</td>
<td>1064</td>
</tr>
<tr>
<td>Annualized Graduate Headcount</td>
<td>132.33</td>
</tr>
<tr>
<td>Co-op Education Placements</td>
<td>103</td>
</tr>
</tbody>
</table>

Programs offered

Degrees
Bachelor of Arts (Honours)
Bachelor of Arts
Bachelor of Science (Honours)
Bachelor of Science
Master of Public Health
Master of Science

Certificates and diplomas
Post Baccalaureate Diploma
Graduate Diploma in Global Health

Specialized or programmatic accreditations
Council on Education for Public Health (USA-based): Master of Public Health degree and undergraduate BA and BSc programs. www.ceph.org
Functions accomplished

Research
The research activities of the Faculty of Health Sciences span the spectrum from applied community and health services to fundamental research carried out at the bench. Research programs in children’s health, mental health and addictions, population health, global health, health promotion and disease prevention, environmental and occupational health, and prevention of chronic and infectious disease have been established. Several integrative crosscutting themes have emerged as important strengths within the Faculty. Research collaborations are also building across other Faculties in the University. Interests in social inequities and health disparities, life-course perspectives on the prevention and management of disease, and a concentration in addressing the needs of vulnerable communities provide collaborative opportunities both within the Faculty and across SFU.

Research centres and institutes
The Faculty of Health Sciences houses the following research centres:

- **Centre for Applied Research in Mental Health and Addiction**
  An interdisciplinary research centre focusing on research, knowledge translation, and capacity building activities within the important health areas of mental health and addiction within a public health framework. www.carmha.ca

- **Children’s Health Policy Centre**
  An interdisciplinary research group focusing on integrating research and policy to improve children’s social and emotional well-being or children’s mental health. www.childhealthpolicy.sfu.ca

- **Centre for Study of Gender, Social Inequities and Mental Health**
  A CIHR Centre for Research Development: creates and supports interdisciplinary and intersectoral teams of researchers and research users committed to eliminating gender disparities and social inequities in mental health and addictions.

Student services
Academic advising and recruitment

Methods of educational delivery
Lectures, labs, seminars, tutorials, research seminars, practicums (including local, national and international placements), and independent research (for projects and theses).
### Faculty resources

**FTE CFL by rank 2009/10**
- Professor: 9.00
- Associate Professor: 8.00
- Assistant Professor: 16.50
- Instructor: -
- Lab Instructor: -
- Lecturer: 1.00

**Total FTE CFL**: 34.50

**Full-Time Teaching Equivalent resources 2009/10**
- Tenure-Track Faculty: 33.50
- Lecturers: 2.00
- Lab Instructors: -
- Sessionals: 1.97
- Visiting: -
- Limited Term: 1.56
- Faculty Associates: -
- Other: 0.19

**Total FTTE**: 39.22

**Budgeted FTE Support Staff 2009/10**
- APSA: 9.00
- CUPE: 8.00

**Total FTE Support Staff**: 17.00

**Teaching Assistants 2009/10**
- FTE TAs (1 FTE = 8 contact hours): 13.3
- TA Base Units: 212.2

**Financial resources and expenses 2009/10**
- Actual Expenditures ($ 000): $6667.45
- Operating Budget ($ 000): $6830.85
- % of Operating Budget to Salaries: 72%
- % of Operating Budget to Benefits: 16%
- % of Operating Budget to Salaries/Benefits: 88%

**Research grants and contracts ($ 000) 2009/10**
- External Sources: $5550.30
- Internal Sources: $220.00

**Total research grants and contracts**: $5770.30
Community connections

Community service is central to the Faculty of Health Sciences and a cornerstone of the curricular design and mission of the Public Health program. Faculty assume leadership roles in professional organizations that aim to promote community health education; participate in research collaboration, consultation or other similar activity with local, provincial, national and international organizations; and engage in public outreach activities from the local to the international level. The Faculty has partnerships with the BC Centre for Disease Control on infectious disease control, the BC Centre of Excellence for HIV/AIDS on vaccine development and highly active anti-retroviral therapy accessibility, the Fraser Health Authority on health system strengthening, and in India, China, Zambia, Mongolia and Mexico on public health system development. Many students are engaged with the community through their student practicum placements, some of which have strong service components, and the undergraduate and graduate courses often organize community service activities and events.

Faculty of Health Sciences structure

Does not reflect seniority.
Faculty of Science

Dedicated to excellence, the Faculty of Science continually strives to innovate as a leader in scientific research and education. The Faculty pursues science from all perspectives—not bound by the rigid framework of a traditional school. It offers a firm foundation in science while encouraging students to harness its world-class resources to take the direction of their interests.

Faculty planning
www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. Claire Cupples</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Dr. Rolf Mathewes</td>
</tr>
<tr>
<td>Chair, Biological Sciences</td>
<td>Dr. Felix Breden</td>
</tr>
<tr>
<td>Chair, Biomedical Physiology and Kinesiology</td>
<td>Dr. Peter Ruben</td>
</tr>
<tr>
<td>Chair, Chemistry</td>
<td>Dr. Zuo-Guang Ye</td>
</tr>
<tr>
<td>Chair, Earth Sciences</td>
<td>Dr. Derek Thorkelson</td>
</tr>
<tr>
<td>Chair, Mathematics</td>
<td>Dr. Manfred Trummer</td>
</tr>
<tr>
<td>Chair, Molecular Biology and Biochemistry</td>
<td>Dr. Bruce Brandhorst</td>
</tr>
<tr>
<td>Chair, Physics</td>
<td>Dr. Barb Frisken</td>
</tr>
<tr>
<td>Chair, Statistics and Actuarial Science</td>
<td>Dr. Richard Lockhart</td>
</tr>
</tbody>
</table>

Governance within the Faculty

Dean’s Advisory Committee
Composed of the Chairs of the Departments and the Associate Dean, is chaired by the Dean. It normally meets bi-weekly and, as its name implies, advises the Dean on Faculty business.

Undergraduate Curriculum Committee
Discusses and approves curriculum items, including new course proposals, program changes, new programs and other undergraduate issues.

Graduate Curriculum Committee
Discusses and approves curriculum items, including new course proposals, program changes, new programs and other graduate issues.

Equity Committee for hiring new faculty
Establishes search committees; generates advertisement and strategy statement; lists candidates to be interviewed.
Safety Committee
Composed of staff, students and faculty representing most areas of the Faculty. The Committee meets monthly to deal with issues related to safety in teaching, research and other areas in the Faculty of Science.

Major components of the Faculty

Students served

<table>
<thead>
<tr>
<th>Annualized Activity FTE (AFTE) Enrolment</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate AFTE</td>
<td>4323.80</td>
</tr>
<tr>
<td>Graduate AFTE</td>
<td>466.66</td>
</tr>
<tr>
<td>Total AFTE Enrolment</td>
<td>4790</td>
</tr>
<tr>
<td>Majors (Approved)</td>
<td>3012</td>
</tr>
<tr>
<td>Annualized Graduate Headcount</td>
<td>599.33</td>
</tr>
<tr>
<td>Co-op Education Placements</td>
<td>392</td>
</tr>
</tbody>
</table>

Programs offered

Degrees
Bachelor of Science (Honours)
Bachelor of Science
Master of Environmental Toxicology
Master of Pest Management
Master of Science
Doctor of Philosophy
Doctor of Philosophy under Special Arrangements

Certificates and diplomas
Certificate in Actuarial Mathematics
Certificate in Earth Sciences
Certificate in Forestry Geoscience
Certificate in Health and Fitness Studies
Certificate in Applied Human Nutrition
Post Baccalaureate Diploma in Biological Sciences
Post Baccalaureate Diploma in Kinesiology
Graduate Diploma in Bioinformatics
Graduate Diploma in Quantitative Methods in Fisheries Management

Specialized or programmatic accreditations
Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA).
www.ccupeka.ca/en
Canadian Society for Chemistry. www.cheminst.ca
The Faculty also provides the required courses for students in Earth Sciences for professional accreditation by the Professional Engineers and Geoscientists of BC (APEGBC) (www.apeg.bc.ca), for professional accreditation of students in Actuarial Sciences by the Canadian Institute of Actuaries (www.actuaries.ca) and the Society of Actuaries (www.soa.org), and for professional accreditation of students in a Statistics program by the Statistical Society of Canada (www.ssc.ca).

Functions accomplished

Research
The Faculty of Science at SFU is among the most productive for its size in Canada. Researchers in each department are working on leading projects in a wide variety of areas. The Faculty generates 50 percent or more of the University’s annual research income, has 18 Canada Research Chairs, 2 Leading Edge Endowment Fund (LEEF) Chairs, the Thelma Finlayson Chair in Biological Control, the Shrum Chair in Science, an Endowed Chair in Coastal Studies and a Forest Renewal BC Chair.

Research centres and institutes
The Faculty of Science hosts or collaborates in sponsoring a number of research centres and institutes both at SFU and across Canada. These include:

4D LABS
Offer the use of multiple facilities with state-of-the-art equipment for academic, industrial and government researchers. They focus on accelerating the design, development, demonstration and delivery of advanced materials and nanoscale devices.

Behavioural and Cognitive Neuroscience Institute
Fosters interdisciplinary research and training concerning the relationship between mind and brain. Building on the strengths of world-renowned researchers who investigate a variety of behavioural, cognitive, sensory-motor and neurophysiological phenomena, the Institute focuses on a broad range of topics such as attention, perception, language, memory and action. www.sfu.ca/vpresearch/centres+institutes/BCNI.html

Centre for Experimental and Constructive Mathematics
Explores and promotes the interplay of conventional mathematics with modern computation and communication in the mathematical sciences. www.cecm.sfu.ca/about/index.shtml

Centre for Natural Hazards Research
Conducts innovative research on geophysical processes that are a threat to the population and economic infrastructure of Canada. www.sfu.ca/cnhr

Centre for Wildlife Ecology
Fosters high-quality, graduate training and research, conducts basic and applied research in wildlife ecology, and provides knowledge and personnel that will help Environment Canada and other agencies meet the challenges of conservation in the 21st Century. www.sfu.ca/biology/wildberg
Chemical Ecology Research Group
Includes members from the University of British Columbia, University of Northern British Columbia, Trinity Western University and Simon Fraser University, from various specific areas of study. The Group is devoted to the study of semiochemicals – message-bearing chemicals – with particular reference to insect pests of agriculture and forestry. The ambrosia beetle and the mountain pine beetle, which cause millions of dollars in damage to provincial forests each year, are among the targets of this research. The Group works closely with government laboratories and industrial companies in providing basic research in biological pest control together with field assays and application strategies. web.mac.com/ckeeling/CERG/Home.html

Evolutionary and Behavioural Ecology Research Group
Pursues basic research in the field of evolutionary and behavioural ecology, utilizing a wide range of study organisms, including plants, insects and other invertebrates, fish, birds and mammals (including humans). www.sfu.ca/biology/berg

Centre for Interdisciplinary Research in Mathematics and Computing Science
A unique, interdisciplinary research facility that enables collaborative interaction – intellectually, physically and virtually. The Centre removes traditional boundaries between scientific disciplines and creates a stimulating environment for its researchers. It provides a versatile, computationally sophisticated infrastructure for scientists whose primary laboratory tool is the computer. www.irmacs.sfu.ca

Tri-University Meson Facility (TRIUMF)
A world-class subatomic physics research laboratory. It is one of a handful of subatomic research facilities in the world that specialize in producing extremely intense beams of particles. The heart of the facility is the world's biggest cyclotron, which is used to accelerate 1000 trillion particles each second. A consortium of Canadian universities, including SFU, operates TRIUMF under a contribution from the National Research Council of Canada. TRIUMF at Simon Fraser University is located in the Department of Chemistry and involves people from the Department of Chemistry and the Department of Physics. www.triumf.ca

Western Canadian Universities Marine Sciences Society (Bamfield)
Supports diverse coastal and marine research of the highest calibre and is recognized as among the very best research and training facilities in the world. Bamfield Marine Sciences Centre is a world-class teaching and research facility located on the outer west coast of Vancouver Island, Canada. www.bms.bc.ca

Student services
Academic advising at the Department level, with three additional advisors in the office of the Dean.

Methods of educational delivery
Lectures, labs, seminars, tutorials, distance education, lab internships, field schools, independent research.
Course and program collaborations with units outside SFU
Bioinformatics MSc degree in partnership with the University of British Columbia and the BC Cancer Research Centre.

### Faculty resources

<table>
<thead>
<tr>
<th>FTE CFL by rank</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>82.00</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>56.00</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>48.50</td>
</tr>
<tr>
<td>Instructor</td>
<td>-</td>
</tr>
<tr>
<td>Lab Instructor</td>
<td>1.00</td>
</tr>
<tr>
<td>Lecturer</td>
<td>39.80</td>
</tr>
<tr>
<td><strong>Total FTE CFL</strong></td>
<td><strong>227.30</strong></td>
</tr>
</tbody>
</table>

### Full-Time Teaching Equivalent resources 2009/10

<table>
<thead>
<tr>
<th>Resource</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track Faculty</td>
<td>186.50</td>
</tr>
<tr>
<td>Lecturers</td>
<td>79.60</td>
</tr>
<tr>
<td>Lab Instructors</td>
<td>1.00</td>
</tr>
<tr>
<td>Sessionals</td>
<td>21.38</td>
</tr>
<tr>
<td>Visiting</td>
<td>-</td>
</tr>
<tr>
<td>Limited Term</td>
<td>18.99</td>
</tr>
<tr>
<td>Faculty Associates</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>0.56</td>
</tr>
<tr>
<td><strong>Total FTTE</strong></td>
<td><strong>308.03</strong></td>
</tr>
</tbody>
</table>

### Budgeted FTE Support Staff 2009/10

<table>
<thead>
<tr>
<th>Resource</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSA</td>
<td>27.18</td>
</tr>
<tr>
<td>CUPE</td>
<td>66.21</td>
</tr>
<tr>
<td>POLY</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Total FTE Support Staff</strong></td>
<td><strong>98.39</strong></td>
</tr>
</tbody>
</table>

### Teaching Assistants 2009/10

<table>
<thead>
<tr>
<th>Resource</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE TAs (1 FTE = 8 contact hours)</td>
<td>462.7</td>
</tr>
<tr>
<td>TA Base Units</td>
<td>3013.0</td>
</tr>
</tbody>
</table>

### Financial resources and expenses 2009/10

<table>
<thead>
<tr>
<th>Resource</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Expenditures ($ 000)</td>
<td>$36,813.59</td>
</tr>
<tr>
<td>Operating Budget ($ 000)</td>
<td>$35,442.68</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries</td>
<td>79%</td>
</tr>
<tr>
<td>% of Operating Budget to Benefits</td>
<td>17%</td>
</tr>
<tr>
<td>% of Operating Budget to Salaries/Benefits</td>
<td>96%</td>
</tr>
</tbody>
</table>
Research grants and contracts ($ 000) 2009/10
External Sources $35,056.27
Internal Sources $1240.77
Total research grants and contracts $36,297.03

Ancillary services
The Faculty of Science offers specialized support for research and teaching with its Science Technical Centre and Science Stores. The Technical Centre provides highly skilled staff in the areas of electronics and instrumentation, glassblowing and precision machining and fabrication. Science Stores supplies a variety of commonly used chemicals and equipment and assists with purchasing, safety information, dangerous goods shipping and receiving and removal of hazardous waste for Science and other Faculties.

Community connections
The Faculty of Science has a strong outreach program that involves faculty going to elementary and high schools, and invites people to campus to see the Faculty’s world-class laboratories and classrooms. The Faculty is also involved with Continuing Studies in Science, which promotes the understanding of scientific discoveries and research through interdisciplinary discussions and partnerships, as well as the Centre for Coastal Studies, which co-ordinates the Linking Science with Local Knowledge that links scientific knowledge with local knowledge for improved, sustainable oceans and coastal management, and assists Fisheries and Oceans Canada with an ecosystem approach to ocean resource management. Across the Faculty, members regularly address societal and complex contemporary issues.

Faculty of Science structure
Does not reflect seniority.
Self Evaluation Report

Appendix E

Graduate Studies and Lifelong Learning

Graduate Studies ................................................................. 313
Lifelong Learning ............................................................... 317
Graduate Studies

The Office of the Dean of Graduate Studies is responsible for promoting the graduate student enterprise, providing insight and oversight in areas of graduate program development, graduate student professional development, enrolment management and merit-based financial support. These responsibilities are carried out by the Dean in his role as Chair of the Senate Graduate Studies Committee, which is responsible for the academic components of graduate programs (i.e., academic regulations, admissions, program modifications and graduation), and as Chair of the Senate Graduate Awards Adjudication Committee, which allocates all internal merit-based awards. The Dean is a member of the Senate Policy Committee on Scholarships, Awards and Bursaries and the Senate Policy Committee on Enrolment Management Planning.

The Dean's office plays an administrative role in maintaining all graduate student records and managing the admissions and graduation processes. It provides internal and external adjudication services for all award programs and is responsible for the administration and disbursement of all internal and external awards. The Dean's office is the academic home for Special Arrangements Graduate Students programs and manages all thesis and project examination procedures.

Planning

www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Leadership

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. Wade Parkhouse</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Dr. George Agnes</td>
</tr>
<tr>
<td>Director, Graduate Records, Admission and</td>
<td>Mary Ann Pope</td>
</tr>
<tr>
<td>Regulation</td>
<td></td>
</tr>
<tr>
<td>Director, Administrative Services</td>
<td>Thea Hinds</td>
</tr>
</tbody>
</table>

Governance

Senate Graduate Studies Committee

Reviews and makes recommendations to Senate concerning new graduate programs and major changes to graduate programs; reviews and approves new graduate courses, course deletions and minor program changes; and administers, reviews and recommends substantive changes to Senate. Considers and decides on policy recommendations concerning Graduate Studies.

General Meeting of Graduate Chairs

Considers policies and changes to Graduate Studies administration and receives information concerning Graduate Studies across the University.
Major components of Graduate Studies

Academic

- Development of graduate regulations and policies and associated recommendations to Senate.
- Insight and oversight in areas of graduate program development.
- Oversight of graduate program and curriculum changes.
- Home for Special Arrangements students (individual and cohorts).
- Home for Graduate Certificates.
- Ensuring adherence to graduate general regulations.
- Assistance in the development of enrolment targets and management.
- Recruitment of outstanding graduate students.

Administration

- Administration of graduate regulations and policies.
- Admissions, registration and student records.
- Monitoring of student progress and eligibility to graduate.
- Administration of all graduate student merit-based awards (internal and external).
- Administration of doctoral thesis defences (including external examiner oversight).
- Administration of the awards budget (external and internal awards).
- Development of procedures for allocating awards and award decisions.
- Communication of all graduate matters to individual graduate programs.

Services

- Promoting the graduate enterprise.
- Student advising over a wide range of issues, including registration and fees, policies and procedures, scholarship programs and disbursements, and personal/individual problems.
- Post-doctoral Fellow Office.
- Advising faculty and staff on both policy issues and technical (‘how-to’) issues.
- Graduate Student Professional Development.
- Convocation services for graduating master’s, doctoral and graduate diploma students.
- Recommendations, analysis, requirements gathering and testing of enhancements to the student information management system.
- Providing data and statistical information from SIMS.
- Organization and facilitation of graduate program workshops.

Students served

<table>
<thead>
<tr>
<th>Graduate Headcount (Annualized), by Program</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD (total)</td>
<td>1167</td>
</tr>
<tr>
<td>Full-time Students</td>
<td>581</td>
</tr>
<tr>
<td>Continuing Students*</td>
<td>535</td>
</tr>
<tr>
<td>Credit Program Students**</td>
<td>0</td>
</tr>
<tr>
<td>On Leave</td>
<td>51</td>
</tr>
<tr>
<td>Master’s (total)</td>
<td>2199</td>
</tr>
</tbody>
</table>
**Resources**

### Personnel

<table>
<thead>
<tr>
<th></th>
<th>Faculty FTE</th>
<th>Continuing Staff FTE</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Graduate Studies</td>
<td>-</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

### Financial Resources and Expenses

<table>
<thead>
<tr>
<th>2009/10 Operating Budget</th>
<th>% Salaries and Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,221,947</td>
<td>91.6%</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

**Scholarship sources**

- SFU Graduate Scholarship, Bursary and Awards: $6,354,121
- Pacific Century Graduate Scholarships (PCGS)*: $601,684

**Graduate Fellowships**

- (administered by Dean, Graduate Studies from SFU Faculties/Schools): $130,625
- Other internally-funded awards: $196,500
- Tri-Council*: $5,597,415
- Provincial (excluding PCGS): $426,169
- SFU endowed, donor-designated, national-industrial, travel or research: $1,169,706

**Total**: $14,476,220

* Canadian Institutes of Health Research; Social Sciences and Humanities Research Council; Natural Sciences and Engineering Research Council of Canada.
Graduate Studies structure

Does not reflect seniority.

Dean

Associate Dean

Director, Graduate Records, Admission and Regulation

Director, Administrative Services
Lifelong Learning

Lifelong Learning (formerly Continuing Studies) provides a broad range of high-quality educational programming and community outreach and engagement activities. It is one of the largest and most diverse continuing education units among Canadian universities. The activities and programs of Lifelong Learning introduce 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 University’s wider communities, and present a positive public image of SFU as an engaged and innovative institution. Lifelong Learning’s activities help build new and lasting partnerships locally, provincially, nationally and internationally, incorporate the latest educational technologies, and respond quickly to the changing needs of its communities. Because of the Vice President, Academic’s conviction that learning about teaching occurs throughout a faculty member’s career, the Teaching and Learning Centre was moved to Lifelong Learning in September 2010.

Mission statement
Lifelong Learning seeks to provide academic programming that allows students and groups to achieve their intellectual, professional, aspirational and cultural goals through programs for lifelong learning that build on the strengths and academic capital of the University and the resources of the community.

Planning
www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

**Leadership**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Dr. Helen Wussow</td>
</tr>
<tr>
<td>Associate Dean and Director, Centre for Integrated and Credit Studies</td>
<td>Dr. Tom Nesbit</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Dr. Yvonne Tabin</td>
</tr>
<tr>
<td>Director, Teaching and Learning Centre (interim)</td>
<td>Dr. Stephanie Chu</td>
</tr>
<tr>
<td>Director, Centre for Online and Distance Education</td>
<td>Brian Naicker</td>
</tr>
</tbody>
</table>

Unit–wide governance in Lifelong Learning is conducted through a Management Committee consisting of the Dean, two Associate Deans, two representatives (one each) from non-credit and credit programs, a representative from our community education (grant-funded) programs, a representative from online learning, another from the Teaching and Learning Centre and a member–at-large chosen by the Dean. Items of a personal or confidential nature are delegated to a sub-committee consisting of the Dean and two Associate Deans.

Governance at a program level is the responsibility of individual program directors in conjunction with advisory committees composed of faculty, staff and community representatives (see Continuing Studies Annual Report 2008/09, pp 50-54).
Advisory Boards

Senate Committee on Continuing Studies
Career and Life Planning Steering Committee
Centre for Online and Distance Education Advisory Committee
City Program Advisory Committee
Community Education Program Advisory Committee
Aboriginal Health and Human Resources Initiative – Preparation for Health Careers in Aboriginal Communities Advisory Committee
Diploma in Rehabilitation Management and Program Advisory Committee
Continuing Studies Endowment Committee
Continuing Studies in Science
Dialogue Programs Advisory Committees: Certificate in Dialogue and Civic Engagement; Diploma in Dialogue and Negotiation Academic Advisory Committee; Dialogue Steering Committee
Integrated Studies Academic Steering Committee
International Teaching Assistants Program Advisory Committee
Interpretation and Translation Program Advisory Committee
Management and Professional Programs Steering Committee
Research and Evaluation Unit Advisory Committee
Seniors Program Academic Advisory Committee
7th Floor Media Advisory Committee
SFU NOW Advisory Committee
SFU Publications Board

Major components of Lifelong Learning

Educational programs offered

Centre for Integrated and Credit Studies
Offers credit courses at SFU’s Vancouver campus and part-time degree completion programs for adults.

Centre for Online and Distance Education
SFU’s distance education centre: offers courses in more than twenty-five academic areas, using 21st Century technologies and providing credit toward SFU degrees, certificates and diplomas.

City Program
Dedicated to understanding the city and how citizens can shape its future. Its courses, free lectures and programs cover a wide range of urban issues, including transportation, affordable housing, urban sustainability, real estate development, planning law, land use ethics, urban design and heritage conservation.
Dialogue Programs
Lifelong Learning offers a non-credit Certificate and a Diploma in Dialogue, convenes dialogue events on important public issues, and offers its students planning and facilitation services in dialogue-based programming.

English Language and Culture Program
An intensely interactive learning experience in a university setting that teaches English to non-English speakers. The program emphasizes the importance of improving English skills and understanding the culture in which a language is used.

Interdisciplinary Programs
The administrative home to the Philosophers’ Café, the Canadian Academy of Independent Scholars, and Civitas, a contemporary political discussion group.

International Teaching Assistants Program
A graduate program specially designed for teaching assistants and graduate students who speak English as an Additional Language. The program helps students’ academic communication and teaching skills.

Interpretation and Translation Program
Dedicated to training linguistically and culturally fluent bilinguals who are able to facilitate cross-cultural communication in a variety of professional settings.

Management and Professional Programs
Provide foundational and advanced continuing education in the broad area of business and management. The unit offers courses, certificates and professional designation programs, and works with SFU academic units, business and community groups and other universities to develop and deliver continuing education in business and management, including MBA field schools, customized training programs and public lectures. This unit oversees two very unique endowments that have been established at Simon Fraser University: The Salvation Army Development Endowment Fund and the BMO-Bank of Montreal Endowment.

Project Japan
Provides language programs in basic Japanese, cross-cultural communication and teaching English in Japan, and career development seminars and counseling for its graduates.

Seniors Program
Committed to help adults achieve their intellectual, professional and cultural goals through programs for lifelong learning that build on the strengths of the University and the resources of the community. It offers non-credit courses for those 55 years of age or older.

SFU NOW
A program designed to provide flexibility for part-time study for working adults by providing regular SFU courses in the evenings and on weekends. All SFU NOW-sponsored classes give priority to SFU NOW students, who are not typically available for regular daytime classes.
Writing and Publishing Program

Offers non-credit certificates, courses, public lectures and events to those interested in the fields of writing, editing or publishing. The focus and mission of the program is to provide adults an opportunity to explore and improve their writing and editing talents.

Community engagement services

7th Floor Media

Develops and prototypes new media applications for education and culture. It creates Web sites, on-site and online museum experiences, as well as interactive applications for cell phones and other mobile devices. It also provides consulting and advice on the design and implementation of educational and cultural new media initiatives to a range of local, national and international organizations.

Community Education Program

Designed to create access to education and other resources for socially-excluded individuals and communities. The program works with multicultural communities who experience ongoing poverty, racism, gender bias and low levels of literacy. It develops community-based projects that address critical needs identified by the community, and in which community members play active roles in decision-making, implementation and evaluation.

SFU Publications

The role of this unit is to publish texts and textbooks of high production quality and peer-reviewed content for use in university and university college courses and for general use in the academic community. The texts include a range of academic publications, including reprints and new editions.

Students served

Enrolment in Lifelong Learning courses, programs, and events (2009/2010)

<table>
<thead>
<tr>
<th>Credit Courses and Programs</th>
<th>Total: 23,690</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Online and Distance Education (CODE)</td>
<td>14,632</td>
</tr>
<tr>
<td>SFU credit Enrolments at Harbour Centre</td>
<td>6770</td>
</tr>
<tr>
<td>Integrated Studies Programs</td>
<td>949</td>
</tr>
<tr>
<td>SFU NOW: Nights or Weekends</td>
<td>1339</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Credit Courses, Programs, and Public Events</th>
<th>Total: 19,056</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Program</td>
<td>3183</td>
</tr>
<tr>
<td>Community Education Program</td>
<td>99</td>
</tr>
<tr>
<td>Continuing Studies in Science</td>
<td>813</td>
</tr>
<tr>
<td>Dialogue Programs</td>
<td>1972</td>
</tr>
<tr>
<td>English Language and Culture Program</td>
<td>*588</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>3793</td>
</tr>
<tr>
<td>International Teaching Assistants Program</td>
<td>136</td>
</tr>
<tr>
<td>Interpretation and Translation Program</td>
<td>*44</td>
</tr>
<tr>
<td>Language, Culture and Heritage Programs</td>
<td>275</td>
</tr>
<tr>
<td>Management and Professional Programs</td>
<td>2426</td>
</tr>
</tbody>
</table>
Methods of educational delivery
Lifelong Learning courses and programs encompass a broad range of educational activities that encourage and provide for adult and lifelong learners to study for professional or personal advancement. They can take the form of conventional university courses and seminars, workshops, public lectures, conferences and moderated discussions, home study, distance or online courses, hands-on projects or customized training.

Teaching and Learning Centre
The mandate of the Teaching and Learning Centre is to enable faculty members and instructional staff to provide high-quality learning experiences for SFU students at all three campuses. Its activities include general and discipline-specific approaches to teaching and learning, and it engages in internal and external partnerships to support institutional strategic priorities.

The Centre:

- Fosters a positive community and culture around teaching and learning as it communicates initiatives and practices by collaborating with academic and administrative departments, instructors, staff, and students;
- Enables growth, independence, and a scholarly approach to teaching, for future and current instructors at various points in their career, by responding to the evolving needs and issues regarding teaching and learning at SFU;
- Supports the design, development, implementation and evaluation of effective teaching and learning experiences; and
- Provides creative media services that enhance teaching and learning experiences.

Course and program collaborations with units outside SFU
Lifelong Learning works in close collaboration with a wide variety of educational, social, business, cultural and professional organizations to conceive and oversee its various programs. However, all Lifelong Learning programs are delivered solely by SFU and are not offered in conjunction with other organizations. Although the Teaching and Learning Centre’s activities focus on the University community, part of the Centre’s mandate is to work to advance a culture of teaching and learning within some of the institutions with which SFU engages.
Resources

Personnel: Approximately 166 staff

Financial resources and expenses

<table>
<thead>
<tr>
<th>Credit Activities</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Budget ($ 000)</td>
<td>$7,187,420</td>
</tr>
<tr>
<td>Salary and Benefit Expenses ($ 000)</td>
<td>$6,998,168</td>
</tr>
<tr>
<td>Non-Salary Expenses ($ 000)</td>
<td>$936,883</td>
</tr>
<tr>
<td>Other Revenue/Transfers</td>
<td>$1,815,186</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Credit Activities</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue and Internal Transfers ($ 000)</td>
<td>$7,422,374</td>
</tr>
<tr>
<td>Salary and Benefit Expenses ($ 000)</td>
<td>$6,893,859</td>
</tr>
<tr>
<td>Non-Salary Expenses ($ 000)</td>
<td>$1,638,593</td>
</tr>
</tbody>
</table>

Community connections

Lifelong Learning has extensive connections with local, provincial, national and international advisors and partnerships. In addition to its community connections in planning and offering courses and programs, it offers various community engagement services and initiatives that range from developing new media applications for education and culture, to providing training programs to communities in developing countries.
Appendix F

Administrative Units

<table>
<thead>
<tr>
<th>Role</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor</td>
<td>325</td>
</tr>
<tr>
<td>President and Vice Chancellor</td>
<td>326</td>
</tr>
<tr>
<td>Vice President, Academic and Provost</td>
<td>330</td>
</tr>
<tr>
<td>Vice President, External Relations</td>
<td>335</td>
</tr>
<tr>
<td>Vice President, Legal Affairs and University Secretary</td>
<td>338</td>
</tr>
<tr>
<td>Vice President, Finance and Administration</td>
<td>341</td>
</tr>
<tr>
<td>Vice President, Research</td>
<td>344</td>
</tr>
<tr>
<td>Vice President, Advancement and Alumni Engagement</td>
<td>348</td>
</tr>
</tbody>
</table>
Chancellor

The position of Chancellor is created by the *University Act*, which specifies that there must be a chancellor for each university, who is appointed by the board on nomination by the alumni association and after consultation with the Senate. The Chancellor is appointed for a three-year term and may be reappointed, but cannot hold the office for more than six consecutive years.

The Chancellor is a member of the University's Senate and Board of Governors and must not be an employee of the University. As the ceremonial head of the institution, the Chancellor's official duties include the conferring of degrees at convocation. Although the Chancellor’s position is one of influence within each university, under the *Act* Chancellors do not serve as chief administrative officers for their institutions. The Chancellor often represents the University within the larger community and is one of the University’s chief ambassadors.

Noted Canadian broadcaster, politician and business leader Carole Taylor was installed as Simon Fraser University’s tenth Chancellor on Friday, June 17, 2011 at the University’s spring Convocation ceremony.

Chancellor Carole Taylor is an Officer of the Order of Canada and a former BC Minister of Finance. She has chaired numerous high-profile boards during her career, including CBC/Radio Canada, Canada Ports Corporation and the national Economic Advisory Council.

Chancellor Taylor is a graduate of the University of Toronto and holds honorary degrees from Simon Fraser University, British Columbia Institute of Technology, the BC Open University and the Justice Institute of BC. She is the recipient of SFU’s 2010 Community Leadership Award (with husband and former Vancouver Mayor Art Phillips).

Policies and procedures

www.sfu.ca/policies/gazette/board/B10-12.html

<table>
<thead>
<tr>
<th>Former Chancellors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>Dr. Gordon M. Shrum</td>
</tr>
<tr>
<td>Dr. Kenneth P. Caple</td>
</tr>
<tr>
<td>Dr. Jack Diamond</td>
</tr>
<tr>
<td>Dr. Paul T. Cote</td>
</tr>
<tr>
<td>Dr. William M. Hamilton</td>
</tr>
<tr>
<td>Dr. Barbara J. Rae</td>
</tr>
<tr>
<td>Dr. Joseph Segal</td>
</tr>
<tr>
<td>Dr. Milton K. Wong</td>
</tr>
<tr>
<td>Dr. Brandt C. Louie</td>
</tr>
</tbody>
</table>
President and Vice Chancellor

The President and Vice Chancellor is accountable to the Board of Governors for providing overall leadership and direction to the University, from academic affairs and international initiatives to enrolment and student life, and serves as a national and international ambassador for the University community. The President is responsible, with the approval of the Board of Governors, for setting SFU’s strategic direction, and for co-ordinating overall strategic planning within the policy frameworks established by the Board and Senate.

The President is Chair of Senate. The University Act grants the President the power to: recommend appointments, promotions and removal of members of the teaching and administrative staffs and the officers and employees of the university; summon meetings of a Faculty when the President considers it necessary or advisable to do so, and at his or her discretion to convene joint meetings of all or any of the Faculties; authorize lectures and instruction in any Faculty to be given by persons other than the appointed members of the teaching staff; and establish any committees she or he may consider necessary or advisable.

The President also has primary responsibility for fundraising in support of the University, and for advancing the University’s external interests and relationships with friends and alumni of SFU, local community leaders, legislators and government officials and philanthropic organizations.

Since September 2010, SFU’s President has been Andrew Petter. President Petter came to SFU from the University of Victoria, where he was the longest-serving dean of the prestigious Faculty of Law. President Petter also was a 10-year member of BC’s legislature, where he served variously as Minister of Aboriginal Affairs, Forests, Health, Finance and Corporate Relations, Advanced Education and, finally, as Attorney General.

During his political career, President Petter played an instrumental role in the critical Nisga’a treaty negotiations and led the province’s efforts to work with First Nations and the federal government to create the BC Treaty Commission. He oversaw the establishment of BC’s Forest Practices Code and the creation of the BC Knowledge Development Fund to support investments in research infrastructure.

As Dean of the University of Victoria’s law school, Petter created a new interdisciplinary graduate program and collaborated with Northern partners to deliver the Akitsiraq Law School for Inuit students in Nunavut. He founded a new National Aboriginal Economic Development Chair and, during his tenure, the number of Aboriginal students in the Faculty rose to more than 8% of the student body.

He has written extensively in the areas of Constitutional Law and Public Policy, including works on the Canadian Charter of Rights and Freedoms and Canadian federalism. In 2008, he was awarded a residency as visiting scholar at the Rockefeller Foundation Center in Bellagio, Italy.
Governance

**President and Senior Administrators**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President and Vice Chancellor</td>
<td>Prof. Andrew Petter</td>
</tr>
<tr>
<td>Vice President, Academic and Provost</td>
<td>Dr. Jon Driver</td>
</tr>
<tr>
<td>Vice President, Legal Affairs and University Secretary</td>
<td>Prof. Judith Osborne</td>
</tr>
<tr>
<td>Vice President, Finance and Administration</td>
<td>Dr. Pat Hibbitts</td>
</tr>
<tr>
<td>Vice President, Research</td>
<td>Dr. Mario Pinto</td>
</tr>
<tr>
<td>Vice President, External Relations</td>
<td>Dr. Philip Steenkamp</td>
</tr>
<tr>
<td>Vice President, Advancement and Alumni Engagement</td>
<td>Cathy Daminato</td>
</tr>
<tr>
<td>Director, President’s Office</td>
<td>Mavis MacMillen</td>
</tr>
</tbody>
</table>

**Internal Committees**

- Board of Governors
- Senate (chair)
- Senate Committee on Agenda and Rules (chair)
- Board of Governors’ Academic Operations, Finance, External Relations, Employee Relations and Compensation and Executive Committees (ex-officio voting member)
- Vice Presidents’ Group (chair)
- Vice Presidents/Deans’ Group (chair)

**External Committee/Association Membership**

- India Advisory Committee (co-chair)
- Surrey Advisory Committee (co-chair)
- SFU/Burnaby City Liaison Committee
- Research Universities Council of BC
- Council of Western Canadian University Presidents
- Association of Universities and Colleges of Canada

**Policies and Procedures**

- Governance: [www.sfu.ca/policies/crosswalk_index.html#T9](http://www.sfu.ca/policies/crosswalk_index.html#T9)

**Roles and Responsibilities: Direct Reports**

**Vice President, Academic and Provost (Dr. Jon Driver)**

- Academic programs, faculty and staff and academic support services
- The primary objectives of the Vice-President, Academic and Provost (VPA) are to resource and support an outstanding education for SFU students, provide a productive research environment, promote excellence in research and scholarship, and respond to community needs for education and research

**Vice President, Legal Affairs and University Secretary (Prof. Judith Osborne)**

- Negotiations with the Faculty Association and other SFU employee groups
- Interpretation and application of University policies
Vice President, Finance and Administration (Dr. Patricia Hibbitts)
- Planning, accounting, control and management of the University’s financial resources and its physical plant

Vice President, Research (Dr. Mario Pinto)
- Advocate for University research and guiding policy development at the university, provincial and national levels, as well as responsible for all aspects of SFU’s research enterprise

Vice President, External Relations (Dr. Philip Steenkamp)
- Government and international relations
- Community engagement
- Public affairs and media relations
- Art Gallery
- Design Group

Vice President, Advancement and Alumni Engagement (Cathy Daminato)
- Promoting the mission and programs of the University through fund development from public and private sources. Funds raised support capital expansion, research, community engagement and the student experience at all three campuses
- Alumni relations
- Ceremonies and events

Director, President’s office (Mavis MacMillen)
- Administers the business of the President’s office
- Communications and liaison
- Budgets, including operating, capital and specific purpose
- President’s time and activities

President portfolio – Operating Budget and Personnel

<table>
<thead>
<tr>
<th>Operating Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10 Budget</td>
</tr>
<tr>
<td>$982,122</td>
</tr>
</tbody>
</table>

Source: Finance

<table>
<thead>
<tr>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10 Faculty</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Source: IRP

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1 Ceremonies and events was reorganized into the portfolio of the VP, AAE in the late summer of 2011. This is reflected in the list of reporting units and organization charts. Affected portfolios do not reflect the resulting change in budgets and FTE staff.
### Planning documents

- Values and Commitments [http://www.sfu.ca/pres/vandc.html](http://www.sfu.ca/pres/vandc.html)
- President’s Agenda [http://www.sfu.ca/pres/president/agenda1011.html](http://www.sfu.ca/pres/president/agenda1011.html)

### Office of the President and Vice Chancellor structure

Does not reflect seniority.
Vice President, Academic and Provost

The Vice President, Academic and Provost serves as the senior academic officer for Simon Fraser University.

Primary objectives of the Vice-President, Academic and Provost are to resource and support an outstanding education for students and to provide a productive research environment for faculty by:

- Attracting and supporting the best students;
- Recruiting and retaining faculty who are outstanding teachers and researchers;
- Supporting excellence and innovation in academic programs;
- Promoting excellence in research, scholarship and teaching;
- Responding to community needs for education and research.

The Vice President, Academic and Provost provides vision and leadership for the academic activities of SFU’s:

- three campuses
- eight Faculties
- Lifelong Learning
- Graduate Studies
- Student Services

The VPA contributes to the research mission of the University by hiring high-quality researchers, encouraging the development of research strengths, supporting graduate students and collaborating with the Vice President, Research.

Governance

Vice President, Academic and Provost and Senior Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President, Academic and Provost</td>
<td>Dr. Jon Driver</td>
</tr>
<tr>
<td>Associate Vice President, Academic and Associate Provost</td>
<td>Dr. William Krane</td>
</tr>
<tr>
<td>Associate Vice President, Students</td>
<td>Dr. Tim Rahilly</td>
</tr>
<tr>
<td>Executive Director, Surrey Campus</td>
<td>Joanne Curry</td>
</tr>
<tr>
<td>Executive Director, Vancouver Campus</td>
<td>Dr. Laurie Anderson</td>
</tr>
<tr>
<td>Director, Office for Aboriginal Peoples</td>
<td>William Lindsay</td>
</tr>
<tr>
<td>Director, Academic Planning and Budgeting</td>
<td>Dr. Glynn Nicholls</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Jan Sanderson</td>
</tr>
<tr>
<td>Director, Financial and Budget Administration</td>
<td>Anita Stepan</td>
</tr>
<tr>
<td>Director, Office of Francophone and Francophile Affairs</td>
<td>Dr. Claire Trépanier</td>
</tr>
<tr>
<td>Director, Institutional Research and Planning</td>
<td>Dr. Jacy Lee</td>
</tr>
<tr>
<td>Director, University Curriculum and Institutional Liaison</td>
<td>Sarah Dench</td>
</tr>
</tbody>
</table>

Deans

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Applied Sciences</td>
<td>Dr. Nimal Rajapakse</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td>Dr. John Craig</td>
</tr>
</tbody>
</table>
Beedie School of Business Dr. Daniel Shapiro
Faculty of Communication, Art and Technology Dr. Cheryl Geisler
Faculty of Education Dr. Kris Magnusson
Faculty of Environment Dr. John Pierce
Faculty of Health Sciences Dr. John O’Neil
Faculty of Science Dr. Claire Cupples
Lifelong Learning Dr. Helen Wussow
Graduate Studies Dr. Wade Parkhouse

Committees

• Senate Committee on University Priorities
• Senate Committee on Enrolment Management and Planning
• Senate Committee on Undergraduate Studies
• University Planning Committee (co-chaired by the Associate Vice President, Academic and the Associate Vice President, Finance)
• Deans’ Council
• Chairs/Directors’ Group

Policies and Procedures
Academic policies http://www.sfu.ca/policies/academic/

Roles and Responsibilities

Associate Vice President, Academic and Associate Provost (Dr. William Krane)

• Strategic academic planning and evaluation (strategic enrolment planning and management, faculty renewal planning, budget modeling, the University Planning Framework, campus co-ordination, academic external reviews, French language programs)
• Academic space planning and development (capital planning, major capital projects, Fraser International College development)
• Teaching and learning development
• IT services and infrastructure

Reports
• Director, Institutional Research and Planning
• Director, Academic Planning and Budgeting
• Director, Office of Francophone and Francophile Affairs
• Dean, Lifelong Learning (dual report to Vice President, Academic)
• Chief Information Officer (dual report to Vice President, Finance and Administration)

Associate Vice President, Students (Dr. Tim Rahilly)

• Strategic development, review and analysis of the University’s provision of student services and other forms of support and enhancement for students
• Leadership for student engagement and student success
• In conjunction with the Associate Vice President, Academic, leadership in developing and implementing the Strategic Enrolment Management agenda

Reports:
• Registrar and Executive Director, Student Enrolment
• Executive Director, Student Affairs
• Senior Director, Athletics and Recreation
• Director, Administration
• Director, Communication Services
• Financial Analyst

Executive Director, Surrey Campus (Joanne Curry) and Executive Director, Vancouver Campus (Dr. Laurie Anderson)
  • Strategic planning and financial, facilities and operational management for the campus
  • Business development, marketing, community outreach, communications
  • Liaison and relationship building

Director, Office for Aboriginal Peoples (William Lindsay)
  • Leadership and co-ordination of Aboriginal activities (teaching, research and engagement)

Director, Academic Planning and Budgeting (Dr. Glynn Nicholls)
  • Academic planning
  • Accountability reporting
  • Institutional accreditation
  • External reviews

Director, Administration (Jan Sanderson)
  • Recruitment and selection process for senior positions
  • VPA communications
  • Administrative and committee support

Director, Financial Budget and Administration (Anita Stepan)
  • Financial and budget related issues (VPA office and portfolio)
  • Position management
  • Faculty renewal

Director, Office of Francophone and Francophile Affairs (Dr. Claire Trépanier)
  • Programs and courses taught in French (Faculty of Arts and Social Sciences and Faculty of Education)
  • French cultural activities
  • Francophone and Francophile community relations (BC, Canada and international)

Director, Institutional Research and Planning (Dr. Jacy Lee)
  • Data and performance metrics
  • Analysis and research on University activities for decision support
• Planning-related analysis and projections
• Institutional surveys
• Government and ranking agency liaison for data-related requests

**Director, University Curriculum and Institutional Liaison (Sarah Dench)**
• New curriculum initiatives
• Relationships with other institutions, including Fraser International College
• Secretary to the Senate Committee on University Priorities
• Degree Quality Assessment process

**Vice President, Academic Portfolio – Operating Budget and Personnel**

### Operating Budget

<table>
<thead>
<tr>
<th></th>
<th>2009/10 Operating Budget ($)</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculties (8)</td>
<td>180,894,414</td>
<td>92.2%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Office of Graduate Studies*</td>
<td>8,599,183</td>
<td>18.2%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Office of Lifelong Learning</td>
<td>20,604,856</td>
<td>89.7%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Surrey Campus</td>
<td>7,736,016</td>
<td>39.8%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Vancouver Campus</td>
<td>7,303,272</td>
<td>60.3%</td>
<td>39.7%</td>
</tr>
<tr>
<td>Students and International*</td>
<td>36,354,716</td>
<td>57.8%</td>
<td>42.2%</td>
</tr>
<tr>
<td>VPA Support Units</td>
<td>14,029,591</td>
<td>34.6%</td>
<td>65.4%</td>
</tr>
<tr>
<td>VPA Budget Total</td>
<td>275,522,048</td>
<td>79.9%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

*Source: Finance*

*Includes the budget for scholarships, bursaries and awards each office administers.

### Personnel

<table>
<thead>
<tr>
<th></th>
<th>Faculty FTE</th>
<th>Staff FTE</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculties (8)</td>
<td>930.1</td>
<td>417.3</td>
<td>1347.4</td>
</tr>
<tr>
<td>Office of Graduate Studies</td>
<td>12.0</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Office of Lifelong Learning</td>
<td>101.1</td>
<td>101.1</td>
<td>101.1</td>
</tr>
<tr>
<td>Surrey Campus</td>
<td>36.5</td>
<td>36.5</td>
<td>36.5</td>
</tr>
<tr>
<td>Vancouver Campus</td>
<td>59.9</td>
<td>59.9</td>
<td>59.9</td>
</tr>
<tr>
<td>Students and International</td>
<td>218.3</td>
<td>218.3</td>
<td>218.3</td>
</tr>
<tr>
<td>VPA Support Units</td>
<td>65.3</td>
<td>65.3</td>
<td>65.3</td>
</tr>
<tr>
<td>Total</td>
<td>910.4</td>
<td>1840.5</td>
<td>1840.5</td>
</tr>
</tbody>
</table>

*Source: Institutional Research and Planning (IRP)*

**Planning documents**

[www.sfu.ca/vpacademic/academic_planning/academic_plans.html](http://www.sfu.ca/vpacademic/academic_planning/academic_plans.html)

• SFU Three-Year Academic Plan – 2010-2013
• Faculty Three-Year Plans – 2010-2013
• Continuing Studies Three-Year Plan – 2010-2013
• Graduate Studies Three-Year Plan – 2010-2013
• Student Services Three-Year Plan – 2010-2013
• First Nations Strategic Plan
Vice President, Academic and Provost structure

Does not reflect seniority.

Deans
- Applied Sciences
- Arts and Social Sciences
- Beedie School of Business
- Communication, Art and Technology
- Education
- Environment
- Health Sciences
- Science
- Graduate Studies
- Lifelong Learning

Executive Directors
- Vancouver campus
- Surrey campus

Associate Vice President Academic and Associate Provost

Associate Vice President Students

Directors
- University Curriculum and Institutional Liaison
- Office for Aboriginal Peoples Administration
- Finance and Budget Administration
Vice President, External Relations

By building and strengthening Simon Fraser University’s governmental, international and community relationships and standing, the Office of External Relations enhances awareness and provides support for the University’s teaching, research and community engagement core themes, and assists in laying the foundation for continued expansion and excellence.

The Vice President, External Relations strengthens SFU’s relationships with municipal, provincial and national governments, supporting development of its international associations and activities and fosters its robust relations with the diverse communities it serves.

The Vice President, External Relations also oversees the University’s communications, marketing and public relations activities as well as the SFU Design Group and the SFU Art Galleries.

Governance

Vice President, External Relations and Senior Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President, External Relations</td>
<td>Dr. Philip Steenkamp</td>
</tr>
<tr>
<td>Director, Government Relations</td>
<td>Wilf Hurd</td>
</tr>
<tr>
<td>Director, Public Affairs and Media Relations</td>
<td>Don MacLachlan</td>
</tr>
<tr>
<td>Director/Curator, Art Gallery</td>
<td>Bill Jeffries</td>
</tr>
<tr>
<td>Director, Design Group</td>
<td>Carol Knight</td>
</tr>
</tbody>
</table>

Committees

- SFU Board of Governors
- Finance and Administration Committee
- External Relations Committee
- Senate Committee on University Honours
- SFU Community Trust Board of Directors
- SFU Community Trust Finance Committee
- SFU/Burnaby City Liaison Committee
- SFU Gallery Committee
- Simon Fraser Vancouver Campus Co-ordinating Committee
- SCA Building Committee
- Urban Studies Steering Committee
- Surrey Advisory Council

Policies and Procedures

http://www.sfu.ca/policies/gazette.html
Roles and Responsibilities

Director, Government Relations (Wilf Hurd)
- Liaise with federal, provincial and local government
- Provide strategic advice on federal and provincial government priorities
- Community relations

Director, Public Affairs and Media Relations (Don MacLachlan)
- Media relations
- Strategic communications
- Web management
- Publications

Director/Curator, Art Gallery (Bill Jeffries)
- Exhibition spaces
- University’s collection of art objects

Director, Design Group (Carol Knight)
- Design and creative production services
- Design standards
- Branding use of University’s logo and word mark
- Building signage

Vice President, External Relations Portfolio – Operating Budget and Personnel

<table>
<thead>
<tr>
<th></th>
<th>2009/10 Operating Budget</th>
<th>% Salary and Benefits</th>
<th>% Non salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Design Group</td>
<td>$300,515</td>
<td>106.1%</td>
<td>-6.1%</td>
</tr>
<tr>
<td>Ceremonies and Events</td>
<td>$802,348</td>
<td>52.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>External Relations Administration</td>
<td>$329,177</td>
<td>82.5%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Government Relations</td>
<td>$195,514</td>
<td>65.1%</td>
<td>34.9%</td>
</tr>
<tr>
<td>Public Affairs and Media Relations</td>
<td>$1,019,144</td>
<td>68.1%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Art Gallery—Burnaby campus</td>
<td>$198,865</td>
<td>50.2%</td>
<td>49.8%</td>
</tr>
<tr>
<td>VP External Relations</td>
<td>$2,845,563</td>
<td>68.0%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

Source: Finance

<table>
<thead>
<tr>
<th></th>
<th>Faculty FTE</th>
<th>Continuing Staff FTE</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Design Group</td>
<td>-</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Ceremonies and Events</td>
<td>-</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>University Relations Administration</td>
<td>-</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Government Relations</td>
<td>-</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Public Affairs and Media Relations</td>
<td>-</td>
<td>7.4</td>
<td>7.4</td>
</tr>
</tbody>
</table>

---

2 Ceremonies and events was reorganized into the portfolio of the VP, AAE in the late summer of 2011. This is reflected in the list of reporting units and organization charts. Affected portfolios do not reflect the resulting change in budgets and FTE staff.
Planning documents

- Marketing Communications Plan
- Simon Fraser University Gallery Strategic Plan

Vice President, External Relations structure

Does not reflect seniority.

<table>
<thead>
<tr>
<th>Art Gallery—Burnaby campus</th>
<th>-</th>
<th>1.8</th>
<th>1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP External Relations</td>
<td>-</td>
<td>22.2</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Planning (IRP)
The Vice President, Legal Affairs (VPLA) provides executive management of the University’s governance, legal affairs and human resources, including advice on access to legal services, risk and case management, education and training. The VPLA is responsible for advising on policy development and interpretation, and serves as senior advisor on equity issues. As University Secretary, the VPLA is responsible for the effective functioning of the University’s Board of Governors. The Board and its committees are primarily responsible for financial, property and general policy matters. The VPLA is also responsible for negotiations with the Faculty Association and oversees the administrative areas listed below.

**Governance**

**Vice President, Legal Affairs and Senior Administrators**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President, Legal Affairs and University Secretary</td>
<td>Judith Osborne</td>
</tr>
<tr>
<td>Director, Human Resources</td>
<td>Dario Nonis</td>
</tr>
<tr>
<td>Director, Academic Relations</td>
<td>Gayle Myers</td>
</tr>
<tr>
<td>University Archivist</td>
<td>Ian Forsyth</td>
</tr>
<tr>
<td>Internal Auditor</td>
<td>Gary Chan</td>
</tr>
<tr>
<td>Director, Human Rights</td>
<td>Brenda Taylor</td>
</tr>
<tr>
<td>Director, Special Projects</td>
<td>KC Bell</td>
</tr>
<tr>
<td>Associate Legal Counsel and Associate Board Secretary</td>
<td>Li-Jeen Broshko</td>
</tr>
</tbody>
</table>

**Policies and Procedures**

The Vice President, Legal Affairs has overall responsibility for university policies.

http://www.sfu.ca/policies/

**Roles and Responsibilities**

**Executive Director, Human Resources (Dario Nonis)**

- Serves as the University’s senior negotiator with all campus unions and the administrative and professional staff association
- Provides human resources leadership in support of the University’s mission and objectives by continually reviewing, developing and implementing services and programs that add value and enhance employee and organizational effectiveness

**Director, Academic Relations (Gayle Myers)**

- Administers a comprehensive career development program for faculty and librarians
- Provides salary administration for faculty, librarians and academic administrators
- Provides advice and support to academic administrators on academic contract administration and policy interpretation
- Liaises with Faculty Association staff
University Archivist (Ian Forsyth)
• Manages the University's corporate records and information resources in all media
• Leads and supervises an integrated program encompassing records management, access to information and protection of privacy, copyright and archives

Internal Auditor (Gary Chan)
• Provides an independent and objective assurance, and adds value and improves the University’s management processes, operations and governance processes through the conduct of a comprehensive, risk-based internal audit plan

Director, Human Rights Office (Brenda Taylor)
• Administers the University’s Human Rights policy and the Disability Accommodation in the Workplace policy and co-ordinates the University’s employment equity program

Director, Special Projects (KC Bell)
• Provides a range of strategic and confidential support services for the President and the Vice President, Legal Affairs. These include, but are not limited to, research and policy analysis, drafting documents, co-ordinating and administering projects initiated in the Vice President, Legal Affairs’ or President’s offices, administering the University’s liquor licenses, and liaising with the Simon Fraser Student Society and other groups as needed

Associate General Counsel and Associate University Secretary (Li-Jeen Broshko)
• Advises and assists on contractual matters, including licenses, memoranda of agreement/understanding and other legal instruments (research contract issues are referred to research services)
• Reviews internal and external contracts to protect the University from legal liability in complex contractual risk transfer mechanisms, which include the indemnity, liability, insurance, warranty, copyright, intellectual property or limitation of liability clauses
• Assists in drafting appropriate contract language as needed and liaises with parties external to the University
• Provides support to the Board of Governors and its committees and can provide advice on governance matters

Vice President, Legal Affairs Portfolio – Operating Budget and Personnel

<table>
<thead>
<tr>
<th>Operating Budget</th>
<th>2009/10 Operating Budget ($)</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>3,549,077</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Academic Relations</td>
<td>2,203,938</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td>University Secretariat</td>
<td>262,080</td>
<td>81%</td>
<td>19%</td>
</tr>
<tr>
<td>Human Rights Office</td>
<td>145,498</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>Archives and Records Management</td>
<td>544,863</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>Internal Audit</td>
<td>348,525</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>VP Legal Office</td>
<td>513,705</td>
<td>87%</td>
<td>13%</td>
</tr>
</tbody>
</table>
### Personnel

<table>
<thead>
<tr>
<th>VP Research Portfolio</th>
<th>Faculty FTE</th>
<th>Staff FTE</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>-</td>
<td>20.9</td>
<td>20.9</td>
</tr>
<tr>
<td>Academic Relations</td>
<td>-</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>University Secretariat</td>
<td>-</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Human Rights Office</td>
<td>-</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Archives and Records</td>
<td>-</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Audit</td>
<td>-</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>VP Legal Affairs Office</td>
<td>-</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Total VP Legal Affairs</td>
<td>-</td>
<td>37.4</td>
<td>37.4</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Planning (IRP)

Notes: Data as at March 31, 2010 include continuing staff FTEs only with employee status of “Active” and “on-leave”. The organizational units are determined using HAP Deptid and VP rollup codes.

### Planning documents

- **Audit Plan**

### Vice President, Legal Affairs structure

Does not reflect seniority.

[Diagram of Vice President, Legal Affairs structure]

- Internal Auditor
- University Archivist
- Director, Academic Relations
- Director, Human Resources
- Director, Human Rights
- Associate Legal Counsel and Associate Board Secretary
- Director, Special Projects
Vice President, Finance and Administration

The office of the Vice-President, Finance and Administration supports SFU’s academic, research and community engagement core themes through managing SFU’s finances and capital infrastructure to ensure its institutional strength. The Finance and Administration area oversees diverse activities such as financial planning and budgets, ancillaries, facilities management, information technology, payroll, campus planning and environmental safety. The office of the Vice-President, Finance and Administration supports sustainability on SFU’s three campuses.

Governance

Vice President, Finance and Administration and Senior Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President, Finance and Administration</td>
<td>Dr. Pat Hibbitts</td>
</tr>
<tr>
<td>Associate Vice President, Finance</td>
<td>Martin Pochurko</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>Dr. James Black</td>
</tr>
<tr>
<td>Chief Facilities Officer/University Architect</td>
<td>Lee Gavel</td>
</tr>
<tr>
<td>Chief Safety Officer</td>
<td>Michael McAdam</td>
</tr>
<tr>
<td>Executive Director, Ancillaries</td>
<td>Raj Nadrajan</td>
</tr>
<tr>
<td>Ombudsperson</td>
<td>Jay Solman</td>
</tr>
</tbody>
</table>

Committees

- Finance and Administration Committee
- Audit Committee
- Investment Advisory Committee
- SFU Community Trust Foundation Board
- Joint Employee Pension Committee
- IT Governance Committee

Policies and Procedures

http://www.sfu.ca/policies/

Roles and Responsibilities

Associate Vice President, Finance (Martin Pochurko)

- Provides all accounting services such as vendor payments, employee travel and expense reimbursements, payroll processing, research accounting, internal and external financial reporting, capital accounting, specific purpose and endowment accounting, banking and accounts receivable
- Develops and monitors the annual operating budget and financial plan
- Manages long- and short-term investments, cash, and financial risk
- Procsures goods and services
- Provides strategic planning and decision support including research and analysis to support the University’s Planning Framework, strategic initiatives, and resource allocation
Reports:

- Director, Financial Services
- Director, Budget Office
- Director, Procurement Services
- Director, Treasury
- Director, Planning and Analysis

Chief Information Officer (Dr. James Black)
(dual report to Vice President, Academic)
- Applications and technology
- Client and research services
- Enterprise systems and project management
- Information technology infrastructure
- Institutional, collaborative and academic technologies
- Network services

Chief Facilities Officer/University Architect (Lee Gavel)
- Facilities administration
- Facilities development
- Facilities operations

Chief Safety Officer (Michael McAdam)
- Security
- Environmental Health and Safety
- Risk Management

Executive Director, Ancillaries (Raj Nadrajan)
- Bookstore
- Childcare
- Food Services
- Document solutions
- Residence and catering
- Meeting, events and conference services
- Parking

Ombudsperson (Jay Solman)
(funded jointly by the Simon Fraser Student Society and Simon Fraser University; the position administratively reports to the Vice-President, Finance and Administration)
- Confidential, informal, independent and neutral dispute resolution services
Vice President, Finance and Administration Portfolio – Operating Budget and Personnel

Operating Budget

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>2009/10 Operating Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP Finance/Administration Office and Services</td>
<td>$691,113</td>
<td>86.2%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Safety Office</td>
<td>$2,122,990</td>
<td>85.5%</td>
<td>14.5%</td>
</tr>
<tr>
<td>CIO—Computing Services</td>
<td>$16,974,561</td>
<td>68.7%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Facilities Services</td>
<td>$20,887,718</td>
<td>34.2%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Financial Services</td>
<td>$5,013,009</td>
<td>95.6%</td>
<td>4.4%</td>
</tr>
<tr>
<td>VP Finance/Administration</td>
<td>$45,689,391</td>
<td>56.9%</td>
<td>43.1%</td>
</tr>
</tbody>
</table>

Source: Finance

Personnel

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Faculty FTE</th>
<th>Continuing Staff FTE</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP Finance/Administration Office and Services</td>
<td></td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Safety Office</td>
<td>-</td>
<td>23.0</td>
<td>23.0</td>
</tr>
<tr>
<td>CIO—Computing Services</td>
<td>-</td>
<td>117.0</td>
<td>117.0</td>
</tr>
<tr>
<td>Facilities Services</td>
<td>-</td>
<td>115.0</td>
<td>115.0</td>
</tr>
<tr>
<td>Financial Services</td>
<td>-</td>
<td>113.5</td>
<td>113.5</td>
</tr>
<tr>
<td>VP Finance/Administration</td>
<td>-</td>
<td>375.5</td>
<td>375.5</td>
</tr>
</tbody>
</table>

Source: IRP [as at March 31, 2010]

Planning documents

- Capital Plan http://www.sfu.ca/fs/Campus-Planning/5-Year-Capital-Plan.html
- IT Strategic Planning Project https://www.sfu.ca/cio/Planning/index.html

Vice President, Finance and Administration structure

Does not reflect seniority.

Vice President, Finance and Administration

Associate Vice President, Finance
Chief Information Officer
Chief Facilities Officer/University Architect
Chief Safety Officer
Executive Director, Ancillaries
Ombudsperson
The Vice-President, Research is an advocate for SFU research and guides policy development at the University, provincial and national levels. He is responsible for the offices of Research Ethics, Research Services, Major Projects, and Innovation, as well as for Animal Care Services, the Library, and Environmental Health and Safety.

**Governance**

**Vice President, Research and Senior Administrators**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President, Research</td>
<td>Dr. Mario Pinto</td>
</tr>
<tr>
<td>Associate Vice President, Research</td>
<td>Dr. Norbert Haunerland</td>
</tr>
<tr>
<td>Dean, Library Services/University Librarian</td>
<td>Dr. Charles Eckman</td>
</tr>
<tr>
<td>Director, Office of Research Services</td>
<td>Ellen Loosley</td>
</tr>
<tr>
<td>Director, Innovation Office</td>
<td>Mike Volker</td>
</tr>
<tr>
<td>Director, Animal Care</td>
<td>Dr. Chris Kennedy</td>
</tr>
<tr>
<td>Director, Office of Research Ethics</td>
<td>Dr. Hal Weinberg</td>
</tr>
<tr>
<td>Director, Radiation Safety and Biocontainment Laboratories</td>
<td>Dr. Andrew Barton</td>
</tr>
<tr>
<td>Director, Environmental Health and Safety*</td>
<td>Apollonia Cifarelli</td>
</tr>
<tr>
<td>Manager, Communications and Research Awards</td>
<td>Melanie Monk</td>
</tr>
<tr>
<td>Faculty Research and Library Communications</td>
<td>Barry Shell</td>
</tr>
</tbody>
</table>

*Dual report to Chief Safety Officer

**External Board Memberships**

**Vice President, Research**
- *Canada-India Education Alliance (CIEA)*
- Council of Canada Academies Expert Panel on Research Integrity
- *Centre for Drug Research and Development (CDRD)*
- Discovery Parks Board
- Genome Sciences Institute Steering Committee
- *Natural Sciences and Engineering Research Council of Canada (NSERC) Committee on Research Partnerships*
- *Pacific Institute for Climate Solutions (PICS)*
- Steacie Institute for the Molecular Sciences (SIMS)

**Associate Vice President, Research**
- *ATLAS Canada Tier-1 Centre, Board of Governors*
- BC Centre for Addictions Research (CARBC)
- Down Syndrome Research Foundation (DSRF)
- Population Data BC GOC
- Pacific Institute for the Mathematical Sciences (PIMS)
- TRIUMF (Tri-University Meson Facility)
- *Advanced Applied Physics Solutions (AAPS)*
- WestGrid, Governing Council
Roles and Responsibilities

**Associate Vice President, Research (Dr. Norbert Haunerland)**
- Externally-funded research chairs
- Internal research grant adjudication
- Research centres and institutes
- Development of proposals to major grant competitions at the provincial, national and international levels
- Main contact for Canada Foundation for Innovation

**Reports:**
- Animal Care
- Major Projects Office

**Dean, Library Services/University Librarian (Dr. Charles Eckman)**
- Strategic planning for library collection development, services, staffing, automation and physical facilities
- Policies and programs in support of learning and research objectives
- Regional, national and international co-operative projects

**Director, Office of Research Services (Ellen Loosley)**
- Assists SFU faculty in obtaining and administering financial support for their research

**Director, Innovation Office (Mike Volker)**
- SFU researchers/industry partnerships (local and global)
- New venture companies and licensing
- Intellectual property management
- Technology transfer and licensing
- Startup and spinout company incubation

**Director Animal Care (Dr. Chris Kennedy)**
- Animal Resource Centre
- Animal Care Facility
- ALCAN Aquatic Research Centre
- Protocol approval and compliance monitoring (Canada Council on Animal Care mandated University Animal Care Committee)

**Director, Research Ethics (Dr. Hal Weinberg)**
- Ethical conduct for research involving human subjects (Tri-Council Policy Statement)
- Ethical Conduct for Research Involving Humans

Policies and Procedures
Research policies [http://www.sfu.ca/policies/gazette/research.html](http://www.sfu.ca/policies/gazette/research.html)
Director, Radiation Safety and Biocontainment Laboratories (Dr. Andrew Barton)
- Canadian Nuclear Safety Commission laws and regulations
- Radiation Safety Office
- Biocontainment Level 3 Facility

Director, Environmental Health and Safety (Apollonia Cifarelli)
(dual report to Chief Safety Officer)
- Safety policies, processes and programs
- Identification, reporting and addressing safety hazards

Manager, Communications and Research Awards (Melanie Monk)
- Major external research-related award nominations
- VPR-level communications
- Innovation Office activity reports to external funders

Faculty Research and Library Communications (Barry Shell)
- Faculty research communications
- Library communications

Vice President, Research Portfolio – Operating Budget and Personnel

### Operating Budget

<table>
<thead>
<tr>
<th>Division</th>
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Source: Finance

### Personnel

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Source: Institutional Research and Planning (IRP)
Planning documents


Vice President, Research structure

Does not reflect seniority.

Vice President, Research

Directors
Research Services
Innovation Office
Research Ethics
Radiation Safety and Biocontainment Laboratories
Environmental Health and Safety*
*dual report to Chief Safety Officer

Dean, Library Services/University Librarian
Associate Vice President, Research
Manager, Communications and Research Awards
Faculty Research and Library Communications
The Vice President, Advancement and Alumni Engagement (VPAAE) supports SFU’s mission and core themes through fund development from public and private sources. Funds raised support capital expansion, research, community engagement and the student experience at all three campuses. The VPAAE is responsible for managing the SFU Foundation, and Friends of SFU, a US-based 501(C)3 organization that receives donations from US donors.

Working closely with the Alumni Association, the VPAAE fosters engaging and mutually beneficial relationships between SFU and its global community of over 110,000 alumni.

### Governance

**Vice President, Advancement and Alumni Engagement and Senior Administrators**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President, Advancement and Alumni Engagement</td>
<td>Cathy Daminato</td>
</tr>
<tr>
<td>Senior Director, Advancement</td>
<td>Christine Arnet</td>
</tr>
<tr>
<td>Director, Advancement Services and Donor Relations</td>
<td>Erin Geary</td>
</tr>
<tr>
<td>Director, Annual Giving</td>
<td>Wanda Dekleva</td>
</tr>
<tr>
<td>Director, Principle Giving</td>
<td>Virginia Hasselfield</td>
</tr>
<tr>
<td>Director, Marketing and Communications</td>
<td>Erica Branda</td>
</tr>
<tr>
<td>Director, Planned Giving</td>
<td>Doug Puffer</td>
</tr>
<tr>
<td>Director, Alumni Relations and Executive Director, Alumni Association</td>
<td>Julie Saito</td>
</tr>
<tr>
<td>Director, Advancement Information Systems and Records</td>
<td>Ivana Plesnivy</td>
</tr>
<tr>
<td>Associate Director, International Alumni and Protocol</td>
<td>Catherine Price</td>
</tr>
<tr>
<td>Director, Ceremonies and Events</td>
<td>Gloria Chu</td>
</tr>
</tbody>
</table>

**Committees**

- SFU Board of Governors
- External Relations Committee
- SFU Community Corporation Board of Directors
- SFU Foundation
- Simon Fraser Community Presentation Society Board
- Woodward’s Transition Committee

**Policies and Procedures**

Donors and Fundraising policies [http://www.sfu.ca/policies/Crosswalk_Index/index.html#T3](http://www.sfu.ca/policies/Crosswalk_Index/index.html#T3)

### Roles and Responsibilities

**Senior Director, Advancement (Christine Arnet)**

- Leads faculty-based major and leadership gifts fundraising team, including all solicitation, cultivation and stewardship activities
- Personally solicits major gifts for special projects
- Contributes to strategic and management plans for Advancement
Director, Advancement Services and Donor Relations (Erin Geary)
- Directs gift processing, prospect management and research, program support and donor relations
- Directs budget planning, analysis and reporting in Advancement
- Provides advice regarding tax receipting and charitable organization guidelines and regulations

Director, Annual Giving (Wanda Dekleva)
- Directs SFU’s annual fundraising programs to alumni, faculty, staff, parents, students, corporations and friends
- Personally solicits annual leadership gifts
- Ensures stewardship and donor recognition for annual fund donors

Director, Principle Giving (Virginia Hasselfield)
- Develops strategies for principle gifts fundraising in the realm of $250,000+
- Works with the VPAAE and senior university team to build new philanthropic relationships that will strengthen SFU’s reputation provincially, nationally and internationally
- Ensures the effective implementation of all proposals and subsequent donor recognition and stewardship for principle gift donors

Director, Marketing and Communications (Erica Branda)
- Provides strategic and organizational leadership to Advancement’s marketing, advertising and communication activities
- Develops and implements Advancement’s integrated marketing, communication and advertising plans

Director, Planned Giving (Doug Puffer)
- Develops strategies and programs for planned gifts fundraising
- Implements donor recognition and stewardship for planned gift donors
- Directs the administration of estates

Director, Alumni Relations and Executive Director, Alumni Association (Julie Saito)
- Directs alumni engagement marketing and communications efforts, alumni events, benefits and services and volunteer engagement
- Liaises and supports alumni groups and representatives
- Directs revenue generation initiatives to fund alumni programs
- Liaises with Alumni Association and Board of Directors

Director, Advancement Information Systems and Records (Ivana Plesnivy)
- Defines information systems and records needs of Advancement
- Advises the Vice President, Advancement regarding information technology needs and strategic allocation and implementation of resources
- Oversees contributor relations (SIMS), Advancement records and desktop computer support
Associate Director, International Alumni and Protocol (Catherine Price)
- Directs planning, communications and outreach events for SFU’s domestic and international alumni outreach
- Plans President’s international travel and accompanies President on international trips
- Hosts senior international guests and delegations visiting SFU
- Maintains SFU’s relationship with local diplomatic community
- Organizes biennial SFU event for BC Consular Corps

Director, Ceremonies and Events (Gloria Chu)
- Directs the development and management of portions of convocation, as well as other ceremonial, advancement, alumni and special events
- Acts as liaison for the Chancellor’s office with the SFU Pipe Band
- Advises the University on event-related best practices, protocol, etiquette and policies
- Develops and implements event sponsorship strategy

Vice President, Advancement and Alumni Engagement Portfolio
Operating Budget and Personnel

Operating Budget

<table>
<thead>
<tr>
<th></th>
<th>2009/10 Operating Budget ($)</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
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Source: Finance

Personnel

<table>
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<tr>
<th></th>
<th>Faculty FTE</th>
<th>Staff FTE</th>
<th>Total FTE</th>
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<tbody>
<tr>
<td>Alumni Relations</td>
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<td>Total VP Advancement/Alumni</td>
<td>-</td>
<td>34.0</td>
<td>34.0</td>
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</table>

Source: Institutional Research and Planning (IRP)

Planning documents
- Advancement Strategic Plan
- Funding Priorities http://www.sfu.ca/advancement/funding_priorities/
Vice President, Advancement and Alumni Engagement structure

Does not reflect seniority.

Vice President, Advancement and Alumni Engagement

Senior Director, University Advancement

Directors
- Advancement Services and Donor Relations
- Annual Giving
- Principle Giving
- Marketing and Communications
- Planned Giving
- Alumni Relations and Executive Director, Alumni Association
- Advancement Information Systems and Records
- Ceremonies and Events

Associate Director, International Alumni and Protocol
Appendix G

Academic Plan
Simon Fraser University
2010-2013
SFU Academic Plan
2010 to 2013

Jon Driver, Vice-President, Academic,
February 2010
1. Introduction and Context

Simon Fraser University has experienced considerable growth during the last decade. A new campus in Surrey and new buildings in Burnaby and Vancouver accommodate a larger student population. New residences and UniverCity have transformed the ambience of Burnaby Mountain. Hundreds of new faculty and staff positions have been created and hundreds more new faces have replaced retirees. New programs have been developed and Faculties have been reorganized. Research funding and output have increased dramatically and dozens of research chairs have been appointed. Surveys, external reviews and accreditation processes of various kinds suggest that we have a good reputation nationally and internationally.

As we move into the second decade of the 21st century the environment is changing. In BC the population of 18 to 24 year olds is stabilizing at a time when many new universities have been founded. We can expect a reduced rate of growth in the traditional student population and more interest in post-secondary education from mid-career students and new immigrants, who may have diverse educational goals. Confidence in the world economy has declined, as have returns from investments, and this will affect funding from governments and donors. At the same time, there is increased recognition that Canada must have a well-educated population in order to meet many future challenges to our society and environment.

This slowdown in growth and funding provides us with an opportunity to think about the future of the University in two ways. First, we can revitalize SFU by reflecting on our collective purpose. How can we best meet the educational needs of our students? How does our research benefit the communities that support it? Second, we should consider how the University as an institution can become sustainable. This must include a solution to our financial problems. However, being distinctive is an important component of sustainability – what makes each of our programs and the University as a whole outstanding? What is our role in the post-secondary system in British Columbia? These two considerations will permeate the planning that we undertake over the next few years.

The University relies on two primary sources of revenues: government grants tied to student numbers and tuition fees. For planning purposes we must assume that the provincial government does not intend to raise the grant per student and that our enrollment targets will not change significantly (although we will lobby for changes in both of these). We must also assume that tuition fees will be regulated, and that their rate of increase will be below the overall inflation rate of the University’s expenses. In other words, our operating expenses will rise faster than our revenues, and we face a significant cut to the academic budget every year unless we get expenses under control and/or find new revenues.

In a time of funding restraint we will have difficult decisions to make. For many areas of the University the only opportunity for change will be through re-allocation of resources, and this re-allocation will have to be based on the alignment of a unit’s priorities with those of the University. For this reason, it is important that planning take place at all levels, and that broad discussion and consultation occur as priorities are set. Every academic and support unit on campus should be preparing to evaluate how it can improve its service to students, where it wishes to take its research, and the role it plays in the wider community.

The Academic Plan for 2010-2013 provides a set of priorities for the University, developed from a vision and a set of preferred outcomes that resulted from consultations across the University. The
Plan respects the expert knowledge and autonomy of Faculties and avoids as far as possible being prescriptive at the disciplinary level.

2. Planning Process

The Academic Plan results from a number of processes and influences.

First, there have been two important task force reports that have resulted from extensive consultation with the University community. “Removing Barriers: a Design for the Future of SFU” was completed in late 2007 and some of its recommendations regarding University structure were approved by Senate in 2008 and implemented in 2009 when new Faculties were created and some existing Faculties were reorganized. However, other recommendations have yet to be implemented. Second, the Task Force on Teaching and Learning has generated widespread discussion and the implementation of its recommendations will have far-reaching effects.

Second, this Academic Plan has also been informed by a range of surveys that indicate that we could improve the student experience at SFU. While one may dispute the methods used in some surveys, there is considerable congruence in their results, and an indication that students currently studying at SFU are dissatisfied with some aspects of their experience. These surveys have been reinforced recently by the results of our first experience of participation in NSSE – the National Survey of Student Engagement – that indicates SFU falling below average in some measures that are widely accepted as best practice in undergraduate education. Although I do not want to lessen the importance of these surveys, I think it is vital not to see these results as indicative of failure. Surveys of alumni demonstrate that SFU graduates report levels of overall satisfaction that are quite high and that are consistent with results at other BC universities. We also know that our students achieve considerable success while at SFU. Some surveys, such as NSSE, will indicate areas where we could improve our practices; other surveys may show that we have failed to communicate to students what is expected in a university education.

Third, the Plan has been influenced by a consultation process that took place early in 2009, and resulted in a document “SFU Academic Vision, Outcomes and VPA Goals for 2013” that was designed to influence the development of three-year plans for departments, schools, Faculties and support units.

Fourth, using the above document, each area of the VP Academic portfolio developed a three-year plan and submitted it to the Vice-President, Academic in October 2009. These plans were discussed at a retreat of Deans, where a number of common themes emerged.

Fifth, the Plan is influenced by enrollment and budget projections for the next three years, and the issues described briefly in the Introduction and Context (above).

The implementation of this plan will be influenced by any other SFU strategic planning that may emerge as well as the priorities of the new President.

This plan should be seen as a living document that may be altered from time to time to suit SFU’s dynamic environment. The plan will be reviewed at least annually as progress in achieving these goals and objectives is assessed and reported to the university community. Each Faculty will be asked to report annually on progress being made in the implementation of their plans and indicate how their plans are achieving the goals and objectives of this three year academic plan. Where possible, metrics will be used to reflect performance.
3. The Academic Vision

As noted above, the “SFU Academic Vision, Outcomes and VPA Goals for 2013” set the context for departmental and Faculty planning. The Vision and Outcomes were discussed and debated at an open meeting and during Senate, evaluated by Deans, and discussed at meetings between the senior administration and employee groups. In this section I provide an academic vision for SFU that describes the general characteristics of academic life at the University.

**SFU’s Academic Vision**

*To be the University of choice which integrates teaching and learning, research, and engagement with the community and achieves high standards in both the fundamental and applied disciplines. It is an intellectually stimulating and culturally vibrant environment that:*

- Defines scholarship as the creation, advancement, application, transmission and preservation of knowledge, and the stimulation of critical and independent thinking.

- Commits to excellence in teaching, learning, research and community engagement in a wide spectrum of academic disciplines across our 8 Faculties, with a particular emphasis on multidisciplinarity and the ability to anticipate or respond to emerging areas of higher education demand.

- Provides a global perspective with a local orientation and is an active and highly valued partner in the social, cultural and economic life of our communities.

- Enables students to reach their goals and potential and become ethical, responsible and informed citizens.

- Employs effective, efficient, and innovative approaches to teaching, learning, research, service and administration.

4. The Academic Mission and Themes 2010-2013

The academic mission provides a more specific set of goals for the next three to four years. Five themes are identified, based on the “Outcomes” developed through earlier consultation, and each theme has a number of goals and objectives. Because some themes overlap, some objectives may be relevant to more than one theme.
**SFU’s Academic Mission (2010 – 2013)**

We will provide high quality learning opportunities for our students across our 8 Faculties. During this period we will improve the quality of the student experience, maximize our current strengths and develop new directions in teaching and research, as well as make the University more relevant to all the communities that we serve.

Five themes have been identified to structure our activities to ensure we achieve our mission. Each of the themes contains a set of more detailed goals and objectives, described below, and indicators or measures of achievement and expected outcomes are included in Appendix A. A summary of the contributions to be made by the Faculties and support units to this plan have been included in Appendix B.

The themes are:

1. High Quality Student Experience
2. Teaching and Learning in a Research university
3. Research Intensity
4. The University’s Role in the Community
5. Financial Sustainability and Institutional Strength

The objectives under each of the Goals are not meant to limit opportunities and initiatives and Deans and others are encouraged to undertake any action that would assist in achieving the Goal.

---

**Theme 1: High Quality Student Experience**

The University will facilitate admission, support and success for students from diverse backgrounds. Students will know the learning purposes and opportunities for each program, can find straightforward information on program requirements, and can plan and complete their programs in a timely way. SFU graduates will understand the importance of being ethical, responsible and informed citizens, through engaging in complex contemporary issues and examining questions from different perspectives.

The goals and supporting objectives for this theme include:

**Goal 1.1 - Create multiple admission routes to attract a diverse student body.**

*Supporting objectives and actions:*

- Increase current numbers of First Nations Students by 10% by 2013
- Increase number and diversity of students enrolled in bridge and university preparation programmes including FIC, the Aboriginal Bridge Program, the English Language and Culture Programme and the English Bridge Programme.
Increase current SFU NOW enrollment by 10% by 2013.
Find opportunities to facilitate admission for qualified students from partner institutions
Encourage greater diversity in graduate student admissions

Goal 1.2 - Increase the retention rates of all students.

Supporting objectives and actions

✓ Improve the retention rates of students in all years by:
  o Expand the scope of the Student Success Programmes and Student Learning Commons programmes.
  o Encouraging all Faculties to offer mentoring to undergraduate students.
  o Ensuring that best practices in graduate student supervision are followed
  o Improve financial support for undergraduate and graduate students.

Goal 1.3 - Develop a more navigable curriculum and improve course access.

Supporting objectives and actions:

✓ Streamline our undergraduate curriculum:
  o Reduce the ‘course-turn-away’ rates.
  o Review and simplify routes to credentials
  o Review and removing unnecessary barriers to programme completion
  o Review and standardize honours programs
  o Publish multi-term timetables
  o Create direct entry and cohort options
  o Explore the feasibility of ‘open admission’ for mature students.

Goal 1.4 - Diversify our pedagogy.

Supporting objectives and actions:

✓ Review and implement the recommendations of the Task Force on Teaching and Learning
✓ Define learning outcomes for each course and programme
✓ Increase the professional development opportunities for Instructors and Teaching Assistants
✓ Increase the Semester in Dialogue type courses in all Faculties
✓ Provide and recognize for credit more experiential learning opportunities.
✓ Develop multidisciplinary opportunities for graduate study.
**Goal 1.5 - Increase our International, First Nations and interdisciplinary exposure.**

*Supporting objectives and actions:*

- Increase the number of field schools and international internship opportunities
- Begin implementation of the First Nations Strategic Plan
- Increase the number of courses concerning the study of First Nations.
- Increase the number of ‘team teaching’ courses
- Make Joint Faculty/Department appointments where feasible
- Review all policies that seem to block interdisciplinary activity
- Develop new interdisciplinary graduate programmes

---

**Theme 2: Teaching and Learning in a Research university**

SFU respects and values diversity in scholarship; academic units define their own research and pedagogical strengths and plan accordingly. SFU faculty members will create a culture of critical inquiry and their transmission of research skills and research results will add value to each student’s education. Students will learn through a wide variety of pedagogies that expand the traditional classroom experience and extend learning into local, national and international communities. They will participate in a wide variety of experiences that develop long-term skills in learning, analysis and communication.

---

**Goal 2.1 - Support new program development in select areas.**

*Supporting objectives and actions:*

- Complete the development of planned Health Sciences programmes.
- Complete the development of planned Environment programmes.
- Evaluate all new programme proposals against student demand, synergy with strengths and existing programmes, as well as budget.
- Examine opportunities for partnerships with other institutions.

---

**Goal 2.2 - Review curriculum for learning outcomes and linkages to faculty research.**

*Supporting objectives and actions:*

- Learning outcomes to be defined for each course/programme – see also Goal 1.4
- Build research experiences into undergraduate curriculum
- Link Faculty research strengths to undergraduate curriculum.
- Build new graduate programmes that complement research strengths


Goal 2.3 - Increase student exposure to research and researchers.

Supporting objectives and actions:

☑ Rebalance course delivery by increasing the number of courses taught by tenure track faculty and reducing reliance on other teaching appointments
☑ Encourage all Departments to offer more courses where research opportunities are part of the curricula
☑ Encourage all Departments to increase the number of capstone undergraduate courses they offer
☑ Encourage all Departments to develop informal research opportunities, e.g. colloquia, journal clubs
☑ Make honours programmes more accessible (see Goal 1.3).
☑ Create more opportunities for undergraduate students to learn from graduate students

Theme 3: Research Intensity

We will support and pursue national and international research initiatives.

Goal 3.1 - Support the SFU Strategic Research Plan 2010-2015

The major objectives contained in Strategic Research Plan are:

☑ Maximize opportunities for discovery and innovation;
☑ Promote internationally competitive research and scholarship;
☑ Cultivate excellence through selective investment in emerging areas of research;
☑ Facilitate collaborations across disciplinary and institutional boundaries;
☑ Recruit and retain outstanding students, research fellows, and faculty;
☑ Encourage effective communication and dissemination of research results;
☑ Optimize use of our research and scholarship resources;
☑ Recognize the full value of intellectual property;
☑ Achieve thematic coherence in the expression of SFU’s research interests;
☑ Engage all our communities for the benefit of society.
Theme 4: The University’s Role in the Community

Academic units will make their teaching and research relevant to the broader community.

Goal 4.1 - Develop closer ties with First Nations and immigrant communities.

*Supporting objectives and actions:*

- Increase ties/partnerships with First Nations communities
- Increase ties/partnerships with immigrant communities.

Goal 4.2 - Ensure that non-credit programs reflect the University’s strategic priorities.

*Supporting objectives and actions:*

- Review non-credit programs for relationship to SFU strategic strengths
- Create collaborations between Continuing Studies and Faculties for non-credit instruction development.
- Explore opportunities for integration of portions of credit and non-credit programmes.

Goal 4.3 - Provide opportunities for students to learn and apply knowledge in local and global communities.

*Supporting objectives and actions:*

- Increase learning opportunities within local communities
- Increase number of international learning opportunities.
- Encourage graduate student research in local and international communities

Goal 4.4 - Work more closely with alumni.

*Supporting objectives and actions:*

- Involve alumni in the student experience by:
  - Using alumni as advisors/mentors where possible
  - Supporting more alumni events.
Goal 4.5 - Link each of our three campuses closely to their communities.

Supporting objectives and actions:

✓ Increase integration of campuses in communities by:
  o Involving community members as advisors to Academic Units
  o Conducting community relevant research projects
  o Collaborate with communities to develop research partnerships
  o Increasing communication with local communities.
  o Provide student learning and research opportunities in local communities
  o Support distinctive non-credit programmes in local communities

Theme 5: Financial Sustainability and Institutional Strength

We will work towards a financial system with increased revenue flows and no structural deficit. We will attract, retain, develop and reward the best faculty & staff.

Goal 5.1 - Create a comprehensive Strategic Enrollment Management Plan.

Supporting objectives and actions:

✓ Evaluate and implement the recommendation made by the Strategic Enrollment Management (SEM) Planning Group (also supports Goal 1.2)
✓ Meet all agreed enrollment targets.

Goal 5.2 - Centralize support activities to reduce costs.

Supporting objectives and actions:

✓ Review support activities in the VPA portfolio to identify where savings can be achieved and duplication minimized.

Goal 5.3 - Support credit and non-credit revenue-generating activities.

Supporting objectives and actions:

✓ Encourage Faculties to create revenue generating credit and non-credit programmes in areas that complement their existing strengths
✓ Review and restructure revenue generating programmes in Continuing Studies
✓ Review revenue sharing plans/opportunities with Faculties
✓ Review other revenue generating operations e.g. MECS, Summer Camps
✓ Review the cost/benefits of increasing numbers of international students.
Goal 5.4 - Encourage greater financial efficiency.

*Supporting objectives and actions:*

✔ Develop processes and incentives to encourage mergers of academic units or support service units
✔ Develop incentives to reward implementation of efficiencies
✔ Ensure all recouped funding is reallocated on widely communicated principles that are based on the achievement of the Goals included in this plan.
✔ Continue to seek ways and means of aligning budget allocations with our Goals.

Goal 5.5 – Intensify Fund Raising efforts.

*Supporting objectives and actions:*

✔ Increase cooperation with Advancement in attracting endowments
✔ Prioritize fund raising that reduces pressure on the Operating Budget.

Goal 5.6 - Review graduate tuition and support.

*Supporting objectives and actions:*

✔ Review graduate tuition level and structure in view of programme length variations
✔ Review financial support for graduate students in light of differential research intensity of programmes.

Goal 5.7 – Recruit, retain, develop and reward the best faculty and staff.

*Supporting objectives and actions:*

✔ Recruit high caliber faculty to meet the approved Faculty Renewal Plan/s.
✔ Encourage the mentoring of new and mid-career faculty in the full range of professional responsibilities, including administrative roles such as chairs and directors.
✔ Provide high quality development opportunities for faculty to enhance their teaching and research skills.
✔ Support the retention and enhancement of support staff.

Goal 5.8 - Communicate plans and achievements internally and externally.

*Supporting objectives and actions:*

✔ Develop a communications strategy and plan to address internal and external stakeholders
5. Implications for Financial Planning

Financial sustainability is extremely important to everyone at SFU. We are determined to ensure we continue to provide high quality teaching and learning but must manage inflation of between 3 and 4% without any associated revenue increase.

As provincially funded student enrollment has now reached an almost steady state with only minor increases in enrollment being expected in this planning horizon, any growth in tuition revenue will come from the enrollment of international students or the over enrollment of domestic students (where only the tuition fees will accrue). This limitation together with the ceiling placed on tuition fee increases has resulted in a large part of this plan focusing on developing capacity to generate revenue, increase our operational efficiency and to contain costs.

Under the current economic climate the planned activities in this three year plan are going to be strongly aligned to the VPA budget allocation each year. Therefore any changes to the SFU revenue drivers which directly impact the VPA portfolio budget could influence our ability to achieve these objectives.

As little or no new funding will become available in this planning horizon it is expected that all units will realign their current base budget allocations to support the Goals of this plan.

6. Implications of/for Faculty Renewal

We need to ensure that faculty resources are in place and supported to enable SFU to meet its teaching and research commitments. It is appreciated how difficult this is under the current financial conditions but we must continue to make the very best search decisions to ensure highly competent and effective faculty remain a strength of SFU.

Planned growth in the faculty complement will only take place in the Faculty of Health Sciences and the Faculty of Environment. Any other additional appointments will depend heavily on external funding arrangements, revenue generation or savings made from efficiencies that have been realized.

As faculty positions become vacant the positions will be returned to the Vice President, Academic and a decision will be made to either fill the position in its original Faculty or Department, transfer the position to another Faculty or Department based on strategic requirements or eliminate the position entirely. The decision-making process will be based on principles and will be communicated widely (see 5.4).
7. Conclusion

Although we can expect relatively little growth over the next few years, we should be planning for change. We have to change some of our practices in order to cope with the financial situation, but also to deal with issues that students have identified, such as improving course accessibility and the learning experience. Within British Columbia and Canada, we must maintain our reputation as a research-intensive university, and we should explore ways of making our research more accessible and relevant to students and our local communities.

In an institution where faculty members and staff members are already working very hard, we must ensure that change involves the replacement of some activities with others, and not the imposition of new work on top of old. That will involve creativity and participation, and a willingness to imagine new ways of fulfilling our responsibilities as educators and researchers.
Appendix H

Strategic Research Plan
Simon Fraser University
2010-2015
# TABLE OF CONTENTS

Introduction ......................................................................................................................... 1

Background and Process ..................................................................................................... 2

Major Objectives of the Strategic Research Plan (SRP) ......................................................... 3

Research Environment ....................................................................................................... 4

Interplay of Research and Teaching .................................................................................... 4

Strategic Research Themes ............................................................................................... 4
- Origins ............................................................................................................................ 6
- Communication, Computation and Technology ............................................................... 8
- Culture, Society, and Human Behaviour ........................................................................ 10
- Economic Organization, Public Policy, and the Global Community .............................. 14
- Environment, Resources, and Conservation ................................................................. 15
- Health and Biomedical Sciences .................................................................................... 18
- Pedagogy ........................................................................................................................ 21

Institutional Support for Research ...................................................................................... 25

Institutional Support for Students ...................................................................................... 25

Library Services ............................................................................................................... 26

Government Support for Research .................................................................................... 26

Implementation .................................................................................................................. 27

Impact of the Strategic Research Plan ................................................................................ 27
Introduction

In more than 44 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. Now spanning many disciplines in eight faculties, SFU offers more than 100 undergraduate major and joint major programs and more than 45 graduate offerings. Mentored by faculty acclaimed for their research and teaching abilities and coached by dedicated advisors and employers in our work integrated learning program, our more than 100,000 graduates enjoy many career opportunities. The advancement of excellence in research is a defining feature of SFU, with leading individuals and well-recognized groups engaged in a wide variety of key research activities. We have been awarded more than 40 Canada Research Chairs in areas that complement our strategic research goals, including both Tier 1 Chairs for outstanding researchers who are world leaders in their fields, and Tier 2 Chairs for exceptional emerging researchers with the potential to lead in their field. SFU has 39 Royal Society of Canada Fellows, distinguished Canadian scholars who are selected by their peers for outstanding contributions to the natural and social sciences, the arts, and the humanities. Our 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 internationally renowned for the excellence of our scholarship.

SFU is recognized for its high level of peer-reviewed scholarly output and its impact on the advancement and transfer of knowledge, the best measures of creative thought. According to Research Infosource, we rank highly in terms of the number of publications by our faculty members, and first among the comprehensive universities for the impact of our publications. Our community members are participating on research panels and on granting committees, and they are being increasingly recognized with prestigious awards.

SFU is one of the national leaders in the pipeline from ideas, to innovation, to commercialization. Out of creativity in fundamental activities comes innovation, and out of innovation, applications that have societal and economic impact. Our University / Industry Liaison Office (UILO) is recognized as one of the finest in the country, and has developed innovative new models for technology transfer such as the TIME (Technology, Innovation, Management, Entrepreneurship) Centre, Venture Connection, and WUTIF (Western Universities Technology Innovation Fund).

Our significant growth in research output has been made possible by a corresponding growth in research input, and we have made significant progress towards creating a supportive environment within which research and scholarship can flourish. In terms of total Tri-Council research funds per faculty member, we rank #14 in the country. Our researchers have consistently exceeded the national success rates in NSERC and SSHRC competitions, and in 2008/09 we also exceeded the national success rate in the CIHR operating grant program. Our astounding 126% growth in research income between 2002 and 2007—and ability to attract $86 million in sponsored research funding in 2008—has put us into the top-20 group of Canadian post-secondary institutions in this measure. We have been successful in obtaining funding to seed key initiatives, in recruiting high-profile faculty members and students, in building our research infrastructure, and in developing extensive collaborative and international networks. SFU continues to optimize its Strategic Research Plan (SRP) to capitalize on its strengths in independent scholarly efforts and in cross-disciplinary initiatives. We are working actively to inform changes in federal government policy and administration and to ensure provincial investment in higher education and research.

Knowledge generation and knowledge transfer through research, scholarship, and teaching are fundamental to the mission of the University. It is imperative to recruit and retain outstanding scholars.
who will attract highly qualified graduate and undergraduate students, champion bold initiatives, strengthen critical areas of research, develop new areas of excellence in research, and enhance synergies between teaching and research. Providing opportunities for research training to our undergraduate and graduate students is essential for the success of university-based research activities, and is central to the mission of a research-intensive university. SFU ranks #3 in the country, following the Universities of Toronto and Waterloo, for the number of NSERC doctoral prizes. Graduate students are important members of the research community, both as research assistants and independent scholars. Graduate degrees currently comprise about 18% of the total degrees that SFU awards per year. Our goal is to increase this to 22% by 2015 by improving rates of completion and time to completion through better funding and supervision practices. Emphasizing an interdisciplinary, theme-based approach that is firmly rooted in the study of fundamentals will strengthen graduate research and teaching. We propose also to increase opportunities for undergraduate research through independent study semesters and research assistantships. We are determined to augment SFU’s talent pool and research infrastructure, thereby contributing to the productivity and international competitiveness of British Columbia and Canada.

As a comprehensive university, SFU champions the liberal arts and sciences and promotes individual and collaborative research. Our research environment has been developed and is sustained by the creativity and excellence of individual researchers, whose efforts the University will continue to support. Indeed, individual strength is a critical component of an effective thematic approach. We propose to build on these strengths to define particular strategic research directions that will define SFU and give us a competitive edge. The Strategic Research Plan (SRP) identifies distinctiveness as well as excellence. In keeping with the character of the University, collaboration and synergy are strongly advocated, while selective investment of resources will always be consistent with the advancement of excellence.

SFU engages communities in university research, e.g., the technology industry, the business community, the rural or urban community, the preschool-12 education sector, the francophone community, the immigrant community, or the Aboriginal community. Our track record of development of the Vancouver campus community should inspire bold urban renewal projects in Surrey and the Great Northern Way campus. We have a unique opportunity for the School for the Contemporary Arts to engage the Vancouver community with its cultural infrastructure, and to firmly ensconce SFU as the cultural and intellectual heart of the community.

We live in a pluralistic society: culturally, racially, and ethnically. SFU must provide leadership in educating students about human differences in an increasingly diversified world in order to help develop a civil citizen and a civil society. Through research initiatives, we must instill in our students appreciation of societal structures and social and scientific responsibility for a sustainable world.

**Background and Process**

In December 2004, the Vice-President, Research convened a Task Force to develop a Strategic Research Plan for the University. The Task Force comprised one representative from each of the Faculties of Applied Sciences, Business Administration, Education, Health Sciences and Science, and two representatives from the Faculty of Arts and Social Sciences. The Vice-President, Research and the Vice-President, Academic appointed four additional members. The Task Force was asked to identify research capacity and areas of strength across the University, with the goal of drafting a new plan. The Task Force generated a first draft of the SRP after consultation with selected researchers and presented it to the senior academic administrative group (Faculty Deans, Vice-Presidents Academic and Research, and the President). A revised draft, incorporating suggestions from this initial consultative process, was made available for general consultation throughout the SFU community, including faculty, staff and student organizations. Following the consultation phase, a final draft was prepared for submission to the Senate Committee on University Priorities (SCUP), Senate, and the Board of Governors for consideration, revision and approval. The five-year 2005-2010 Strategic Research Plan (SRP) served as a road map
towards establishing the focus, infrastructure, and capability to improve the research performance of the University. The SRP articulated the University’s strengths by identifying five integrative research themes that cross disciplinary and administrative boundaries: Communication, Computation, and Technology; Culture, Society, and Human Behaviour; Economic Organization, Public Policy, and the Global Community; Environment; and Health. These themes represented frameworks for mapping an already healthy landscape of independent inquiry.

In September 2009, the Vice-President, Research communicated the plan for the optimization of the SRP to guide the University through 2015. All members of the University community were invited to provide input through the Faculty Deans, who were asked to provide written proposals to the Vice-President, Research. In November 2009, a series of public fora were held at all three campuses, and an email account was set up to provide the entire University community with another method to submit commentary. The Vice-President, Research drafted the 2010-2015 SRP with the assistance of this commentary, and with further input from inspired faculty. The draft articulated the University’s strengths by amplifying the original integrative research themes and by adding two new themes: Origins and Pedagogy. In addition, the critical role of the fundamentals of research was stressed in the new plan. On January 4, 2010, a living draft of the SRP was posted on the Vice-President, Research Office website for a second round of public consultation via email submissions. The next draft was posted on February 1, 2010 for a third round of consultation, and the final draft was submitted for approval through the regular University channels beginning in March 2010.

**Major Objectives of the Strategic Research Plan (SRP)**

The SRP is intended to serve as a road map for establishing the focus, infrastructure, and capability that is necessary to improve the research performance of the University. The SRP articulates the University’s strengths by identifying integrative research themes that cross disciplinary and administrative boundaries. New discoveries in Canada and around the world are being made by interdisciplinary teams of investigators organized to address research questions that are multidimensional and inspired by global societal, environmental, and economic change. The themes of research are consistent with the sub-priorities of the S&T Strategy of Canada.

The major objectives of the SRP are to:

- Maximize opportunities for discovery and innovation;
- Promote internationally competitive research and scholarship;
- Cultivate excellence through selective investment in emerging areas of research;
- Facilitate collaborations across disciplinary and institutional boundaries;
- Recruit and retain outstanding students, research fellows, and faculty;
- Encourage effective communication and dissemination of research results;
- Optimize use of our research and scholarship resources;
- Recognize the full value of intellectual property;
- Achieve thematic coherence in the expression of SFU’s research interests;
- Engage all our communities for the benefit of society.
**Research Environment**

We seek to enhance a research environment at SFU that is responsive to new challenges and opportunities. We regularly offer social networking events to encourage the University community to share expertise from across the different sectors of the University. We expect that promising collaborative efforts will be seeded and will continue to develop. Selected areas will be fostered through further education, for example by inviting internationally renowned academics to SFU for limited periods ranging from one month to one year. These individuals will act as catalysts for further development of strategic initiatives, and serve as mentors for faculty, postdoctoral fellows, and graduate and undergraduate students. We will invest in key faculty positions and in the recruitment of exceptional students. We will be opportunistic, taking full advantage of special situations and resources as they develop. We will host colloquia and conferences to broaden our knowledge of leading-edge research around the world. We will continue to participate actively in global initiatives and build bridges to international partners of exceptional calibre, facilitating faculty, postdoctoral and student exchanges, and supporting student internship programs in partner countries.

In this context, SFU's Centres and Institutes will play a critical role. SFU has close to 50 research centres that fall under the direct authority of individual Deans. There are also 18 research institutes that report to the Vice-President Research, have a University-wide mandate, and represent SFU’s activity as part of multi-university consortia. These Centres 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. Many of our Centres and Institutes also play an important role in disseminating the results of university-based research to the public sphere, and contributing significantly to public policy decisions.

**Interplay of Research and Teaching**

Investment in research enhances the teaching and learning experience for students, since research discoveries can be incorporated in curriculum topics and student queries sometimes inspire research questions. Recruitment of stellar faculty, who contribute not only to research programs but also to undergraduate and graduate teaching, will motivate the next generation of scholars and encourage student participation in research. Such individuals tend to spark students’ interests by providing the latest research perspectives, and also attract outstanding undergraduate and graduate students. The top undergraduate students will “set the standard” for their peers, serving as role models, while the graduate students will advance knowledge as research assistants and provide valuable instruction to undergraduates as teaching assistants. Furthermore, research-intensive faculty will provide opportunities for undergraduate and graduate students to explore scholarly research, through focused course seminars, independent study semesters, and through thesis supervision. The combination of these memorable elements will heighten the experience of both students and faculty and will build loyal alumni.

**Strategic Research Themes**

The SRP articulates SFU’s strengths by identifying integrative strategic research themes that cross disciplinary and administrative boundaries. In defining these themes, we intend to facilitate and encourage both individual initiatives and new collaborations within existing structures. However, through the process of identifying our research strengths and existing and potential synergies among them, we intend to encourage and support cross-disciplinary initiatives that build on our strengths and show potential for significant impact and leverage. Excellence in research and strategic investment of resources aligned with this thematic approach will give SFU a distinctive edge and comparative advantage, leading to our goal of being the most research-intensive comprehensive university in Canada, and competing effectively in selected areas on the international scene.
SFU recognizes the contributions of all researchers across the entire spectrum of scholarly inquiry at, and associated with, the University. We plan to maximize our strengths, building on themes that unify initiatives from the humanities to the sciences and engage our many communities. The strategic research themes encompass both cross-disciplinary teams and disciplinary or individual contributions to our collective achievements.

The following matrix summarizes SFU’s seven strategic research themes, although we acknowledge that linkages might be established between these themes. The associated perspectives are intended to illustrate approaches to issues of scholarship within each theme, and transcend the themes. We anticipate that individual faculty will identify their own interests within certain cells in this matrix.

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<thead>
<tr>
<th>RESEARCH THEMES</th>
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<td>Fundamentals</td>
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<td>Origins</td>
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<td>Communication, Computation, and Technology</td>
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<td>Culture, Society, and Human Behaviour</td>
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<td>Health and Biomedical Sciences</td>
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<td>Pedagogy</td>
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By way of example, with respect to the Health Informatics subtheme under “Health and Biomedical Sciences”, Fundamentals might include basic research that spans the computational, cognitive, social/organizational and socio-technical disciplines. Constructs could include the development of models, tools, and policies, such as models for representing knowledge, new materials for information delivery, tools for electronic-based teaching, and policies for health care delivery. Systems research can include how people, communities, organizations, economies, and societies use and are impacted by information and information technologies. Applications in this area are diverse and might include health databases, molecular electronic devices, improvements to information system performance, etc., for clinical and administrative applications. Finally, globalization includes the study of the boundary-less transfer of information that impacts individuals, populations, and socioeconomic systems worldwide, including international exchanges of faculty and students, field schools, and training programs. Another example entails the study of materials science and engineering. Fundamentals span basic research in physics, chemistry and engineering science, such as condensed matter theory and the study of new materials, fuel cell theory, and microelectronics. Constructs could include the combination of new
chemical composites and microfabrication techniques to generate the next generation of fuel cells or biochips. Systems research might feature the interaction of nanomaterials with biological systems, including the public perception and ethical implications of the use of nanotechnology in living systems. As materials are required for just about every technology or industrial purpose, applications of this research are vast and include those in aviation and aerospace, alternative energies, the automotive industry, intelligent systems, fuel cells, solar cells, electronics and optoelectronics, nanotechnology and biotechnology, health care, information and communications, and design of green buildings. Finally, globalization will include the international dissemination of new tools for global health, security, communication, and environmental protection.

Research on public perception and on the ethical, economic, educational, political, and safety aspects of the introduction of new technologies and other applications, is critical, and spans all of the research perspectives. These areas are the subjects of inquiry of many of SFU’s social sciences and humanities researchers, and their research informs practices and changes in public policy, business administration, education, international development and relations, security issues, and government.

Origins

The Nature, Origin, and Fate of the Universe

One of the most important questions that has occupied mankind since antiquity is: "What is the universe made of and how did it evolve?" Answering these questions is at the origin of most fields of scientific research. Mathematics provides a natural framework for drawing conclusions about deeper mechanisms from observed data. Physics and chemistry seek to identify the physical laws governing nature, while biology and medicine strive to understand life in the broadest sense. The subfields of physics, subatomic physics and astrophysics/cosmology deal with nature at widely differing scales, from the smallest to the largest. It is very interesting that there is such a large overlap between these two fields and that, in a sense, the loop is closed when considering the very high energy densities of particle physics and the origin of the universe, the Big Bang. In this connection, SFU researchers are critical players in the world’s largest particle physics experiment, ATLAS, using the Large Hadron Collider (LHC) located in Switzerland. SFU led the proposal for the ATLAS Tier-1 data analysis centre at TRIUMF that is responsible for processing the data and relaying it to other secondary analysis centers. Experiments include the reconstruction of the first seconds of the universe and the search for dark matter produced in collisions of the LHC in order to construct theories of the origin and fate of the universe. Other SFU faculty members are involved in the development of accelerated radioactive beams at TRIUMF. At the ISAC (Isotope Separator and Accelerator) facility, it is possible to study nuclear reactions which otherwise occur only in high-temperature stellar environments. The aim is to understand the origins of the elements in the universe.

SFU’s Telematics Research Laboratory (TRL) and PolyLAB for Advanced Collaborative Networking Unit has world-class expertise in the development and management of Information Communications Technology (ICT) test sites for human and robotic exploration of the solar system and beyond, with technologies ranging from wireless communications through to secure and life-critical collaborative networking, GIS, and virtual reality-based systems to support mission operations. The work at PolyLAB is internationally recognized as helping to define concept system architectures used by space agencies around the world for future surface lunar, Mars, and asteroid ICT infrastructures.

The RNA World and Molecular Evolution

Several SFU researchers are active in unraveling the puzzle of how life might have emerged. The molecule RNA (Ribonucleic Acid) that has recently been shown to have the ability to copy itself and to promote biological processes, may have played an ancestral role in the emergence of life by
building and powering the earliest organisms. New avenues of research are attempting to search the genome for thousands of active small RNA segments and to understand what these segments do. The principles of RNA evolution in the primordial RNA-world apply to modern cellular function. Understanding how changes in molecular building blocks alter their structure, dynamics and function is the foundation for the science of molecular evolution. Such understanding is required for the design of antibacterial and antiviral drugs against which pathogens cannot develop resistance, currently a major health issue worldwide. Correlating the molecular foundations of evolution at the organismal and societal levels requires an interdisciplinary effort between SFU’s molecular and biological scientists, mathematical and computation scientists, behavioural ecologists and psychologists, and other social scientists.

**Biodiversity**

Understanding and conserving biodiversity are now widely recognized as crucial for human wellbeing. Several internationally renowned research groups at SFU, including those in wildlife and behavioural ecology and salmon conservation, are focusing on the ecology, evolution, and conservation of biodiversity. There is complementary strength in applied research on the ecology and conservation of forests and fisheries. SFU is unusual among North American universities in that its strengths in present-day biodiversity research are complemented by considerable expertise in past biodiversity and human-environment interaction. SFU has invested heavily in the infrastructure required to pursue research in biodiversity in multiple departments across several Faculties, and is now exceptionally well positioned to perform biodiversity research in an era of global change and unprecedented anthropogenic modification of natural ecosystems. Over the next five years, we will focus on ensuring that the benefits of SFU’s ability to combine research and training on past, present and future biodiversity are fully realized.

**Human Evolution**

In recent years a number of disciplines have experienced a significant growth of interest in the application of Darwinian theory to questions concerning humans, and it is now clear that evolution provides a powerful framework for understanding not only our genes and anatomy, but also our cognition and behaviour. For example, evolutionary perspectives are increasingly used to understand economic behaviour with respect to risk, time preference, and social status. As well, interest in Darwin’s impact on social history and subsequent cultural conditions continues to intensify. SFU is exceptionally well positioned to become a world leader in this rapidly growing area of interdisciplinary endeavour. Many of our researchers are using the conceptual and analytical tools of evolutionary ecology to understand key aspects of human biology. In addition, SFU has invested heavily in the infrastructure required to carry out research on human evolution, including the creation of laboratories for the extraction of ancient DNA and stable isotopes, research in the mathematical and algorithmic underpinnings of bioinformatics, and a facility for the capture and analysis of 3D shape data. Further investments will exploit the research and training synergies created by this combination of an unusually diverse group of human evolution researchers and first-rate research facilities.

**The Development of Human Thought, Culture, and Institutions**

SFU has long supported vigorous, historically grounded research into human societies, cultures, and ideas. The study of the past is critical to these endeavours because it is through narratives about and understanding of the past that we ground ourselves in the present. Human societies allot power and resources, create systems of justice, and ultimately project themselves into the future through stories about where we came from. We not only reveal the past through our work – we also explore the very basis upon which we make sense of the world today. Inquiry into the past reveals ways in which “ways of knowing” in the past and the present are conditioned by the value systems in which we live. The critical study of the past is thus essential to the research and teaching agendas of many departments and programs at SFU.
Researchers at SFU explore culture and human development in a variety of contemporary domains, including the links between social and cultural contexts that affect cognition, identity, values, family relations, artistic and literary creativity, and individual and social welfare. With broad areas of expertise including those in anthropology, business, English, First Nations studies, history, humanities, international studies, literary studies, philosophy, political science, psychology, sociology, and women’s studies, SFU is poised to emerge as Canada’s foremost centre for the study of those factors that underlie individuals’ perceptions of, influence over, and interactions with other people. Researchers in archaeology, economics, and history are currently exploring the origins of social and economic institutions. In addition, SFU encompasses a number of research centres and individuals involved in the contemporary and historical study of justice and ethics. SFU’s strengths can be found in the diversity of research methods used in both laboratory and field settings, and in its focus on both basic theoretical research and the application of theory to significant social issues. Such research demonstrates that rigorous social science can and should engage questions of basic human processes while also providing insights relevant to the society in which we live.

Communication, Computation, and Technology

SFU has a long history of leading-edge research in communication, computation and advanced technologies. Our expertise spans research issues from theory to applications to policy, with researchers from many disciplines involved, including chemistry and chemical biology, communications, computing science, criminology, economics, engineering science, interactive arts and technology mathematics, molecular biology and biochemistry, physics, psychology, and statistics.

Materials Science and Engineering

Materials Science at SFU has long enjoyed a strong national and international reputation. The effort spans the spectrum from curiosity-driven research leading to the discovery of new materials and new materials properties, to more applied research culminating in applications-driven engineering and development. The original research direction of Materials Science – making materials ever more pure and perfect – is ongoing. For example, SFU leads the world in the study of the novel properties of a new and more perfect form of silicon. More recent directions involve the study of complex materials, exemplified by the high temperature superconductors and the related field of highly correlated electron materials. Economic forces drive continuing efforts to reduce the cost of materials without reducing their functionality. Much new work is focused on understanding how the micro- and nanostructure of materials can change their properties, leading to new applications in electronics, communication, energy storage and conversion, and health sciences.

An interdisciplinary and collaborative approach by biochemists, biologists, chemists, engineering scientists, molecular biologists, and physicists will permit new materials to be integrated with existing technologies to create novel platforms and devices, such as biochips. An essential part of our strategy is participation by SFU in national and international joint ventures such as the Tri-University Meson Facility (TRIUMF) and the Canadian Light Source (CLS). For example, SFU researchers form bridges to the Centre for Molecular and Materials Science at TRIUMF, with research foci in environmentally friendly chemistry, superconductivity, and molecular magnetism, and are prominent in the multi-university consortium that is turning a cluster of beam lines and spectrometers into a national user facility for materials science. At SFU, 4D Labs provides an important centralized processing and analysis infrastructure in support of the Materials Science effort.

Intelligent Systems and Computer-Aided Design

Intelligent systems are an integral part of modern technological products and processes. They can be found in consumer products to advanced systems such as surgical robots and space stations. SFU has a long history in intelligent systems research and their industrial applications. This area includes
artificial intelligence, data mining, intelligent data processing, the semantic web, computer-aided vision, sensors and sensor networks, robotics, mechatronic systems, microelectronics, embedded computing and systems, and advanced instrumentation. Intelligent systems research is inherently interdisciplinary and has its foundation in computer science, computer and software engineering, electrical engineering, and mechanical engineering. SFU researchers are currently leading intelligent systems development for applications in biomedical technology, energy systems, communications, manufacturing, transportation, public safety and security and web-based applications. Our facilities include a range of well-equipped laboratories and a micro-fabrication facility that plays a unique role in training, research and specialized services to industry. Computer-aided design systems have matured into comprehensive environments that enable users to efficiently work with their designs. Research in this area explores the use of unified constraint and simulation-based modeling that enables designers to create designs adapted to context and to the physical forces; and constraints and simulation to establish a new design space in which histories enhance the ability to explore new alternatives for designs.

Automotive Technologies
SFU has invested significantly in the Mechatronics Systems Engineering (MSE) program. Mechatronics is the integration of mechanical, electronic, control, software, and computer engineering for the development of advanced electromechanical products and systems for a wide range of industrial applications. Research topics include next generation engine mounts, vibration-based energy harvesting, airbags, and intelligent systems for autonomous vehicles. These efforts are complemented by those of an internationally recognized group of researchers with expertise in polymer/electrochemistry, modelling structures and processes in fuel cells, bio-fuel cells, and novel methods for preparing proton-conducting membranes. This group has strong connections with the NRC Institute for Fuel Cell Innovation, and will develop collaboratively the next generation of nanostructured materials for fuel cell applications. SFU has also been a host node for a highly successful mathematical modelling initiative associated with hydrogen fuel cell design.

Imaging Science and Visual Analytics
Imaging research draws upon investigations across the disciplines and campuses of SFU, involving both foundational issues and applications. Investigation into the visual presentation of data and relationships is fundamental to this field, as is the study of how human beings perceive and use visualizations for communication, analysis and decision-making. The foundations of imaging research incorporate work in the areas of modeling, signal detection and processing, mathematics, statistics, data processing and storage, animation, language analysis, cognition and perception. Building on these foundations, imaging research then deals with human-computer interaction, reasoning, transformation and dynamic visualization in different manners, depending on the application area and the type of processes being investigated. Areas as diverse as finance, aircraft safety, crime reduction and public health all require information systems that support human cognitive processes—discovery, insight, problem solving, and communication—and enable innately human abilities to find meaning in information spaces composed of massive volumes of data that are dynamic, complex and uncertain in nature. Key applications of the research include medical imaging, visual analytics, data mining, business intelligence, finance, manufacturing, transportation, public safety, health and the environment.

Information, Communication, and New Media Technologies
A cluster of excellence exists in information and communication technology research at SFU. Areas of excellence are multimedia, wireless communications, RF/microwave communications, network systems and modeling, algorithms, information retrieval and web-based systems and natural language. Efforts are currently in progress to develop a formal collaboration with the Communications Research Centre in Ottawa. SFU research labs have strong industry connections in the above areas. In addition, research strengths exist in the areas of the IT sector of the economy, and
life and mission-critical ICT for disaster management and public safety, coastal surveillance, and disaster relief. Areas of expertise include ICT systems for extreme environments, early warning, and integrated multi-disciplinary response. Business researchers study knowledge, innovation and technology, with particular expertise in project management. ICT provides a necessary substrate for many areas of research, and SFU has and will continue to build strong links between ICT and the disciplines that use ICT in research.

Games, animation and new media are research areas in their own right and are also enabling technologies for many aspects of culture, society, and industry. Research at SFU covers the spectrum from technology to use in real contexts: from the use of multi-processor architectures for digital games and enabling algorithms for simulation, digital games for learning and training, play interfaces for culture, media-based pain therapy, believable character animation, and aesthetics of visualization. SFU plays a major role in the research and management of the Network of Centres of Excellence in Graphics, Animation and New Media (GRAND).

Communication, Collaboration, and Computation
SFU has internationally recognized expertise in communication, collaboration and computation, including computational security and safety. This subtheme builds on extensive expertise in combinatorial algorithm development and qualitative and quantitative modeling of complex social systems using advanced mathematical, statistical, and computational methods. The Interdisciplinary Research in the Mathematical and Computational Sciences (IRMACS) Centre provides critical infrastructure required to communicate and collaborate with remote and difficult to access communities, such as remote and Aboriginal communities in northern BC, as well as the ability to provide remote collaboration and visualization capabilities for both research and educational initiatives. SFU is a leader in the development and deployment of collaborative technologies in the support of research at the national level.

Technology and the Arts
Ongoing developments in media and computing technologies link interactive arts and technology with musicians, filmmakers, dancers, and other scholars in contemporary arts. In addition to enjoying an international reputation for interdisciplinarity in artistic practice, SFU researchers are studying historical and current dimensions of media culture in visual, filmic, aural, print, and digital formats. Researchers are focusing on studying and designing technologies that empower and enrich the users' experiences within interactive spaces, understanding current interactive media designs, and virtual environments to inform the design of next generation interactive media productions. We focus on expressive systems that augment the users' experience, including the development of expressive motion within visualization and virtual environments, expressive characters (both face and body movements), and expressive interactive performances. An allied research thread is the development of computational systems that produce or simulate creativity, and the construction of cognitive models of human creativity and creative expression that can be the basis for computational creativity. Another emerging area of research is the study of human-centered media and communication systems for museums. A coordinated initiative that merges theory and practice in the artistic uses of new technologies and the scholarly analysis of traditional media (including print and photography) builds on current strengths and creates a distinctive research environment.

Culture, Society, and Human Behaviour
As a comprehensive university, SFU champions the liberal arts and sciences and promotes pioneering interdisciplinarity. We enjoy the presence of hundreds of excellent researchers whose record of awards, grants and publications demonstrates the University’s success in building a community of creative thinkers and practitioners, a combination exemplified by a cluster of scholar-poets who excel as both wordsmiths and socio-cultural theorists. Areas in which interdisciplinary innovation is receiving
particular attention include, but are not limited to, the following potential targets for strategic development. Alongside the role of humanities scholars in teaching and modeling critical thinking, the social impact of the University is further enhanced by the qualitative methodologies of experts in such specializations as anthropology, business, criminology, gerontology, political studies, psychology, sociology, and women’s studies. In all these areas, the challenge is to develop focal points (individuals or groups) to enable dispersed researchers to cohere in creative research groups that will be distinctive to SFU.

Research in the Humanities
Philosophers, historians, classicists, literary critics and linguists investigate and describe the ever-changing realities of contemporary life, and teach us how to question and critique the political, social, sexual, economic, and historical frameworks within which we all live and work as world citizens. Scholars of English study the entire spectrum of literary and textual activity, from the genesis of a writer’s creative spark through the various stages of a manuscript’s development and dissemination. Those specializing in print culture put particular emphasis on the socio-cultural circumstances of a work’s production and reception (transcription, printing, illustration, publication, branding, sales, adaptations), reception, and endurance over time. Others study the ways that literary and public texts shape nationalist, ethnic, and global power relations, while specialists in rhetoric analyze the conventions and subtleties of public discourse, covering the gamut from humour to political documents. Dramatic literature and theories of performance constitute another focal point, from medieval mystery plays to present-day film and theatre. Scholars of history, whose research strengths are social history and cultural history, grapple explicitly, profoundly, and critically with knowledge others often recognize only dimly or in passing: that the future was created yesterday. Specific research specialties share themes that overlap time and region: indigenous peoples; empire, colonialism, and postcolonialism; gender and sexuality; law and society; medicine and science; race and ethnicity; religious and intellectual history; and oral history. With their focus on people, communities, and culture, historians’ study of trends, changes, and transitions renders them uniquely qualified to comment on new policies, planning, and resistance. Their knowledge that the past was complex, conflicted, and contested results in research and tools that enable understanding of the present and contribute to the future.

Foundations of Ethical Evaluation and Ethical Implications of Research
SFU possesses a broad range of research expertise both in the foundations of ethics and in applied ethics; this expertise can be found in areas including archaeology, business, criminology, education, environmental sciences, health sciences, philosophy, political science, and public policy. All research, from the fundamental discoveries of science to the development of new technologies, policies, strategies, and new ways of understanding, stand to have a significant impact on the way we lead our lives. For example, the “Intellectual Property Issues in Cultural Heritage” (IPinCH) international collaboration headed by SFU is working to explore and facilitate fair and equitable exchanges of knowledge, including the theoretical, ethical, and practical implications of commodification, appropriation, and other flows of knowledge about the past, and how these may affect communities, researchers, and other stakeholders. At SFU, researchers are concerned about the ethical implications of their research, and the university community as a whole takes seriously our ethical responsibilities. We take a leadership role in ensuring that research has a positive impact on human welfare, by pursuing the systematic investigation of our moral beliefs, from their philosophical foundations to their applications in the form of general principles, to public policy issues arising in the Canadian context.

Aboriginal Studies
Research into Aboriginal issues involves faculty members in anthropology, archaeology, economics, education, health, history, linguistics, literature, psychology, resource management, and sociology. SFU is conducting essential and leading-edge research on examining contemporary urban and rural issues in the Aboriginal community, preserving Aboriginal languages, partnering with bands and communities in Aboriginal education, examining classroom climate issues for Aboriginal/minority
students, resource management in Aboriginal communities, barriers to Aboriginal labour market success, and archaeological research. SFU researchers are well recognized for their critical analysis of issues dealing with Aboriginal sites; their work links the historical past to current concerns, as in a major collaborative research initiative to investigate the intellectual rights issues raised by archeological practice. Other researchers focus on the spectacular rise of Aboriginal and Métis writers and artists. With the appointment of a Director of the Office of First Nations and new space dedicated to Aboriginal studies, the time is opportune to integrate researchers across the University.

International Studies
Canada’s Asia Pacific Gateway Strategy includes a focus on fostering strong relationships in education, research, and the exchange of innovative ideas and technologies. By lending our collective knowledge and building our research capacity through partnerships with Asia Pacific institutions, we can play a valuable role in this strategy. SFU has had an intellectual engagement with China for over two decades, and since then, we have expanded to create relationships with many other Asia Pacific institutions for mutually rewarding flows of highly qualified human capital. Given our geographical and demographic location, researchers at SFU are particularly interested in examining connections between Asia and Canada from a number of different disciplinary and interdisciplinary perspectives. This research emphasis is informed by a deep understanding of Asian countries, cultures, and economies. SFU has also augmented its commitment to internationalization of research through several important new initiatives. Research in this area includes international studies and international policy, advanced by new endowed research chairs in religion and cultural change, and international law and human security. The Human Security Report project analyses global and regional trends in political violence and their causes and consequences, and has put SFU on the map internationally as a resource for governments and nongovernmental organizations alike. The Centre for the Comparative Study of Muslim Societies and Cultures represents another interdisciplinary collaboration that has few Canadian counterparts. The World Literature program is focusing on the way aesthetic forms and topoi pass from one culture or time to another, most often in defiance of political and social boundaries.

Safety, Security, Criminal Behaviour Assessment and Treatment, and Forensic Studies
SFU has significant strength in the analysis of criminal behaviour and forensic studies. The Institute for Canadian Urban Research Studies (ICURS) is one of three main centres for environmental criminology, as well as computational security and safety. Together with IRMACS, internationally recognized expertise exists in security research in computational criminology and the criminal justice system. The Criminology Research Centre studies youth crime, violence against women, and the role of some mental disorders in criminal behaviour. The Mental Health Law and Policy Institute, with members from numerous countries, promotes interdisciplinary collaboration in research and training in areas, e.g. psychology and criminology, related to mental health and policy. The Centre for Restorative Justice is unique in Canada, and there are only a handful of such research centres worldwide. The Centre for Forensic Studies links archaeology and biology in state-of-the-art labs with a focus on forensic science and technology. These groups provide a powerful hub around which crime-related research in other units can be focused. The newly appointed LEEF Chair in the Reduction of Youth Violence partners with Children’s Hospital to reduce violence and victimization among youth.

Another significant research focus builds on SFU's existing strengths in security and health research. Its aim is to establish new research capabilities that will enable SFU to be recognized internationally as a leader in public safety, security, and health science. Specifically, this initiative builds on expertise in security research in ambient assistive living, disaster relief, violence risk reduction, public health monitoring and intervention, public policy and health, the social and psychological influences of health, and homelessness and addiction. SFU has invested in significant infrastructure for secure computing facilities for research that involves highly sensitive datasets. This infrastructure consists of a central, high-security computer lab coupled to secure networks, secure
data storage, and secure satellite labs with data processing and visualization facilities. Strong regional, national and international partnerships are in place, with access to highly secure datasets from these stakeholders—a combination that places SFU in a leadership position in security and health research.

SFU researchers are developing strengths in other aspects of security, such as polymer chemistry, microelectronics, optics and nano-fabrication of new materials for new high-tech security technologies. For example, research and training programs in advanced materials and engineering take advantage of collaborative initiatives in materials science and business to foster and cultivate a culture of innovation, by bringing safety and security technologies from the bench-top to the marketplace and producing graduates with knowledge in entrepreneurship. The core expertise in optical, electronic, magnetic, polymeric and nanomaterials puts SFU in an ideal position to target key technologies including security inks and taggants for surveillance and identification, and sniffers for pathogens, pollutants, toxins, contaminants and explosives. SFU researchers are also leading the Human Security Report Project, researching global and regional trends in political violence and their causes and consequences. SFU researchers are working on ways to increase the safety, health and welfare of employees, and by extension to those who are impacted by safety issues in the workplace (family members, employers, customers, suppliers, and nearby communities).

Evolution, Cognition, and Culture
The relationship between the sciences and humanities has long been fraught with difficulty—a tension captured by C.P. Snow in the phrase "The Two Cultures." Recently, researchers on both sides of the sciences/humanities divide have recognized that the evolutionary and cognitive sciences have advanced to a point where it is now possible to move beyond the two cultures and develop an approach to the study of traditional humanities subjects such as ethics, religion, and literature that is compatible with, but not reducible to, the way in which scientists approach their subject matter. SFU is in an excellent position to become a world leader in this ambitious, interdisciplinary plan to integrate the sciences, social sciences and humanities. For example, researchers in archaeology, biological sciences, business administration, linguistics, and psychology, including the CRCs in Human Evolutionary Studies and Management of Technology, are using phylogenetic methods from biology to understand the evolution of a range of social and cultural phenomena, while researchers in English are carrying out work in the area of biosemiotics, which focuses on the wide variety of forms of communication in biological systems, and research in psychology focuses on the development of communication in infancy. Through participation in the influential Centre for the Evolution of Cultural Diversity currently sponsored by the UK Arts and Humanities Research Council, SFU is poised to bring focus to this area of evolution, cognition, and culture in an international context.

Urban Communities
Located in one of the best-known “livable” cities in the world, SFU has research strengths covering a wide variety of urban issues, from urban design and planning to the study of the individual resident, including the social, artistic, and environmental aspects of urban life. Specific strengths exist in the areas of urban studies, geography, computing science, mathematics, criminology, computing science, economics, and forensic psychology. The Metropolis British Columbia Centre of Excellence for Research on Immigration and Diversity is part of an international network that supports studies of the economic, social and political dimensions of immigration, with British Columbia emphasized as a case study in ethnic diversity. Cultural researchers are probing key and complex issues of social cohesion, antiracist education, violence in society, multiculturalism and cultural adaptation, citizenship, diasporic cultures, and nationhood. There are promising possibilities for interdisciplinary research focusing on second-language learning, public education and the wellbeing of communities. French language researchers in the Faculty of Education, for example, conduct research that focuses on multilingual students from diverse origins and a growing population from Francophone Africa to understand their linguistic and cultural practices and examine how the education system responds to
their needs. The CTEF-funded “Modelling of Complex Social Systems” (MoCSSy) program brings together extensive expertise in criminology, health science, urban dynamics, computer science, and mathematical modelling, under the unifying theme of modelling the complex dynamics that drive the linked epidemiologies of crime, disease, homelessness and other social ills in urban neighborhoods.

**Intervention Impact Assessment**

Rapid change in our underlying economic and technological world has led to rapid change in the stratification of our society, with increasing inequality and poverty accompanying vast increases in wealth. What are the social and economic impacts of effective transition programs for immigrants? What happens when we do a better job of providing educational opportunities for Aboriginal peoples? What role does effective Labour Market Information play in individual decision-making, and ultimately, on the economy? How might the use of technology improve access to learning and/or opportunity for disadvantaged groups? These are all examples of research questions that might fall outside the traditional Tri-Council research programs, but that have large-scale implications. In general, funding for most forms of service delivery, including educational and social programs, is increasingly linked to the ability of the service provider to demonstrate results. Despite the increased attention being paid to “accountability”, the mechanisms, tools and practices for effective impact assessment remain, at best, blunt instruments (consider for example, the Fraser Institute ranking of schools or the Macleans’ ranking of universities). An interdisciplinary approach, harnessing the research approaches of economists, sociologists, psychologists and educators, would provide a framework for significant advances. SFU researchers currently possess great strengths in each of these areas, and are in an excellent position to develop more sophisticated research methods for impact assessment and to subsequently apply those methods to a wide range of social interventions. By doing so, SFU can capitalize on its acknowledged strength and leadership in the social sciences and humanities, and position itself at the forefront of an emerging research need.

**Economic Organization, Public Policy, and the Global Community**

This theme covers a vast amount of research in the social sciences, business, and other areas. It includes individuals and families, firms and markets, governments, and the global community.

**Economic Organization**

SFU has significant strengths in the theoretical analysis of firm organization, law and economics, public economics, the study of economic institutions, and econometric analysis. Expertise in these fields is complemented by strengths in computational, experimental, and evolutionary methods, which are reflected in the Centre for Research on Adaptive Behaviour in Economics and the Canada Research Chair in Economic Theory and Evolution. There are also strengths in a number of applied fields including strategic change, corporate governance, capital and risk management, biotechnology management, art management, and the environmental, ethical, and sustainable management of organizations. Current efforts include concentrations in the CMA Centre for Strategic Change and Performance Measurement, the Centre for Corporate Governance and Risk Management, and the Global Asset and Wealth Management Centre.

**Public Policy**

The role of the public sector in our economic and social lives has increased as our private wealth has grown over the past decades. This has spurred research on how policy is formed, what policies are good and in what contexts, and on the unintended consequences of policy decisions. Such research is carried out in economics and the Public Policy Program. For instance, the Centre for Public Policy Research CPPR in the Public Policy program is unique in western Canada, with research drawn from economics, political science, women’s studies, business, education, criminology, resource and environmental management, and communications. It has current or planned strengths in tax policy, Aboriginal policy, labour markets, environmental and natural resource policy both in Canada and
developing countries, and governance issues in developing countries. Policy-related research is also pursued in the CURA Economic Security Project, the Learning City project, the Institute of Governance Studies, and the Mental Health Law and Policy Institute, among other venues. Expansion of the CPPR would complement existing or projected policy research in health sciences, urban studies, international studies, and communications.

The Global Community and Emerging Markets
SFU has several research groups concerned with international economic relations, transnational organization, and global culture. One group focuses on issues of trade, international finance, and economic development in low-income countries; another investigates the management of global enterprises. The new Centre for Global Workforce Strategy carries out multidisciplinary research on issues surrounding effective workplace management strategies. The Jack Austin Centre for Asia Pacific Business Studies has a mandate to examine a broad range of issues relevant to the Asia Pacific region, particularly Canada’s role in the area. The Centre for Global Political Economy addresses the intersection between global and domestic political economy, while the MCRI Globalism Project studies the effects of globalization on people in a range of individual countries. SFU researchers examine issues of knowledge, innovation and technology, including issues related to the formation, operation and growth of biotechnology firms and on the IT sector of the economy. The Global Asset and Wealth Management Centre focuses on markets and risk management, to bridge the gap between traditional finance theory and the growing field of behavioural finance. Research on global institutions will focus on peace and security studies; development, environment, and international economic relations; governance and civil society; and human rights and international law.

The Creative Economy
The Creative Economy, defined to include the whole of the creative chain for core cultural goods and services, including their creation, production, manufacturing, distribution, and support, has emerged as both a substantial and an expanding sector of the Canadian economy. It now accounts for 7.4 percent of GDP and 1.1 million jobs. Growing more quickly than the economy in general, creative enterprise has become an economic driver in the contemporary world. Employment in the creative economy is growing at a faster rate than other kinds of employment, and requires new patterns of work built on flexibility and innovation from workers, employers, government and educators. The creative economy also generates the social capital that is fundamental to social cohesion. Understanding the nature and dynamics of the creative economy is critical to Canada's social, cultural and economic future, and SFU’s strengths in the contemporary and interactive arts, literary and publishing studies, and technology position it to play a leading role in research in this area.

Environment, Resources, and Conservation
SFU has an excellent record of high-profile research related to the environment. This research is conducted throughout the University. The research approaches and topics span a range of sectors from theoretical and mechanistic studies to applied management strategies. Mirroring the major natural resources of British Columbia, research clusters at SFU focus on the relationships between economic development, conservation and biodiversity in terrestrial and aquatic ecosystems, as well as on natural hazard prediction and prevention. Our research includes not only chemical, molecular biological, toxicological, physiological, and behavioural studies, but also risk assessment, management, and historic and economic considerations. The ultimate goal of this multifaceted approach is to provide a sound basis for sustainable development and the responsible use of our natural resources.

Planning, Development, Management, and Sustainability
SFU will pursue research in a number of areas related to the development, planning, management, and sustainability of human settlements and the impact of human and natural disturbances on environments and communities. Research foci include governance and equity issues, spatial and labor
market dynamics, consumption patterns, industrial restructuring, and ecological, economic and social sustainability. Related foci include sustainable development policy; sustainability and quality of life indicators, assessment and evaluation; public space and urban/regional livability; health care and access; property rights and spatial inequities; local economic development; and the development of mathematical tools in resource allocation and management. Research related to development and the environment in selected world regions, especially Latin America and Asia, will include health and water use, property rights in natural resources, land use conflicts, tourism development and management, shifting cultivation and cash cropping, environmental governance and co-management, environmental policy at local level (including protected area issues), various applications of economics and social theory to conservation and management, and the role of foreign investment in development. SFU research integrating the social and natural sciences focuses on the impacts of human development and natural disturbances on natural and urban environments and communities. Emphasis is placed on the causes of and responses to natural hazards, such as earthquakes and landslides, and on sustainable development strategies that integrate economic, social, and environmental objectives. Research on both geoscientific and biological phenomena in the ocean environment is integrated within the SFU-supported Neptune Canada project. Research in environmental education and education for sustainable development will be key to understanding human interactions with the environment.

**Ecosystems and Resources**

In the 21st century, environmental research has broadened to encompass concerns such as species at risk, biodiversity, sustainability and endangered habitats. SFU researchers, including those in the Centre for Wildlife Ecology (CWE) and the Cooperative Resource Management Institute (CRMI), conduct basic and applied research in wildlife, fisheries and forest ecology and provide knowledge and personnel that will help meet the challenges of conservation. Information, ideas, expertise, resources and opportunity flow back and forth from SFU to government agencies such as Environment Canada (EC) and Fisheries and Oceans Canada (DFO), as well as FORREX (the Forum for Research and Extension in Natural Resources) to help inform policy and decision-making, while SFU faculty and students benefit from enhanced opportunities for discovery and applications-based research. SFU will partner with EC, DFO, and FORREX to accommodate new research areas under their broadened mandates.

SFU continues to be a major player in research aimed at the understanding and management of fish populations in their marine and freshwater habitats, as well as the broader management of the coastal zone. Such research encompasses the genomic analysis of salmon, fish disease prediction and management, socio-economic studies on fishing communities, stock and risk assessment, sustainable management of wild and farmed species, coastal tourism and socio-economic studies of fishing communities. Strategic initiatives will strengthen the links between applied ecological approaches and coastal management. SFU researchers are also investigating the ecosystem science of large rivers, carbon and nutrient cycling in lakes, hydrology of lakes and river floodplains, biogeochemical mass fluxes to the ocean from small catchments, plant water interactions, glacial processes and soil erosion. Marine investigations focus on understanding natural variability and biogeochemical linkages within the ocean and climate system and responses to perturbations.

SFU research related to terrestrial ecosystems includes ecological, institutional and economic approaches to the conservation of ecosystem services, biodiversity conservation and invasive species, and ecosystem-based forest management (including an understanding of natural disturbance regimes and forest dynamics) and industrial forestry issues. Energy and materials management is also emphasized, through developing and applying sustainable policy models that are both technologically explicit and behaviorally realistic. Management of protected areas, advisory and advocacy issues in the environmental policy process and the valuation of ecosystem goods and services are key interests. SFU researchers also study the modern and ancient geological
environments, natural hazards, and geological resources. Fundamental research on Earth materials is connected to the overall Earth system and relevance to society. Tracking Earth conditions from past conditions to the present and into the future is providing an improved view of the changing environment and climate. Understanding temporal changes in water resources and ice conditions, and the nature and mitigation of geological hazards, are key foci. Geological resources presently under study include metallic mineral occurrences, gemstones, oil and gas deposits, and subsurface water. Investigations range from direct studies of the resource commodities to methods of ore extraction, establishment of scientific infrastructure, and predictive models for resource exploration. SFU will also focus on geoscience research linked to the exploration and development of BC shale gas, and BC hydrocarbon resources in general.

SFU has a strong spatial research emphasis in health and environment, including optimal location of health services and population health. This concentration is augmented with visualization approaches, such as multi-dimensional geovisualization and geospatial interface research. Modeling of complex spatial environmental systems, land use, land cover and urban growth continue to be important activities, together with modeling of dynamic spatial phenomena in forestry and landscape ecology.

Climate Change Solutions
As a founding member of the Pacific Institute for Climate Solutions (PICS), SFU researchers are well positioned to contribute to the development of innovative climate change solutions, seek new opportunities for positive adaptation to climate change solutions, and lead the way to a vibrant low-carbon economy in BC and globally. PICS seeks to support transformative change in response to the many challenges raised by climate change through multidisciplinary research conducted in partnership with governments, the private sector, other researchers and civil society, in order to undertake research on, monitor, and assess the potential impacts of climate change, and to assess, develop and promote viable mitigation and adaptation options to better inform climate change policies and actions. The Institute’s research strategy is currently focused on four key interdisciplinary themes: a low carbon-emissions economy, sustainable communities, resilient ecosystems, and social mobilization.

Researchers involved with SFU’s Adaptation to Climate Change Team (ACT) are studying critical climate change impact topics: biodiversity, extreme weather, energy, water security, crop and food supply, population displacement, health risks, new technologies, and sea level rise. Working in conjunction with leading experts, ACT will explore these issues and the linkages between them, the problems they pose as well as potential solutions, and produce policy recommendations for adaptation. Researchers in SFU’s CTEF-funded “Climate Change Impacts Research Consortium” are taking a risk-based approach to the study of the secondary effects of climate change on human and ecosystem health.

Alternative (Green/Clean) Energy Technology
SFU is well positioned to become a leader in green energy technology research. Interdisciplinary initiatives in this area will focus on energy production, distribution, and utilization, along with related manufacturing technology and green IT. Current research includes fuel cell materials, design and diagnostics, energy management and harvesting, new generation fuel injectors for hydrogen technology, green IT technology, green computing, smart grids and smart houses. Another key area of research involves investigating human-centered sustainable systems at the intersection of conservation, sustainable design, alternative energy production and social behaviour around our ecological footprint. The rise of ubiquitous computing, smart environments and the widespread use of mobile devices offers an opportunity to enable occupants to dynamically interact with building technologies through digital media.
Aboriginal Communities and the Environment

Aboriginal issues in relation to the environment have been a significant focus at SFU and will grow in importance over the coming years. We have substantial research strengths in applications of resource management and resource planning to Aboriginal communities, with a particular focus on Aboriginal and place-based community co-management, forest management, fisheries and aquatic management, protected areas and heritage planning, and strategic land-use planning. Other areas with a strong Aboriginal focus include heritage tourism, and coastal zone management and planning, geographic information science, and community planning and development. Commensurate with increasing control over lands, waters, and resources by Aboriginal people in Canada and worldwide, we will continue to develop our strengths in issues related to resource and environmental management and planning by Aboriginal people on their traditional lands. This will focus on applications related to sustainable community development, economic strategies and resource use as well as conservation strategy and heritage protection. These activities will draw both on our existing strengths in management and planning, and analytical tools such as geographic information systems, but also on existing strengths at SFU in Aboriginal resource management practices and traditional ecological knowledge. We will also develop our engagement with Aboriginal peoples, both in a research context and an educational context, through collaborative research projects and field-schools especially with local Aboriginal communities (First Nations and Métis), and increased Aboriginal curriculum throughout our programming.

Health and Biomedical Sciences

A common goal for health-related cross-disciplinary research at SFU is to describe human health in its full context, including the diverse impacts that social inequities have on health. SFU has developed a reputation for excellence and innovation in health research, involving faculty from across the spectrum of disciplines and organizational units at the University. With such a wide array of health sciences interests, SFU seeks to strengthen a number of interrelated research areas that impinge directly on human health. We have particular strength in genomics, bioinformatics, and health informatics, biostatistics, biomedical sciences, neuroscience, medicinal chemistry and drug development, biomedical devices, biomedical imaging, mental health and addictions, as well as in health policy and cultural and population studies, from basic investigations to clinical applications. The establishment of the Faculty of Health Sciences and its state-of-the-art facilities provided a special opportunity for innovative new multidisciplinary research initiatives and graduate programming. Novel research and graduate programs have or are being developed in population and public health, global health, infectious diseases, aging and chronic illness, and brain function and development. Partnerships between SFU and the hospitals and health authorities in the Lower Mainland enhance these opportunities. SFU is a leader in the secure analysis of sensitive data. Population Data BC, a platform for supporting research on human health, wellbeing and development run by a consortium of researchers from institutions around BC including SFU, will provide researchers with access to linkable individual data for integrated analysis of health outcomes using a range of secondary sources. Our goal is to develop interdisciplinary collaborations and partnerships that bridge the biomedical, clinical, and social sciences and involve the wider community, building on SFU’s tradition of innovative and effective outreach. Examples are the new Institute for the Reduction of Youth Violence, a joint partnership between SFU and Children’s Hospital that aims to reduce adverse health and mental health consequences of youth violence; and the Centre for Research on Early Child Health and Education, that links scholars in universities and research centres to increase access to universal health and education programs for young children.

Genomics, Bioinformatics, Health Informatics, and Biomedical Technologies

The completion of the Human Genome Project in 2003 produced the first DNA sequence of a human genome and has stimulated the functional genomic analysis of thousands of additional organisms and the development of higher throughput and cheaper sequencing technologies. Genome structural variations among individuals are being revealed at single base-pair resolution, promoting exploration
of the relationship between genotypes and phenotypes. Genomic sciences are redefining the research landscape of the fundamental life and biomedical sciences and their applications, including cell and molecular biology, structural biology, population and evolutionary biology, microbiology, aquaculture, agriculture, fisheries management, forestry, environmental sciences, drug discovery and assessment, neuroscience, and biotechnology. The concept of personalized medicine is being realized based on the application of the genomics of cancer, aging, mental health, chronic and infectious diseases to the diagnosis and treatment of patients. Genomic technologies have important applications in disciplines such as anthropology (e.g., tracing human migrations), conservation biology (e.g., assessment of biodiversity), and forensics. The explosive development of genomics has created demand for more effective computational data management systems and bioinformatic tools for data analysis and interpretation, and has spawning new fields including transcriptomics, proteomics, and systems biology. SFU already has considerable expertise in genomics, bioinformatics, and data mining, spread across several Faculties, and is developing interdepartmental teaching and training programs. SFU has taken a leading role in the development of a regional Genome Sciences Institute that builds on its partnership with the Genome Sciences Center based at the B.C. Cancer Agency.

SFU also has significant strengths in biomedical technologies. Current research focus areas are medical imaging, radiopharmaceuticals, computational anatomy, bio-sensors, biomedical optics, signal processing, biomechanics, assistive technologies, haptics, micro-/nanotechnologies for medical applications, micro-fluidics, biochips, bioinformatics, computational biology, health informatics, and chronic disease management. Research in this area is highly interdisciplinary and involves computer scientists, engineers, interactive arts researchers, biomedical scientists, kinesiologists and psychologists from SFU working in teams with clinicians to develop new tools and products. The combined effort is intended to address issues of individual human health, ranging from molecular, cellular, and systems biology to population health and its modeling.

GE3LS Analysis

The consequences of scientific and technological innovation are significant, especially when it comes to genomics and its Ethical, Economic, Environmental, Legal, and Social aspects (commonly called GE3LS). Research will inform new legislation to control innovative growing practices in agriculture, and economic and environmental practices in fisheries and forestry, where genomics techniques can be used to select fish or trees able to withstand the effects of climate change. Genomics research has economic and social implications in such applications as bee colony collapse, bioremediation for industrial waste from Canada's resource industries, and diagnostic tools for disease and mental disorders. As whole genomes of organisms become known, together with their subtle variations and functional characterizations, there will arise issues of intellectual property and ownership of such information. What's more, genomic information is published in publicly available databases, and questions arise as to the social impacts of how the public will use this information. Such information can be used by experts in risk communication of health-related genomic information, both for public health events such as pandemics, and for individual's health-related information. It can also be used in repatriation and other claims of cultural relationships and affiliation. Issues of cost-benefit and potential quality of life benefits associated with early diagnoses will have to be explored. Finally, research can ultimately extend to the choice of a partner in a world where a mate's genome can predetermine life expectancy, personality, and mutual compatibility. How society deals with such a brave new world will be the focus of research in this subtheme.

Chronic and Infectious Diseases

SFU has outstanding researchers studying both chronic and infectious diseases. Considerable strength exists in the realm of genomics, bioinformatics, biomolecular interactions, psychological and psychiatric disorders, and we are developing strength in proteomics and metabolomics. Researchers on the CTEF-funded “Bioinformatics for Combating Infectious Diseases” project are
focused on the development of more accurate and faster bioinformatics algorithms and tools for identifying anti-infective drug targets, candidate drugs and potential vaccines. The interdisciplinary team is capitalizing on SFU’s unique strengths in computational, physical, chemical and biological sciences to discover potential new therapeutic targets and test them first in silico and then in the laboratory. Another CTEF-funded team of researchers with expertise in organic and inorganic materials, bio-organic chemistry, molecular biology, biochemistry, biomedical physiology and kinesiology and computer sciences are working together with experts in ethics, medicine and medical imaging to take novel molecules and nanomaterials from the chemistry lab into the clinical setting, and to develop new and innovative strategies for medical imaging, diagnostics, surgery and drug delivery. The team is working synergistically to create, apply and test novel approaches for the diagnosis and treatment of prostate cancer and kidney stones as their first targets.

Significant investment in personnel and physical infrastructure at SFU has ensured that the drug development pipeline from genomics input to pharmaceutical output is well represented at SFU. SFU, with its strength in medicinal chemistry, is an important node of the Centre for Drug Research and Development (CDRD), focusing on the development and evaluation of new drug candidates. Since one-third of approved drugs will go off patent by 2012, SFU is well poised to discover the next-generation of drugs and to partner with pharmaceutical companies. Additional strengths exist in virtual reality therapy and training, visualizations and accessible tools for managing pain over time, and the extension of these tools to the community via social media and mobile technologies.

Continued growth in this area will require strengths in clinical and health psychology, developmental biology, environmental toxicology and receptor biology, climate change, cardiovascular disease, healthy aging and the social determinants of health, and support for emerging strengths in neuroscience and mental health, HIV/AIDS and addiction research, violence reduction research, vaccine and drug development, bioinformatics, and genetic and epigenetic studies, infectious disease modeling at both molecular and population levels, microbial epidemiology, ecology and evolution, the innate immune response to infection and the cellular/molecular basis of infectious disease pathogenesis.

Strategic research that bridges nutrition, biomedical and behavioural science would complement existing strengths. Collaborations in this area require support of a wide range of technologies including biomarkers, transgenic animals, nanotechnology, novel imaging and visualization modalities, province-wide comprehensive data and geographic information systems, and complex social modeling.

**Human Development and Aging**

Research strength in human development and aging exists in basic biomedical, population, and social sciences. These include the areas of children’s social, emotional, and mental health, brain development, brain function and problem-solving, mammalian developmental biology, birth defects, molecular-genetics, epigenetics of cellular differentiation, health policy, adolescent mental health, health behaviour and risk, youth crime and violence, gender and aggression, and longitudinal studies on aging. The broad field of neuroscience offers an exciting area for strategic investment, especially in areas focusing on aging and degenerative diseases of the nervous system and its connection to behavior and health. SFU strength exists in clinical psychology, neurobiology of addiction and of age-related degenerative disease, and psychological mechanisms underlying youth aggression. SFU will apply its combined strength in imaging, neuroscience, genetics, epigenetics, and cellular physiology to the study of development and aging.

**Population and Public Health and Health Services**

Population and public health is a major focus of SFU research. There are many areas of overlap with the other two focus areas, for example cardiovascular and chronic disease management and
environmental and occupational health. Another important crosscutting element is the flagship program in Global Health. Expansion of population sciences and public health practice across areas of shared research focus, such as in infectious diseases and global health, mental health, environmental, occupational health and earth systems, and Aboriginal health and the impact of social disparities on health could increase synergies in emerging areas of cross-disciplinary strength at SFU. Bridging SFU’s substantial strengths in biomedical sciences and health services to population and public health would result in a competitive advantage. Such an approach would build on newly established research strengths focused on population level interventions and health policy sciences, such as: research chairs in Children’s Health Policy, Applied Public Health, Cardiovascular Health, Reduction of Youth Violence; the research centres, including the Centre for the Study of Gender, Social Inequities and Mental Health, the Centre for Children’s Health Policy, and the Centre for Applied Research in Mental Health and Addictions; the Canadian Multi-site Research Demonstration Project in Mental Health and Homelessness; emerging research capacity in toxicology and environmental and occupation health with faculty recruitment in the area of Children’s Environmental Health, and partnerships with BC Children’s Hospital, Health Canada, Environment Canada, and the Pacific Institute for Climate Solutions; and SFU’s Community Trust Endowment Fund investment in two cross-Faculty interdisciplinary teams, the Modeling of Complex Social Systems and Secondary Effects of Climate Change on Human and Ecosystem Health.

Continued growth to support this subtheme would include bridging areas in social inequities of health, global and Aboriginal health, ethics, health economics and health policy including new health services models, intervention trials and uptake of best practices in primary health care. Growth of research strength in environmental and occupational health would include a focus on molecular toxicology, genomics, proteomics, and metabolomics that study the cellular and molecular responses to drugs and to xenobiotics associated with environmental exposures, and would include the development and use of biomarkers, medical imaging, and basic neuroscience.

Health Systems

There is a growing need to understand how health systems function, and this presents an important and exciting area of research that is largely neglected in Canada. Foci include comparative studies of international primary health care systems, explorations of the cost effectiveness of chronic disease prevention and management approaches, estimates of health resource needs and mix of specialists, organizational studies of inter-professional training and practice structures, performance outcomes of innovations in primary care practice and incentive structures, organizational studies of leadership and processes in health system change management, forecasts of health care needs and health system responses, assessments of the impact of primary care interventions on indicators of population health, community assessments of the social determinants associated with chronic disease distribution, and the issues of health equity, social justice, and ethics in health care. The resulting research outcomes will provide objective information to aid decision-making by Canadian provincial and federal government agencies and ministries. It also provides an opportunity for global outreach, as comparative studies will form a significant component of the research activities. SFU would be a vital hub in a network of similar endeavours, providing the opportunity for research collaboration and faculty and student exchanges. Global organizations with an interest in the strengthening of health systems, e.g. the World Health Organization and the World Bank, are potential clients and partners.

Pedagogy

Pedagogy stresses the mutually constitutive and intersecting activities of scholarship, teaching, and engagement. It concerns both the art and the science of teaching, and involves teachers engaging learners spontaneously and methodologically. Boundaries between teachers and learners are not always fixed. Research in this theme is conceptualized as a framework of four essential components: understanding,
research use, knowledge mobilization, and reciprocity. Understanding involves fundamental explorations to map what is and can be in education, what we value of education practices, and how processes of education unfold and can be transformed to benefit individuals and society. Research use refers to investigations about how understanding may be applied to address education issues. It includes, but goes beyond, developing and refining methods across the spectrum of educational practices and forms of educational inquiry. Knowledge mobilization refers to critical and self-reflective occasions where we apply research in practice, for example, determining the impact of educational interventions across individual and systemic levels. Finally, the notion of reciprocity concerns our studies of collaborations with the educational community, the settings for research mobilization, with an emphasis on designing and using feedback loops to inform and refine future research throughout the framework. Future research vitality lies in actively inter-relating these four framework components, and these components individually and together represent significant foci for emerging scholarship.

As represented in the draft recommendations of the SFU Task Force on Teaching and Learning, one of the principles of teaching and learning is to “engage in inquiry about teaching, and support pedagogical innovation to enhance our practices and student learning.” This leads in turn to the recommendations that relate to research, including determining mechanisms to develop, recognize and integrate more research, experiential and international learning opportunities into the curriculum and recognize these with academic credit. Evaluation of alternative approaches to learning opportunities should be examined critically. The pilot program LUCID (Learning for Understanding through Culturally Inclusive Imaginative Development) is an example of imaginative education that incorporates culturally relevant stories, games, and images to promote imaginative thinking in the K-12 curriculum beyond the standard modalities of textbooks, worksheets and testing. The program has been shown to also strengthen children’s language and collaborative learning skills.

Foundations for Success
We have been extraordinarily successful in designing and implementing the Foundations of Academic Literacy program. There is urgent need to better understand the short- and long-term impacts of this particular program, as well as complementary programs in other areas key to success in academe and the workplace. For example, there is significant need to amplify research in mathematics education that advances our understandings about cognitive and affective mechanisms in learning mathematics, that designs and tests strategies for learning mathematics, and that invents supports for teaching mathematics. SFU researchers are exploring the professional development of teachers; designing and teaching "Q courses"; the role of technology in teaching, collaborative group teaching and problem solving; virtual worlds for course delivery; understanding student mathematical cognition and learning, including studies into the aesthetics of mathematics, the nature of insight, concept formation, and anxiety; investigating ways in which the brain and body are implicated in learning and understanding mathematics; developing approaches to teaching mathematics that are responsive to cultural differences; and Masters and Ph.D. programs in mathematics education. Another cornerstone for success in today’s world is technical literacy. This arises in the context of fast-paced evolution and occasional revolutions in technologies that affect education and people’s readiness for new jobs. Research should be conducted on the benefits of the Undergraduate Curriculum Initiative through ongoing inquiry into the effectiveness of writing-intensive, quantitative and breadth courses.

Education and Human Development
Education is central to focusing and fostering human growth and development. These terms are used in a broad sense, to encompass: acquiring knowledge, developing skills, becoming prepared to apply and transfer achievements, exploring and articulating attitudes, generating and controlling motivation, and nurturing a positive sense of self in a context of connection to others. SFU pursues this research across the lifespan from early childhood through later adulthood in a variety of settings within and beyond schools. Research in this subtheme will enable us to better understand how
development happens, to identify factors affecting it, and to determine how to best intervene for the benefit of individuals and their social groups.

Education for Diverse Populations

SFU has significant expertise in second language acquisition and pedagogy, civics (in a broad sense grounded in ethical and moral considerations), issues in international education, and working in close and productive partnership in multi-cultural or cross-cultural contexts. For example, SFU researchers associated with the Metropolis British Columbia Centre of Excellence for Research on Immigration and Diversity have made significant contributions to the study of immigrant education at the urban and regional levels. Another example is the Imaginative Education Research Group and its projects such as “Building Culturally Inclusive Schools” that have furthered our understanding of successful educational practices in diverse cultural settings. The CTEF-funded research team, “Education Systems and Outcomes in Diverse Communities,” brings thematic coherence to the work of a diverse set of researchers in areas of public policy, economic organization, aboriginal learning, immigration, urban studies, and population health. It builds on well-established strengths in economics, psychology and education, integrating them with one another and with emerging strengths in public policy, dialogue, and health sciences. Similarly, the Centre for Research on Early Child Health and Education represents an interdisciplinary approach to improving the lives of young children who are vulnerable to poor developmental outcomes due to biological and/or economic disadvantage. SFU research has also led to advances in our understanding of areas such as multicultural practices, philosophies of language, and the roles that language and culture play in pedagogical practice. SFU researchers have taken a leading role in the development and testing of innovations in the uses of media (e.g., video), technology (e.g., web-assisted learning) and pedagogical methods (e.g., applications of cognitive neuroscience to mathematics learning) to support education for diverse populations. For example, an exciting area of research is the role of mathematics and music, and interactive arts technologies, for instruction of autistic children.

In Canada, there is a clear need to improve both the participation and success rates of Aboriginal peoples at all levels of education. Accomplishing this goal will require new ways of understanding Aboriginal educational issues, exploring the current roadblocks and problems in the system that exacerbate the problem of low Aboriginal graduation rates, and new modalities of learning and new forms of engagement for Aboriginal Education. The central vision of the Accord on Indigenous Education (Association of Canadian Deans of Education) is that “indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish.” A strong foundation for this critical work exists at SFU. Our research builds on an almost 40-year tradition of engagement with Aboriginal communities in teacher education, Masters’ programs and other credit- and non-credit ventures. The LUCID pilot program has shown that the gap in learning between Aboriginal and non-Aboriginal cultures in schools can be reduced, and this could result potentially in increased high-school graduation rates among Aboriginal populations. Other work has explored Aboriginal knowledge, Aboriginal pedagogies, Aboriginal science, Aboriginal language and culture revitalization, and intergenerational teaching and learning, among other topics. Critical components of this research agenda include the further development and refinement of respectful and culturally appropriate research methodologies, the development, implementation and assessment of new pedagogical strategies, and the incorporation and mobilization of Aboriginal knowledge and philosophies into the mainstream educational system.

New Models for the Delivery of Medical Education

Alternative models of medical education are necessary to better manage Canada’s health care system. SFU will explore a system of integrated care, built around integrated clinical disciplines that reflect patient care needs such as mental health, developmental health, acute care, chronic disease
management, rehabilitation, and palliation. A program based on preventive medicine, generalist training, primary care, community health, and innovative practice models such as integrated diagnostic services for primary care physicians could be developed. Activities would also build on the current pedagogical strengths of SFU in the areas of e-health and health promotion, nutrition and metabolism, virology, immunology, physiology, genetics, epigenetics, epidemiology, biostatistics, demography, mathematical modeling, virtual reality, social and policy science, and ethics, as well as in the complementary areas of molecular biology and biochemistry, chemical biology, biological physics, cognitive (neuro) sciences, biomedical engineering, and imaging sciences.

**Technology and Education**

Much is being made of the “21st Century Learner” who has both intention and capacity to gain maximum benefit from technologies in formal and self-directed education. We need to better understand the pedagogical basis of this online and blended learning, and are poised to take a leadership role in this research domain. A necessary but not sufficient component of this research naturally focuses on transformative tools; such as hardware and software that help learners study and learn more effectively. However, “technology” is not isolated from or independent of the people and settings in which it is used, nor should the concept of “technology” be falsely limited to machines and software. The goal in this area of research is to enhance, not replace, the human interactions that are the foundation of education.

Research in this area entails the active pursuit of knowledge about a range of mechanisms, designs, and means for achieving societally-valued and personal educational goals. Important topics for research therefore include mechanisms of learning, models of teaching, designs for curricula, policy assessment and development, leadership, and professional conduct in technologically-enhanced teaching and learning, among a wider array of factors.

SFU is an important centre of innovation in the study of learning and the development of educational technologies. Major research initiatives are underway in education, communication, and computing science, with psychology, statistics, and engineering science planning further involvement. Current projects build on a distinguished record of accomplishment in educational technology. For example, there is conceptualization of a research centre that will provide infrastructure and a locus for scholars to pursue groundbreaking research about education and new technologies across the spectrum of education settings, including tools that support administering and instructing online, research on virtual and blended methods of discussion, the development of research tools and software for personal study, and investigations about how simulations, learning objects and digital games can be used to achieve best practices.

**Education for Sustainable Development**

Education enables us to understand ourselves and others as well as our links with the wider natural and social environment, and this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, education for sustainable development aims to move us to adopting behaviours and practices that enable all to live a full life without being deprived of basics. Sustainability is a concept, a goal and a strategy. The concept speaks to the reconciliation of social justice, ecological integrity, and the wellbeing of all living systems on the planet. The goal is to create an ecologically and socially just world within the means of nature without compromising future generations. Sustainability also refers to the process or strategy of moving towards a sustainable future. What we teach, what we don't teach, and how we teach are all considered when creating sustainability education. Sustainability education is a process of creating a space for inquiry, dialogue, reflection, and action about the concept and goals of sustainable development. The research agenda includes the development, monitoring, and evaluation of environmental learning initiatives and the ongoing identification of sustainability indicators and evaluation tools. Such work includes: (1) developing and validating instruments for measuring
learning environments in community or ESD oriented programs, (2) creating rich descriptions of how these learning environments are characterized quantitatively and qualitatively, and how they differ from other educational settings, and (3) developing, implementing and testing a variety of program interventions in these learning environments while accounting for variations in learning, teacher engagement and other effects.

**Institutional Support for Research**

SFU provides critical personnel infrastructure support to facilitate research endeavours. Faculty mentors and grants facilitators provide aid to faculty in the preparation and critical evaluation of research grant proposals. The Vice-President, Research Office facilitates nominations for major national and international award opportunities, and enhances the profile of research at SFU by producing communications reflecting the value of our contributions in research and technology transfer activities. The Office of Research Services provides support in the identification, application and negotiation of research grants and contracts. Support is provided for research safety (Environmental Health and Safety), and for the approval of research involving animals (Animal Care Services) and human subjects (Office of Research Ethics). The University / Industry Liaison Office provides intellectual property and commercialization support. The Office of Research Accounting administers grants and contracts, and provides oversight and audit functions.

SFU recognizes that external funding of scholarly research through traditional avenues might be biased towards science and technology. Therefore, in the past five years, SFU has augmented its efforts 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, publications, and safeguarding library collections are a top priority. To increase our participation in programs for major projects such as the Major Collaborative Research Institute (MCRI) and Community University Research Alliance (CURA) through SSHRC, as well as in social science research funded by provincial and federal ministries, support for grant preparation and administration is provided. Support for exhibitions and performances is also provided.

In addition, through SFU’s Community Trust Endowment Fund (CTEF), we will continue to invest in major initiatives under the seven integrative research themes. 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. In keeping with this concept, funding will be ramped down over the years of a particular project. We propose also to provide CTEF networking grants to bring together faculty from different disciplines in workspaces to pursue interdisciplinary thematic research projects. We expect that these efforts will result in major cogent proposals submitted to external agencies.

**Institutional Support for Students**

SFU provides financial support for graduate students to facilitate their contributions to the research enterprise of the University in the form of entrance awards, fellowships, scholarships, bursaries, and teaching assistantships. In addition, SFU has an extensive array of private awards to support its graduate students. Fifteen SFU Community Trust Endowment Fund Graduate Fellowships in the Humanities for one semester of study will be granted to doctoral students in the humanities each year. These fellowships were created in recognition that research in the humanities in general is an essential element of the fabric of a research-intensive university. Another unique program supported by SFU is the Graduate International Research Travel Awards. These awards provide support for students to travel and live abroad to conduct their research. The Dean of Graduate Studies Office also provides support in terms of applying for and administering external graduate scholarships. The Dean of Graduate Studies works with the Office of Research Services to develop and administer policies related to intellectual property, and non-disclosure agreements related to externally funded contractual support for graduate students. A large
number of programs exist at SFU and are expanding to address the critical professional skills sets needed
to participate in collaborative and interdisciplinary research. SFU is committed to using the resources at
its disposal to attract and train outstanding international and domestic graduate students to SFU, including
Vanier and other Tri-Council award holders, through the creation of special awards such as the "Provost
Prize of Distinction" and the "Provost International Fellowship", and through enhancing the opportunity
for scholarly activity. In addition, SFU is committed to provide opportunities for undergraduate students
to engage in scholarly research and to support these activities through provision of research assistantships
and internships.

Library Services

The library is a core service that supports research in all disciplines in a variety of ways. Foremost are the
library collections. In addition to the book collection, the library has close to four million digital items,
including seventy-two thousand online subscriptions. Primary research materials used by all disciplines
are provided through special collections and membership access to the Centre for Research Libraries, as
well as the online data library and memberships in data organizations such as the Inter-university
consortium for political and social research (ICPSR). ICPSR maintains and provides access to a vast
archive of social science data for research and instruction and also offers training in quantitative analysis.
The Library offers services to digitize and permanently house online collections of data, electronic
content, and reports, theses and articles related to specific research projects in all disciplines. About
825,000 print items are circulated or used in the library and about 3 million journal database connections
are made every year. This published collection (both online and print) of secondary research receives
significant usage from all disciplines. The Library works with researchers and publishers on initiatives
such as the Public Knowledge Project, Synergies, Canadiana.org and the Canadian Research Knowledge
Network to transform scholarly communication. Finally, the library works to control the cost of
publication of research results through funding submission costs associated with Open Access journals
and undertaking events and communications to raise awareness of publication options. These library
services are highly valued and must be supported.

Librarians work with researchers to identify and retrieve primary materials essential to research and
scholarship. Librarians also work with faculty during grant proposal preparation to develop proposals
relating to data and information storage and, as research progresses, provide advice and facilities to store
research papers, data, and information in secure and reliable institutional repositories.

Government Support for Research

In addition to the support that the federal government provides to the three national granting agencies, it
has made a strong commitment to university-based research by investing in the Canada Research Chairs
(CRC) program, the Canada Foundation for Innovation (CFI), the Networks of Centres of Excellence, the
Centres of Excellence in Commercialization and Research, Genome Canada, Western Economic
Diversification, and the Indirect Costs of Research program. These investments have rejuvenated
Canadian research by attracting and focusing the efforts of stellar researchers, providing state-of-the-art
infrastructure, and providing critical support to the universities to augment resources for research and
technology transfer activities. This investment has significantly enhanced Canada’s international
competitiveness, and has caused other countries to examine the new Canadian model of research. While
this progress is admirable, continued and increased support for discovery research is essential to creating
knowledge that is the foundation for translation of ideas to innovation and new ventures.

The provincial government provides support through the BC Knowledge Development Fund (BCKDF),
Genome BC, the Michael Smith Foundation for Health Research (MSFHR), the Pacific Institute for
Climate Solutions (PICS), the Centre for Drug Research and Development (CDRD), through provincial
ministries such as the Ministry of Health, the Ministry of Public Safety and the Solicitor General, the
Ministry of the Attorney General, and the Ministry of Children and Family Development, and through the
Health Authorities. The provincial government also provides support through the Leading Edge
Endowment Fund (LEEF) Leadership Chairs. To date, SFU has appointed four LEEF chairs in critical
strategic areas: the Tom Buell Chair in Salmon Conservation and Management, the Chair in
Pharmaceutical Genomics and Drug Development, the Chair in Cognitive Neurosciences, and a Chair in
Prevention of Youth Violence. An additional search is underway for a Chair in Medical Imaging. The
CRCs, LEEF, and other prestigious Chairs at SFU serve to seed and catalyze new initiatives as well as
strengthen existing programs. We recognize the future value of further investment in selected areas that
complement the resources of the Chairs. To this end, SFU has been highly proactive in providing or
seeking matching funds for some of these initiatives.

**Implementation**

The Vice-President, Research, in conjunction with the Vice-President, Academic and the Faculty Deans,
coordinates strategic investment in the thematic areas through major granting opportunities such as those
provided by the Canada Foundation for Innovation, Major Collaborative Research Institutes Grants,
Community University Research Alliance Grants, National Centres of Excellence, CIHR Team Grants,
and Genome BC. Investments may also take the form of strategic faculty positions, seed funding for
workshops and conferences, distinguished scholar visits, research support for undergraduate students, and
other initiatives as opportunities arise. Initiatives that are demonstrably cross-disciplinary will receive
higher priority, as we believe that promising research areas which cross Faculty and departmental
boundaries will benefit most from targeted investments coordinated by the Vice-President, Research.

**Impact of the Strategic Research Plan**

We will undertake a periodic evaluation of research outputs using metrics appropriate to the diverse
individual and interdisciplinary activities, as determined in consultation with the Faculty Deans. These
data could include publications, conference proceedings, books, monographs, patents, government and
public panel contributions, workshops, policy papers, performances, exhibitions, other forms of research,
and awards and distinctions. This task is most readily accomplished by soliciting data from faculty
through the Deans’ offices once a year at the time of review of faculty for progress through the ranks. A
common framework for reporting will establish a baseline from which we can gauge advancement in a
particular discipline. Measures of output will also be obtained through the use of bibliometric analysis
tools such as Thomson-Reuters’ InCites using data from Web of Science, or Elsevier’s SciVal that
produces graphical representations of an institution’s research performance using data from Scopus.
Annual data from Re$earch Infosource and CAUBO will be used to evaluate SFU’s research performance
relative to other Canadian universities, including measures of research income, publication intensity, and
publication impact. Data to evaluate the growth of SFU’s internationalization efforts as they pertain to
research will also be solicited, for example, the number of international research grants, the number of
publications co-authored with international scholars, the number of international graduate students and
visiting international faculty engaged in research at SFU, and the number of international awards received
by SFU faculty and students. Together, these data will be used to monitor our progress towards achieving
the objectives of this Plan, and to evaluate our overall research performance and research capacity.
Appendix I

University Planning Framework
Simon Fraser University
2011
2011

University Planning Framework
Preface

This document illustrates the alignment between the University’s strategic plans. It highlights key goals to provide a framework for determining future initiatives, allocating resources, and measuring success. The planning framework is informed by detailed plans and assessment of success and is supported by mechanisms for monitoring progress and achievements. It is a dynamic document that reflects the University response to its changing environment and will be updated annually.

Prepared by:

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   Martin Pochurko, AVP Finance, Co-Chair
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May 18, 2011
### Contents

Preface ................................................................................................................................................................................. 2  
Introduction........................................................................................................................................................................... 4  
SFU’s Mission .......................................................................................................................................................................... 4  
enVISION SFU .......................................................................................................................................................................... 5  
Integrated Planning Framework .................................................................................................................................................... 6  
Strategic Goals and Planning Alignment .................................................................................................................................. 7  
Core Themes, Goals, Strategies & Potential Indicators ........................................................................................................ 8  
Implementation and Accountability ............................................................................................................................................. 14  
Assessment and Accreditation .................................................................................................................................................. 14
Introduction

SFU has a dynamic planning process which is currently guided by the Academic Plan and the Strategic Research Plan but will be enhanced by the creation of a University strategic vision in 2011.

The objective of this document is to illustrate the alignment between the various planning processes and documents, elevate university-wide goals and themes, and clearly define the high-level strategies required to achieve the University’s strategic goals. It does not replace existing plans but aims to provide a benchmark with which to measure progress, a communication tool, a vehicle to manage the overall planning process, a foundation for resourcing, and an aid for decision making. It is a fluid document that will change according to the progress and priorities of the goals and strategies it contains but attempts to ensure that actions are taken and decisions are open and transparent.

The University’s planning process is dynamic, responding to new opportunities as they arise, and mitigating risks as they develop.

The major elements of the University’s planning process are described in the following pages.

SFU’s Mission

SFU’s mission is to advance knowledge through teaching, research, and engagement with the community.

- 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.
Throughout 2011 the President will champion a consultation process called envision>SFU to develop a strategic vision for the University that will build upon the University’s core commitments to being student centred, research driven, and community engaged. These combined strengths in undergraduate education, advanced research, graduate studies, and community betterment reflect the deep commitment to a comprehensive model of university education. SFU remains dedicated to fostering a university environment in which there is a positive and productive interplay amongst these strengths. In such an environment, intellectual engagement and academic enquiry are energized by motivated undergraduate students who, in turn, benefit from their exposure to accomplished scholars, talented graduate student mentors, and advanced research practices.

This interplay of academic strengths, combined with deep commitments to community engagement, provides the basis for a strategic vision that defines and differentiates Simon Fraser University as the best of its kind.

- **Student-Centred.** Our vision will describe an environment that contributes to engaged learning and creates an enriched experience for both undergraduate and graduate students.

- **Research-Driven.** Our vision will celebrate and support SFU research, through which faculty and student curiosity and creativity contribute to knowledge and to community well-being.

- **Community-Engaged.** Our vision will acknowledge and promote our dynamic presence in local, national and international communities, and our engagement with a multiplicity of groups and interests.

Our challenge is to unite these components into a vibrant and compelling strategic vision – one that describes a university that offers students and faculty rich and diverse learning and research opportunities while extending the academy’s contributions to the communities it serves.
(Plans not yet in place)
Core Themes, Goals, Strategies, and Potential Indicators

Core Themes
SFU’s mission is to advance knowledge and is expressed through four core themes: 1) teaching and learning; 2) research; 3) student experience and success; and 4) community and citizenship. The goals, strategies and potential indicators in the planning framework are organized into these core themes. A fifth core theme, Institutional Strength, contains the goals and strategies that support the financial, human and physical resources necessary to fulfill SFU’s mission.

Strategic Goals
For the purpose of the planning framework, strategic goals are defined as “specific university intentions that support its mission”. The following goals have been identified from SFU’s planning documents: the Three-Year Academic Plan; Strategic Research Plan; and other supporting plans. The following table specifies the strategic goals and identifies their alignment with SFU's various plans.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Strategic Goal</th>
<th>Academic Plan</th>
<th>Strategic Research Plan</th>
<th>Supporting Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning</td>
<td>1. Offer quality programs from a diverse set of disciplines across all faculties, with growth in areas of strategic importance.</td>
<td>✓</td>
<td>✓</td>
<td>Faculty Plans, Strategic Enrollment Plan, Faculty Renewal Plan</td>
</tr>
<tr>
<td></td>
<td>2. Support and promote teaching excellence.</td>
<td>✓</td>
<td>✓</td>
<td>Faculty Plans, Faculty Renewal Plan</td>
</tr>
<tr>
<td>Research</td>
<td>3. Increase the level and quality of research and promote our profile as a research intensive university.</td>
<td>✓</td>
<td>✓</td>
<td>Faculty Plans, Faculty Renewal Plan, Library Strategic Plan</td>
</tr>
<tr>
<td>Student Experience &amp; Success</td>
<td>4. Provide an outstanding student experience</td>
<td>✓</td>
<td>✓</td>
<td>Faculty &amp; Student Services Plans, including Athletics, Library Plan</td>
</tr>
<tr>
<td>Community &amp; Citizenship</td>
<td>5. Engage and involve our many communities.</td>
<td>✓</td>
<td>✓</td>
<td>Faculty Plans, International (to be developed), First Nations, Advancement, Library, and Sustainability (to be developed)</td>
</tr>
<tr>
<td></td>
<td>6. Mobilize University resources and expertise to reflect the distinctive contributions we can make to regional, national and global concerns.</td>
<td>✓</td>
<td>✓</td>
<td>Marketing &amp; Communications Plan (to be developed)</td>
</tr>
<tr>
<td>Institutional Strength</td>
<td>7. Continuously improve our administrative systems and become financially flexible.</td>
<td>✓</td>
<td>✓</td>
<td>Government Relations Plan (to be developed), Budget Model</td>
</tr>
<tr>
<td></td>
<td>8. Recruit, retain, and engage the best people.</td>
<td>✓</td>
<td>✓</td>
<td>Faculty Renewal Plan &amp; Human Resources Plan</td>
</tr>
<tr>
<td></td>
<td>9. Strengthen and leverage our infrastructure.</td>
<td>✓</td>
<td>✓</td>
<td>Facilities Plan, IT Plan (to be developed), Library Plan</td>
</tr>
</tbody>
</table>
Strategies and Action Plans

Strategies are the supporting actions chosen to realize the goals. The strategies encompass broad themes for future action and identify specific initiatives within the strategies that will be carried out to achieve the goals. Action items that support the strategies are reviewed monthly by the President and Vice Presidents. The “Strategic Action Item” list provides a status and progress update and identifies milestones and issues.

Potential Indicators

Key performance indicators are measures that will be used to assess the state of a core theme and whether a goal has been achieved. The measures identified in the following pages are potential indicators that will be confirmed after further discussion and refinement. The Core Theme Indicators will provide a benchmark of the status of a core theme as a whole, while the Goal Performance Indicators will be used to assess whether the goal is being, or has been, achieved. The potential indicators identified in the following pages are based on the following principles:

- Core Theme indicators will remain the same over time while Goal Performance Indicators will focus on the current priorities of the University.
- The Core Theme indicators will be defined at the institutional level.
- There will be alignment between the indicators in the planning framework and those in the Academic Plan and Strategic Research Plan.
- The indicators will provide a balanced view of the University’s performance in achieving its goals.
- The indicators will measure outputs or outcomes where possible.
- The indicators will be refined as new information becomes available and the Goal Indicators will change to reflect priorities.

Baseline data for the sample indicators in the following pages is provided in the Appendix. The baseline data include a three year trend only. Specific targets will be developed once the indicators have been refined and agreed upon.
Core Themes, Goals, Strategies, & Potential Indicators

### Core Theme

**Teaching and Learning**

<table>
<thead>
<tr>
<th>Potential Core Theme Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Undergraduate enrolment</td>
</tr>
<tr>
<td>• Graduate enrolment</td>
</tr>
<tr>
<td>• Total credentials awarded</td>
</tr>
<tr>
<td>• Courses taught by academic staff</td>
</tr>
<tr>
<td>• Average class size</td>
</tr>
<tr>
<td>• Student to Faculty Ratio</td>
</tr>
</tbody>
</table>

### Goal

1. **Offer quality programs from a diverse set of disciplines across all faculties, with growth in areas of strategic importance.**

<table>
<thead>
<tr>
<th>Potential Goal Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of credentials awarded in Health Sciences, Environment, Mechatronics</td>
</tr>
<tr>
<td>• Percentage of undergraduate students enrolled in interdisciplinary programs (e.g. Joint Major, Major/Minor in different Faculties)</td>
</tr>
<tr>
<td>• Percentage of graduate headcount to total headcount</td>
</tr>
</tbody>
</table>

### Strategies

- Grow programs in areas of strategic importance (as defined in the Academic Plan) and high student demand.
- Programs will dynamically evolve as they are informed by cutting edge research.
- Promote our interdisciplinary focus in research and teaching by configuring programs to maximize strengths and synergies between faculties.
- Expand funded graduate student opportunities and strengthen graduate student research
- Students participate in credit-bearing interdisciplinary, research-based, international, and experiential learning opportunities as part of their degree programs.
- Improve course access by minimizing or eliminating internal constraints.

### Goal

2. **Support and promote teaching excellence.**

<table>
<thead>
<tr>
<th>Potential Goal Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Percentage of courses taught by CFL faculty.</td>
</tr>
<tr>
<td>• Quality of teaching: percentage of students satisfied or very satisfied with the quality of teaching at SFU - UGSS and BGS surveys</td>
</tr>
<tr>
<td>• NSSE Benchmark for Student/Faculty Interaction</td>
</tr>
</tbody>
</table>

### Strategies

- Faculty provide high quality undergraduate and graduate teaching
- Establish a new teaching and learning support system that fosters the exchange of ideas and promotion of high quality teaching.
- Expand student-centered approaches to teaching so that students achieve disciplinary program objectives by accruing knowledge and building skills through active learning experiences.
- Ensure curricula specify learning outcomes at the course and program level.
### Core Theme: Research

<table>
<thead>
<tr>
<th>Potential Core Theme Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research grants and contracts per faculty member</td>
</tr>
<tr>
<td>• Percentage of faculty with grants and contracts</td>
</tr>
<tr>
<td>• Graduation rate of doctoral students</td>
</tr>
</tbody>
</table>

### Goal

3. Increase the level and quality of research and promote our profile as a research intensive university.

<table>
<thead>
<tr>
<th>Potential Goal Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total external research grants</td>
</tr>
<tr>
<td>• Number of publications and citations</td>
</tr>
<tr>
<td>• Number of students enrolled in research focused graduate degrees and undergraduate courses</td>
</tr>
</tbody>
</table>

#### Strategies
- Establish a strong infrastructure for research.
- Develop distinctive recognized research programs.
- Translate ideas into new and innovative ventures.
- Continue to incorporate research into teaching and learning.

### Core Theme: Student Experience & Success

<table>
<thead>
<tr>
<th>Potential Core Theme Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Retention rates</td>
</tr>
<tr>
<td>• Employment status of baccalaureate graduates</td>
</tr>
<tr>
<td>• Average time to baccalaureate degree completion</td>
</tr>
</tbody>
</table>

### Goal

4. Provide an outstanding student experience.

<table>
<thead>
<tr>
<th>Potential Goal Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NSSE Benchmarks (LAC, ACL, EEE, SCE)</td>
</tr>
<tr>
<td>• Student Satisfaction with overall SFU experience as measured by the SFU Fall Survey, CUSC, BGS</td>
</tr>
<tr>
<td>• Graduation rates (percentage of students who graduate within 5 years (direct entry) or 4 years (transfer))</td>
</tr>
</tbody>
</table>

#### Strategies
- Offer an engaging student academic experience.
- Promote high levels of student academic success.
- Provide a vibrant campus experience.
- Foster a supportive student learning and living environment.
### Core Theme Indicators

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Potential Core Theme Indicators</th>
</tr>
</thead>
</table>
| Community & Citizenship  | • Percentage of international to domestic enrolment  
                           • Percentage of domestic students outside BC  
                           • Percentage of students in co-op / field schools  
                           • Macleans national ranking  
                           • Number of attendees at Alumni events  
                           • Citations in environment/sustainability area                                                                 |

### Goal Performance Indicators

<table>
<thead>
<tr>
<th>Goal</th>
<th>Potential Goal Performance Indicators</th>
</tr>
</thead>
</table>
| 5.   | • Number and percentage of students from diverse groups  
      • First Nations  
      • International  
      • Mature  
      • Number of students enrolled in non-credit courses  
      • Number of students enrolled in exchange programs and dual degrees |

### Strategies

- Provide learning opportunities to diverse communities.
- Encourage community service and engagement
- Ensure alumni are informed, involved, and invested in the future of SFU.
- Attract public and private support for University priorities
- Provide opportunities for international collaboration and partnerships

### Goal Performance Indicators

<table>
<thead>
<tr>
<th>Goal</th>
<th>Potential Goal Performance Indicators</th>
</tr>
</thead>
</table>
| 6.   | • Macleans Reputational Survey  
      • Number of community events and programs offered annually  
      • Number of students enrolled in Environmental/Sustainability type courses |

### Strategies

- Promote our research, teaching and service strengths and impacts
- Promote environmental sustainability and citizenship
<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Potential Core Theme Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional strength</td>
<td>• Net assets as a percentage of revenues</td>
</tr>
<tr>
<td></td>
<td>• Debt service costs as a percentage of revenues</td>
</tr>
<tr>
<td></td>
<td>• Ratio of actual space to provincial formula</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Potential Goal Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Continuously improve our</td>
<td>• Total unrestricted net assets</td>
</tr>
<tr>
<td>administrative systems and</td>
<td>• Non-governmental revenues as a percentage of total revenues</td>
</tr>
<tr>
<td>become financially flexible.</td>
<td>• Fundraising achieved as a percentage of target</td>
</tr>
</tbody>
</table>

**Strategies**

- Provide students with access to transparent and efficient administrative systems.
- Ensure long term growth and viability of Endowments.
- Align resources to University priorities.
- Increase revenue generating activities.
- Review administration units for cost effectiveness and efficiency.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Potential Goal Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Recruit, retain, and engage</td>
<td>• Percentage of faculty and staff you have 10 or more years of</td>
</tr>
<tr>
<td>the best people.</td>
<td>service</td>
</tr>
<tr>
<td></td>
<td>• Percentage of approved faculty positions that are filled within a</td>
</tr>
<tr>
<td></td>
<td>year</td>
</tr>
<tr>
<td></td>
<td>• Ranking as Top 100 Employer</td>
</tr>
</tbody>
</table>

**Strategies**

- Provide a competitive compensation package, including competitive pension, benefits, and “total rewards” package.
- Offer career enhancement through educational opportunities, professional development, and leadership training.
- Recognize and reward performance excellence through an effective performance management framework, merit based recognition, and public acknowledgement.
- Faculty are recognized, internally and externally, for teaching excellence
- SFU attracts well respected researchers and teachers as members of its faculty
- Promote diversity, inclusion, and a respectful workplace.
- Foster a productive and collaborative relationship with all employee groups.
Goal  | Potential Goal Performance Indicators
---|---
9. Strengthen and leverage our infrastructure, | • Percentage of distance education courses offered  
|  | • Classroom space (sq m) per student  
|  | • Student satisfaction with facilities (SFU Fall Survey)

**Strategies**

- Develop and implement an Information Technology strategic plan that supports the University’s priorities.
- Manage and reduce the cost of facilities deferred maintenance.
- Ensure that teaching and research space meets the needs of students and faculty.
Implementation and Accountability

- The University Planning Framework is a ‘living’ (changing) plan that responds to new or developing opportunities and/or risks. It will be informed by planning processes and accreditation assessments and updated on an annual basis. Goals, strategies, and strategic initiatives will be added when deemed appropriate by the senior administration.
- The President and Vice Presidents as a group are accountable for its implementation.
- A monthly review of the strategic initiatives that support the planning framework will ensure that strategies are being implemented according to an agreed-upon schedule.
- Revisions or changes will be made as required by the President and Vice Presidents.

Budgeting and Resourcing

- The plan will be used as the basis for developing a long-term financial model and annual budget.
- The 2011/12 Budget includes a University Priority Fund for supporting initiatives that are aligned with the goals and strategies within this Framework.

Assessment and Accreditation

SFU has initiated a process to become accredited by the Northwest Commission on Colleges and Universities (NWCCU). The performance assessments carried out as part of the initial self study have informed revisions to the planning framework’s goals and strategies for 2011. It is expected that the accreditation process will continue to assess the achievements of the institution against the goals identified in this document and inform and improve future plans.
Appendix J

Institutional Accountability Plan and Report
Simon Fraser University
2011/12-2013/14
Institutional Accountability Plan & Report
2011/12 - 2013/14
July 25, 2011

The Honourable Naomi Yamamoto, MLA
Minister of Advanced Education
PO Box 9080, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Yamamoto,

We are pleased to present Simon Fraser University’s Institutional Accountability Plan and Report for the period 2011/12 – 2013/14. This document was reviewed and approved by the senior administration of SFU and by our Board of Governors on July 21, 2011. 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.html.

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,

Bob Elin
Chair, Board of Governors

Andrew Petter
President and Vice-Chancellor

attachment
/VR
Table of Contents

Letter from Board of Governors........................................................................................................................................ i

Table of Contents ............................................................................................................................................................... ii

1. Executive Summary ......................................................................................................................................................... 1

2. Introduction ..................................................................................................................................................................... 2

3. Operational and Planning Context ............................................................................................................................... 5

3.1 Demand Driven Enrollment ........................................................................................................................................ 5

3.2 International Students .................................................................................................................................................. 5

3.3 Programming for the Future ...................................................................................................................................... 6

3.4 Faculty & Staff .............................................................................................................................................................. 7

3.5 Financial Projections .................................................................................................................................................. 7

4. SFU's Planning Framework ............................................................................................................................................ 9

4.1 Mission and Values & Commitments ........................................................................................................................... 10

4.2 The Strategic Vision and Goals 2011 ........................................................................................................................ 10

5. Strategic Directions .......................................................................................................................................................... 12

5.1 SFU Key Strategic Goals ............................................................................................................................................ 12

5.2 Core Theme 1: Teaching and Learning ........................................................................................................................ 13

5.3 Core Theme 2: Research ............................................................................................................................................. 16

5.4 Core Theme 3: Student Experience and Success ....................................................................................................... 19

5.5 Core Theme 4: Community and Citizenship ................................................................................................................ 21

5.6 Core Theme 5: Institutional Strength .......................................................................................................................... 23


7. SFU Strategic Research Plan (2010-2015) ....................................................................................................................... 31

8. Ministry Objectives for Post-Secondary Education........................................................................................................ 32

8.1 SFU's Alignment with Ministry Objectives ................................................................................................................ 32

8.2 Performance Measures, Targets and Results ................................................................................................................ 33

9. Financial Outlook .............................................................................................................................................................. 44

9.1 General Operating Fund Summary Financial Report .................................................................................................. 46

9.2 Capital ............................................................................................................................................................................. 47

10. Conclusion ..................................................................................................................................................................... 49

11. Appendix ....................................................................................................................................................................... 50
1. Executive Summary

SFU's goals and objectives are outlined in the Three Year Academic Plan and the Five Year Strategic Research Plan and 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 for the post-secondary education system in British Columbia. This report outlines a record of significant achievement in keeping with these goals.

An initiative by SFU’s new President is aimed at developing a widely accepted vision for SFU. The process, called “enVision>SFU,” is intended to build upon the University’s core commitments to being student centred, research driven, and community engaged. The product of this process will provide the strategic direction for SFU and will be supported by the Academic Plan and the Strategic Research Plan.

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 enrollment has grown by 52% during the period from 2001/02 to 2010/11, with undergraduate domestic students growing by 35.4%, undergraduate international students by 310.2% and graduate students by 66.6%. Growth has been strategically directed towards targeted programmes that meet the urgent needs of British Columbia’s growing economy in areas such as information technology and engineering science, interactive arts, digital media and technology, health sciences, and environmental studies. To address the diverse needs of learners, distributed options for learning, including distance education and blended models, have been developed. This 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 ongoing development of the Surrey campus, SFU’s campus infrastructure has grown with the addition of four new academic buildings on Burnaby Mountain and the Goldcorp Centre for the Arts at the Vancouver campus.

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 successfully taken a series of steps to manage these financial pressures, including reducing expense budgets, using up cash reserves, slowing the recruitment of faculty and staff, and in the last few years making strategic budget allocations to differentiate the rate of growth between programs. However, solutions to two major financial challenges need to be found. These challenges being; the growing deferred maintenance on our Burnaby campus buildings and the affordability of the defined benefit pension plan for administrative staff. Additional revenue has been achieved through the enrollment of increasing numbers of international students which has placed pressure on the faculty as well as facilities and services. SFU remains committed to foster a positive culture for all international students.

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 British Columbia. SFU will continue to support the priorities identified in the document “Skills for Growth – British Columbia’s Labour Market Strategy to 2020” by being responsive to: student, employer and regional economic needs, making BC a preferred choice for international students, and to expand research, scientific discovery and commercialization where possible.
2. Introduction

This document has been prepared in response to a request from the Ministry of Advanced Education and follows the Institutional Accountability Plan 2010/11 – 2012/13 submitted last year.

2.1 Institutional Overview

From its beginning in 1965, SFU has redefined the academic status quo with a commitment to innovate rather than replicate, to embrace bold initiatives, and to reach out to the wider community. In 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, the Morris J. Wosk Centre for Dialogue and the new Goldcorp Centre for the Arts, and a campus located in an award-winning tower in Surrey's Central City area.

SFU employs over 940 continuing faculty, over 2,800 instructors and assistants, over 1,670 administrative and support staff, and enrolls more than 35,000 undergraduate and graduate students in the following eight Faculties:

Applied Sciences

The Faculty comprises 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. Throughout the Faculty, scholarship is advanced by learning beyond the lab and lecture hall, and through the invaluable experience of national and international co-operative work terms. Computing Science features a dual degree program with China. This innovative partnership with Zhejiang University is a challenging international computing program that emphasizes both academic excellence and cross-cultural communication. Engineering Science offers programs in biomedical engineering and mechatronic systems.

Arts & Social Sciences

The Faculty of Arts and Social Sciences celebrates the richness of the human experience across region, culture, and time by uniting research and instructional excellence. The Faculty fosters a diverse environment that promotes questioning and discovery within and across the humanities and social sciences. With its 14 departments, more than 300 full-time faculty members, and nearly 13,000 undergraduate and graduate students, the Faculty of Arts and Social Sciences has a presence at all three campuses and is engaged with communities both local and global. Psychologists, economists and criminologists rub shoulders with historians, writers, political scientists and philosophers, to mention but seven of the disciplines found in the largest Faculty at SFU.

Business Administration

The Beedie School of Business provides management education at every level, from undergraduate business programs to MBA, Master’s, Diploma and Executive programs at the graduate level, as well as a Ph.D. in Business Administration. SFU Business has been accredited by the world’s top accrediting bodies, the European Federation for Management Development (EFMD) and the Association for the Advancement of Collegiate Schools of Business (AACSB). This achievement places SFU Business among the top tier business schools in the world.
Communication, Art and Technology
The Faculty 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 at the Goldcorp Centre for the Arts in Vancouver offers programs in art and culture studies, dance, film, music, theatre, and visual art focused on developing creative artists and scholars with diverse skills; and the School of Interactive Arts and Technology (SIAT) at SFU Surrey, is a future-focused school where technologists, artists, designers and theorists thrive in collaborative research, invention and theoretical thinking.

Education
The Faculty of 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 Master’s and Doctoral programs for research faculty as well as practitioners. The diverse community of scholars and educators endeavour to promote innovation in the way teachers teach and learners learn. Faculty members are recognized for their work in developing, advancing, and enacting knowledge that makes a difference in public education and the Faculty follows a rigorous research program to investigate theory and provide innovative leadership in issues of educational pedagogy.

Environment
The Faculty of Environment encompasses the School of Resource and Environmental Management, the Department of Geography, the Department of Archaeology, 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
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 offered.

Science
The Faculty 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.

Lifelong Learning
Lifelong Learning is central to SFU’s mission and these programs introduce many adult, working student 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. Courses and programs are offered face-to-face, online and through blended formats, making its credit and non-credit offerings widely available to people locally and across BC. Each year almost 20,000 students take part in continuing education activities at one of the three SFU campuses.
2.2 Institutional Accreditation

With no equivalent quality-assurance organization for post-secondary institutions in Canada, SFU is seeking formal accreditation from the Washington-based Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is one of seven independent regional agencies officially sanctioned by the U.S. Department of Education to evaluate post-secondary school educational quality and institutional effectiveness.

The independent, non-profit NWCCU approved SFU’s application for accreditation in January 2009 and SFU’s Senate endorsed the project in March 2009. The full accreditation process, which is based on a series of self-assessment studies and NWCCU member peer reviews, will take between five and seven years to complete. Upon completion, SFU will become the first major Canadian post-secondary research institution to be accredited. This will give SFU a distinct competitive advantage nationally and globally.

Other benefits of institutional accreditation include:

- Accreditation provides an accepted and broadly recognized set of best-practice standards which will enhance SFU’s reputation for academic quality by demonstrating accountability through improved institutional assessment and evaluation.
- Accreditation will help establish clearer benchmarks/standards for assessing learning outcomes and smooth the progress of curriculum reform and benefit students’ learning experiences.
- International accreditation will enhance the value of an SFU degree for alumni abroad.
- Accreditation will simplify relationships with U.S. institutions, including collegiate sports associations.
- The value of accreditation is not limited to quality assurance alone; it also fosters public confidence in an institution’s ability to fulfill its stated mission and goals.
3. Operational and Planning Context

3.1 Demand Driven Enrollment

Changes to the BC population demographics have been discussed in detail in previous plans but the major changes and their impact bears repeating. Although the population of the Lower Mainland will grow over the next number 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. SFU remains committed to serving these growing communities south of the Fraser and sees the provision of advanced education to this area a priority.

The shrinking demographic of the 18 – 20 year olds in BC generally is SFU’s traditional market and the implications are that enrollment from school leavers and college students will decline while the need for post-secondary education for those over 24 years of age will increase. From a programming view this represents a growing need for continuing studies and professional programs and an opportunity for SFU to provide such programs. Blended learning models have been developed to accommodate adult learners and SFU continues to meet the rising demand for a new generation of highly qualified individuals to fill important educational, research and administrative positions in the public and private sectors by developing innovative research-intensive and professional graduate programs.

SFU has an Enrollment Plan (http://www.sfu.ca/irp/enrollment/sfu_enrollment_plan.html) which includes SFU’s contribution towards the Ministry of Advanced Education’s enrollment targets.

Table 1 shows SFU’s Ministry’s funded graduate and undergraduate enrollment growth to 2012/13.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Funded</td>
<td>19,464</td>
<td>21,229</td>
<td>20,105</td>
<td>21,866</td>
<td>20,215</td>
<td>22,388</td>
</tr>
<tr>
<td>% Achieved</td>
<td>109.10%</td>
<td>108.80%</td>
<td>110.70%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Source: Government Letter of Expectations, April 2, 2011

SFU has consistently exceeded its funded targets over the last five years. In 2010/11, an unpredicted increase in applications increased new domestic student intake to 5,812 students, substantially more than the University’s goal of 5,465. The costs and additional support associated with this over enrollment are being carefully managed and monitored.

3.2 International Students

As global forces reduce the size of the world and increase the need for culturally informed graduates, internationalization of higher education in Canada has become an imperative. 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 alone. These attributes would be increased and enhanced through increased frequency and duration of academic activity and everyday life outside Canada.

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 alternate between terms of study at SFU and at ZU, and at the completion of the five-year program they receive degrees from both universities. The first students graduated and received degrees in June 2009. The enrollment targets have been met, and this program has now been expanded. It has also served as a model for the development of other degree program partnerships with universities in Australia and France, in programs such as Business, International Studies, Communications, and Education. Enrollments in these partnership programs are in addition to the total international students enrollments, as set by Senate.

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), a private college adjacent to the Burnaby campus that provides transition programs for international students, has been fully operational since September 2006. In October 2010, the contract was renewed for a ten-year term, to March 2020, and the academic operations of the college underwent an external review prior to consideration of contract renewal. FIC has been successfully recruiting international students to study university preparatory courses who then transfer to SFU for degree completion. FIC now has a student body of approximately 1,300 students. From Fall 2007 to January 2011, approximately 975 students have transferred from FIC to SFU. Students from FIC are being carefully tracked to monitor their academic performance and retention at SFU, and these students continue to perform as well as or slightly better than other international students attending SFU.

SFU continues to work to establish the administrative structure, fee arrangements and to manage its admission policy to enable it to support the international students planned goal of 17.5% of domestic students. In 2010/11, SFU exceeded its target of 507 new international students, enrolling 1,635 or 22% of new undergraduate students. With new initiatives to increase retention of international students, this student body now represents 16.7% of the total undergraduate population (as shown in Table 2). This growth in enrollment of international students has resulted in additional revenue but has also placed additional pressure on faculty and the facilities and services provided to these students. The institution remains committed to attracting international students in disciplines aligned with regional labour market needs and fostering a positive culture for these students.

| Table 2: Total International Student Undergraduate Enrollment (FTE) |
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| International UG - FTE |         |         |         |         |         |         |         |         |
| Actual Data          |         |         |         |         |         |         |         |         |
| 2006/07              | 1,280   | 1,501   | 1,812   | 2,417   | 3,103   | 3,288   | 3,250   | 3,217   |
| % of AVED Funded UG FTE | 7.80%   | 9.00%   | 10.10%  | 13.20%  | 17.00%  | 17.20%  | 17.20%  | 17.20%  |

### 3.3 Programming for the Future

SFU’s strategic planning processes will continue to address the above mentioned (and other) demographic challenges through new and responsive programming, expanded infrastructure, new sources of revenue, and continued recruitment and retention of the best faculty, staff and students.

In the face of heightened pressure for universities to prepare students in all programs, SFU is working to ensure that its curriculum provides the knowledge and skills that students need to engage successfully as citizens in 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. The curriculum and internationalization strategies should provide graduates with an understanding of other cultures and an appreciation for the value, inevitability and complexity of interacting in a globalized environment. Students should also have acquired the ability to identify and evaluate information resources. Their SFU experience will nurture the qualities and virtues imperative for a democratic society: compassion, empathy, ethical and moral values, and tolerance.

SFU NOW (Nights or Weekends) reflects SFU’s response to the demographic trends illustrating a need for more part-time credit studies for older adults. Within BC, there are only a few competing part-time degree studies programs for a learner seeking face-to-face experiences and little emphasis on non-cohort-based part-time degree studies for working adults. Since it began, SFU NOW (Nights or Weekends) has demonstrated steady growth, providing undergraduate education specifically for the working adult student who cannot attend classes during the day. All SFU NOW classes are scheduled on weekday evenings and weekends. This program allows students to earn a full Bachelor of Arts degree or take courses toward another degree program. The following departments currently partner with SFU NOW: Humanities, English, Sociology/Anthropology, Political Science, Communication, Criminology, Psychology, Economics, Philosophy, Geography, History, Computing Science, and Earth Sciences.

SFU continues to expand its close working and collaborative relationships with other post-secondary institutions. A number of Memoranda of Understanding have been signed or are now in operation, creating and further developing partnerships with BC colleges that support the smooth flow of students in specific disciplines between the partner institutions. Agreements allow for concurrent registrations and more effective use of teaching infrastructure and benefits both students and the entire BC post-secondary system.

### 3.4 Faculty & Staff

SFU’s strengths are derived from the quality of its faculty and staff. Continued recruitment of top faculty is an imperative for SFU, especially with respect to establishing a reputation in the fields of health sciences and environment.

Faculty planning occurs annually with the development of a Faculty Renewal Plan. This plan identifies specific recruitment requirements for the next fiscal year and provides an outline of the achievements and proposed activities with respect to recruiting and retaining faculty.

Due to the current fiscal environment, it was decided at the beginning of the 2009/10 budget process, that newly vacated faculty positions would no longer be automatically refilled. Rather, the positions would be considered by the Vice President Academic Office on the basis of strategic need as defined by the Faculty Renewal Plan, which is presented to and approved by SFU’s Board of Governors. Further, future growth in faculty numbers is now dependent on revenue generation or savings from new efficiencies.

### 3.5 Financial Projections

The University had a healthy financial year and finished 2010/11 in an improved financial position. The positive financial results are primarily attributable to international enrollment which was higher than anticipated and greater than planned; a strong recovery of investment portfolios caused by a rebound in financial markets; and diligent financial management which resulted in controlled expenses. As a result, we began the current fiscal year with a recovery of our reserves and department balances in surplus. Despite these accomplishments, the University will continue to face fiscal challenges. This will be the first year for no student growth funding, preliminary valuations of the employee pension plans indicate substantial actuarial funding deficiencies, and deferred maintenance on Burnaby campus buildings is significant and continues to rise.
SFU looks forward to working with the Ministry to continue to ensure we maintain our current level of excellence in education.
4. **SFU's Planning Framework**

The Academic Plan, and the Strategic Research Plan provide the strategic direction for SFU. From these plans flow a number of supporting operational plans which include specific strategies and actions to be implemented in order to meet strategic goals. The following diagram illustrates SFU’s Planning Framework.

A brief description of the core plans that guide the activities of the University are outlined in the following pages. A copy of the full plans can be found on SFU’s website.
4.1 Mission and Values & Commitments

SFU’s Mission, Values and Commitments

SFU's mission is to advance knowledge through teaching, research, and engagement with the community.

- 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 mission is supported by the Academic Plan, and the Strategic Research Plan. The highlights of these plans are outlined on the following pages.

4.2 The Strategic Vision and Goals 2011

In February 2011, SFU’s new President launched a community consultation process to develop a strategic vision that captures the University’s distinctive strengths and guides its development over the next five years. Input to the process has been both broad and deep, involving extensive community as well as university participation.

The process, entitled “envision>SFU,” is designed to build upon the University’s core commitments to being student centred, research driven, and community engaged. SFU’s strengths in undergraduate education, advanced research, graduate studies, and community engagement reflect the University’s deep commitment to a comprehensive model of university education. In fostering an environment of positive and productive interplay amongst these strengths, it is expected that SFU’s educational and research activities will be energized by motivated undergraduate students who, in turn, will benefit from their exposure to accomplished scholars, graduate student mentors, advanced research practices, and experiential learning opportunities.
This interplay of strengths can provide the basis for defining and differentiating SFU as *the best research university of its kind*.

- **Student-Centred**: Our vision will describe an environment that contributes to engaged learning and creates an enriched experience for both undergraduate and graduate students.

- **Research-Driven**: Our vision will celebrate and support SFU research, through which faculty and student curiosity and creativity contribute to knowledge and to community well-being.

- **Community Engaged**: Our vision will acknowledge and promote our dynamic presence in local, national and international communities, and our engagement with a multiplicity of groups and interests.

*Our challenge is to unite these components into a vibrant and compelling strategic vision* – one that describes a university that offers students and faculty rich and diverse learning and research opportunities while extending the institution’s contributions to the communities it serves.

The envision>SFU process is expected to issue in a White Paper in summer 2011, with approval and adoption of the new strategic vision by January of 2012. The product of this process will provide the strategic direction for SFU and will both inform and be supported by the Academic Plan and the Strategic Research Plan.
5. Strategic Directions

5.1 SFU Key Strategic Goals

The Academic Plan (2010-2013) and the Strategic Research Plan (2010-2015) provide the priorities for their respective areas. The University Planning Framework highlights nine key strategic goals from these plans organized under five Core Themes. These strategic goals are supported by strategies in the supporting plans and will be monitored for success through a variety of key performance indicators.

**SFU Core Theme 1 - Teaching and Learning**
1. Offer quality programs from a diverse set of disciplines across all faculties, with growth in areas of strategic importance.
2. Support and promote teaching excellence.

**SFU Core Theme 2 - Research**
3. Increase the level and quality of research and promote our profile as a research intensive university.

**SFU Core Theme 3 - Student Experience and Student Success**
4. Provide an outstanding student experience.

**SFU Core Theme 4 - Community and Citizenship**
5. Engage and involve our many communities.
6. Mobilize University resources and expertise to reflect the distinctive contributions we make to regional, national and global concerns.

**SFU Core Theme 5 - Financial Sustainability and Institutional Strength**
7. Continuously improve our administrative systems and become financially flexible. Recruit, retain, and engage the best people.
8. Recruit, retain, and engage the best people.
9. Strengthen and leverage our infrastructure,
5.2 Core Theme 1: Teaching and Learning

Teaching and learning are central to the mission of Simon Fraser University. SFU’s goal is to provide excellence in undergraduate and graduate teaching and learning across the wide spectrum of academic disciplines in various Faculties. This is coupled with a historic commitment to multidisciplinary learning and an obligation to respond to emerging areas of demand in higher education. As a comprehensive research university that respects and values diversity, SFU charges its academic units with planning their programs according to their disciplinary standards, evolving knowledge bases and pedagogical strengths, while supporting new program development in areas of demand and curricular relevance. Teaching and learning are seen as complex activities that may vary by discipline and they occur in a variety of environments, including traditional class-based courses and programs, cooperative education experiences, field studies, project-based assignments and in credit and non-credit contexts and through a wide variety of pedagogies and experiences. The University’s goal is to develop knowledge and long-term capabilities in learning, analysis, problem resolution, and communication among our students.

Renewed Focus on Teaching and Learning

SFU continues to follow up on the implementation of enhancing teaching and learning following a review of these activities undertaken in 2009/10. Although implementation will require considerable time and commitment, activities to promote a culture of teaching and learning and to develop a new teaching and learning support system continue to be high priorities. The redevelopment of the Teaching and Learning Centre is well underway, and a process to support outcomes-based assessment of teaching and learning is under development. Additionally, the sub-committee of Senate responsible for Teaching and Learning has been tasked with reviewing and improving the process for course-based instructor evaluations.

Development of Applied and Professional Programs

Success in a knowledge-based society requires the pursuit of life-long learning and results in 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 enrollment 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 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 SFU’s Professional Development Programs.
SFU's graduate diploma field programs and graduate degree programs are other vehicles for connecting teachers and other school personnel with the Faculty of Education. The 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.

**Health Sciences Programming**

The creation of the Faculty of Health Sciences has afforded many new opportunities for the development of health education and research at SFU. The research and teaching programs developed within the Faculty 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 is establishing itself as an innovative and important presence in health research and education.

Several graduate and undergraduate programs are in place. The Masters of Public Health (MPH) was accredited by the Council for Education in Public Health in June 2010 and includes concentrations in Population Health, Global Health, Environmental and Occupational Health and, Social Inequities and Health Disparities. An MSc and PhD (in 2011/12) program in health sciences are being introduced. 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 epigenetics, immunology, virology, toxicology, population and public health, the social sciences, epidemiology, biostatistics and economics, together with courses in health policy and health administration. Areas of strength include prevention of infectious disease, mental health and addictions, chronic disease prevention and management, women’s and children’s health, and global health. Students take a common core of material with electives in either social science or natural science leading to BA or BSc degrees respectively. FHS has agreements and cross appointed faculty with BC Cancer Agency, BC Centres for Disease Control, Child and Family Research Institute, St. Paul’s Hospital, Vancouver Coastal Health Authority and the Fraser Health Authority to collaborate on research and education. SFU intends to develop new health programming on the Surrey campus in close collaboration with the Fraser Health Authority.

This approach is producing graduates with a broader understanding of health and science who are well prepared to work in a multidisciplinary and inter-professional environment as public health professionals. Students are better prepared for graduate work as members of cross-disciplinary research teams, which increasingly are seen as critical to the success of solution-oriented research programs oriented to health system sustainability.

**Environmental Studies Programming**

SFU’s history of engaging with the local community to conduct research on relevant issues has resulted in a wealth of interdisciplinary expertise in areas related to managing British Columbia’s natural and environmental resources. The Faculty of Environment is building on the University’s important work in teaching and research related to environment and sustainability.

This Faculty brings together a breadth of environmental expertise from across the university, providing a strong base for evaluating and addressing vital environmental challenges that are profoundly affecting our world’s future. Combining this expertise into one Faculty enhances education, research and outreach programs in this critical area. As it grows over time, the Faculty will attract increased attention to internationally acclaimed research programs, and provide exciting new educational opportunities for students.

The Faculty of Environment currently offers programs and courses from the following academic units: Environmental Science; Geography; Resource and Environmental Management; Archaeology; Sustainable Community Development; Development and Sustainability Studies; and Coastal Studies. With these components, the vision is to build a Faculty that encompasses a truly interdisciplinary approach to
environmental issues. The Faculty will further develop outstanding interdisciplinary initiatives that already exist, expanding opportunities for students to achieve breakthroughs beyond conventional approaches to environmental sustainability.

**Programming in Surrey**
SFU Surrey has launched over 30 academic programs to meet SFU’s and the Ministry’s first phase target of 2,500 FTE by 2009/10. Over 7,000 undergraduate and graduate domestic students (2,747 FTE) were enrolled in Surrey courses and programs in 2010/11. This does not include over 2,000 registrants in over 80 Lifelong Learning programs and courses.

In 2010, SFU was successful in its bid for a $10 million Knowledge Infrastructure Program grant for Surrey expansion. The fit-out of this space was completed in March, 2011 and includes Chemistry, Biology, Physics, and Kinesiology teaching laboratories. For the first time, students will not be required to travel to SFU Burnaby for their lab courses. Additional classrooms and research space will allow future growth of research and teaching at SFU Surrey.

Despite year after year increases in applications, for the fourth consecutive year, the first year intake of new students remains flat-lined. The Surrey Board of Trade released a position paper in 2010 as a call to action for further investment in K-12 and university education in Surrey.

SFU Surrey’s focus remains on planning for the second phase of growth outlined in the 2006 Memorandum of Understanding between SFU and the Ministry. Health and Engineering remain important priorities for this future program and research growth at SFU Surrey. A Bachelor of Science concentration in Exercise and Nutrition in Health and Disease concentration was approved by SFU’s Senate in 2009 but additional FTE grant funding by the Province to enable the program has not yet been awarded. Planning has also continued for other innovative and distinctive programs including a medical education program in response to the Fraser Health Authority’s demand for family physicians and an energy systems engineering program that supports Provincial and City priorities for clean energy industry development and growth in use of clean energy approaches. In terms of capital for further facilities, as part of its capital plan, SFU has indicated its top priority of program and building expansion is at the Surrey campus.

**Interplay of Research and Teaching**
Investment in research enhances the teaching and learning experience for students, since research discoveries can be incorporated in curriculum topics, and student queries sometimes inspire research questions. Recruitment of stellar faculty who contribute not only to research programs but also to undergraduate and graduate teaching, motivate the next generation of scholars and encourage student participation in research. Such individuals tend to spark students’ interests by providing the latest research perspectives, and also attract outstanding undergraduate and graduate students. The top undergraduate students set the standard for their peers serving as role models, while the graduate students advance knowledge as research assistants and provide valuable instruction to undergraduates as teaching assistants. Furthermore, research-intensive faculty provide opportunities for undergraduate and graduate students to explore scholarly research through focused course seminars, independent study semesters, and thesis supervision. The combination of these elements heightens the experience of both students and faculty and build loyal alumni.
5.3 Core Theme 2: Research

As a comprehensive university, SFU champions the liberal arts and sciences and promotes individual and collaborative research. The University's research environment has been developed, and is sustained by, the creativity and excellence of individual researchers, whose efforts the University will continue to support. Indeed, individual strength is a critical component of an effective thematic approach. SFU proposes to build on these strengths to define particular strategic research directions that will define SFU and give us a competitive edge. The Strategic Research Plan (SRP) identifies distinctiveness as well as excellence. In keeping with the character of the University, collaboration and synergy are strongly advocated, while selective investment of resources will always be consistent with the advancement of excellence.

SFU seeks to enhance its research environment to make it responsive to new challenges and opportunities. The University regularly offers social networking events to encourage the University community to share expertise from across the different sectors of the University. It is expected that promising collaborative efforts will be seeded and will continue to develop. Selected areas will be fostered through further education, for example by inviting internationally renowned academics to SFU for limited periods ranging from one month to one year. These individuals will act as catalysts for further development of strategic initiatives, and serve as mentors for faculty, postdoctoral fellows, and graduate and undergraduate students. SFU will invest in key faculty positions and in the recruitment of exceptional students as well as being opportunistic and taking full advantage of special situations and resources as they develop. The University will host colloquia and conferences to broaden knowledge of leading-edge research around the world and continue to participate actively in global initiatives and build bridges to international partners of exceptional calibre, facilitating faculty, postdoctoral and student exchanges, and supporting student internship programs in partner countries.

In this context, SFU's Centres and Institutes play a critical role. SFU has close to 50 research centres that fall under the direct authority of individual Deans. There are also 18 research institutes that report to the Vice-President Research, have a University-wide mandate, and represent SFU's activity as part of multi-university consortia. These Centres 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. Many of the University's Centres and Institutes also play an important role in disseminating the results of university-based research to the public sphere, and contributing significantly to public policy decisions.

Strategic Research Themes

The Strategic Research Plan articulates SFU's strengths by identifying integrative strategic research themes that cross disciplinary and administrative boundaries. In defining these themes, the University intends to facilitate and encourage both individual initiatives and new collaborations within existing structures. However, through the process of identifying research strengths and existing and potential synergies among them, the aim is to encourage and support cross-disciplinary initiatives that build on strengths and show potential for significant impact and leverage. Excellence in research and strategic investment of resources aligned with this thematic approach will give SFU a distinctive edge and comparative advantage, leading to our goal of being the most research-intensive comprehensive university in Canada, and competing effectively in selected areas on the international scene.

SFU recognizes the contributions of all researchers across the entire spectrum of scholarly inquiry at, and associated with, the University. The University plans to maximize its strengths, building on themes that unify initiatives from the humanities to the sciences and engage its many communities.

The strategic research themes encompass both cross-disciplinary teams and disciplinary or individual contributions to collective achievements. The seven strategic research themes are:
1. **Origins**

The Origins theme covers fundamental research questions about the nature, origin and fate of the universe and the origins of life on Earth. This theme brings together the many disciplines that are occupied with these questions, especially mathematics, physics, chemistry, biology and medicine. Other questions covered by this theme include the exploration of human evolution and societal evolution, and the ecology, evolution and conservation of biodiversity. Correlating the molecular foundations of evolution at the organismal and societal levels requires an interdisciplinary effort between SFU’s molecular and biological scientists, mathematicians and computational scientists, behavioural ecologists and psychologists, and other social scientists. SFU’s strengths can be found in the diversity of research methods used in both laboratory and field settings, and in its focus on both basic theoretical research and the application of theory to significant social issues.

2. **Communication, Computation, and Technology**

SFU has a long history of leading-edge research in communication, computation and advanced technologies. SFU’s expertise spans research issues from theory to applications to policy, with researchers from many disciplines involved, including chemistry and chemical biology, communications, computing science, criminology, economics, engineering science, interactive arts and technology mathematics, molecular biology and biochemistry, physics, psychology, and statistics.

3. **Culture, Society, and Human Behaviour**

As a comprehensive university, SFU champions the liberal arts and sciences and promotes pioneering interdisciplinarity. The University enjoys the presence of hundreds of excellent researchers whose record of awards, grants and publications demonstrates the University’s success in building a community of creative thinkers and practitioners, a combination exemplified by a cluster of scholar-poets who excel as both wordsmiths and socio-cultural theorists. Areas in which interdisciplinary innovation is receiving particular attention include, but are not limited to, the following potential targets for strategic development. Alongside the role of humanities scholars in teaching and modeling critical thinking, the social impact of the University is further enhanced by the qualitative methodologies of experts in such specializations as anthropology, business, criminology, gerontology, political studies, psychology, sociology, and women’s studies. In all these areas, the challenge is to develop focal points (individuals or groups) to enable dispersed researchers to cohere in creative research groups that will be distinctive to SFU.

4. **Economic Organization, Public Policy, and the Global Community**

This theme covers a vast amount of research in the social sciences, business, and other areas. It includes individuals and families, firms and markets, governments, and the global community.

5. **Environment, Resources, and Conservation**

SFU has an excellent record of high-profile research related to the environment. This research is conducted throughout the University. The research approaches and topics span a range of sectors from theoretical and mechanistic studies to applied management strategies. Mirroring the major natural resources of British Columbia, research clusters at SFU focus on the relationships between economic development, conservation and biodiversity in terrestrial and aquatic ecosystems, as well as on natural hazard prediction and prevention. SFU’s research includes not only chemical, molecular biological, toxicological, physiological, and behavioural studies, but also risk assessment, management, and historic and economic considerations. The ultimate goal of this multifaceted approach is to provide a sound basis for sustainable development and the responsible use of our natural resources.
6. Health and Biomedical Sciences

A common goal for health-related cross-disciplinary research at SFU is to describe human health in its full context, including the diverse impacts that social inequities have on health. SFU has developed a reputation for excellence and innovation in health research, involving faculty from across the spectrum of disciplines and organizational units at the University. With such a wide array of health sciences interests, SFU seeks to strengthen a number of interrelated research areas that impinge directly on human health. The University has particular strength in genomics, bioinformatics, and health informatics, biostatistics, biomedical sciences, neuroscience, medicinal chemistry and drug development, biomedical devices, biomedical imaging, mental health and addictions, as well as in health policy and cultural and population studies, from basic investigations to clinical applications.

The establishment of the Faculty of Health Sciences and its state-of-the-art facilities provided a special opportunity for innovative new multidisciplinary research initiatives and graduate programming. Novel research and graduate programs have or are being developed in population and public health, global health, infectious diseases, aging and chronic illness, and brain function and development. Partnerships between SFU and the hospitals and health authorities in the Lower Mainland enhance these opportunities. SFU is a leader in the secure analysis of sensitive data. Population Data BC, a platform for supporting research on human health, wellbeing and development run by a consortium of researchers from institutions around BC including SFU, will provide researchers with access to linkable individual data for integrated analysis of health outcomes using a range of secondary sources.

SFU’s goal is to develop interdisciplinary collaborations and partnerships that bridge the biomedical, clinical, and social sciences and involve the wider community, building on SFU’s tradition of innovative and effective outreach. Examples are the new Institute for the Reduction of Youth Violence, a joint partnership between SFU and Children’s Hospital that aims to reduce adverse health and mental health consequences of youth violence; and the Centre for Research on Early Child Health and Education, that links scholars in universities and research centres to increase access to universal health and education programs for young children.

7. Pedagogy

Pedagogy stresses the mutually constitutive and intersecting activities of scholarship, teaching, and engagement. It concerns both the art and the science of teaching, and involves teachers engaging learners spontaneously and methodologically. Boundaries between teachers and learners are not always fixed. Research in this theme is conceptualized as a framework of four essential components: understanding, research use, knowledge mobilization, and reciprocity.

- Understanding involves fundamental explorations to map what is and can be in education, what we value of education practices, and how processes of education unfold and can be transformed to benefit individuals and society.
- Research use refers to investigations about how understanding may be applied to address education issues. It includes, but goes beyond, developing and refining methods across the spectrum of educational practices and forms of educational inquiry.
- Knowledge mobilization refers to critical and self-reflective occasions where we apply research in practice, for example, determining the impact of educational interventions across individual and systemic levels.
- Finally, the notion of reciprocity concerns our studies of collaborations with the educational community, the settings for research mobilization, with an emphasis on designing and using feedback loops to inform and refine future research throughout the framework. Future research vitality lies in actively inter-relating these four framework components, and these components individually and together represent significant foci for emerging scholarship.
5.4 Core Theme 3: Student Experience and Success

The “Student Experience” refers to the overall feelings students have regarding their time at the institution. It relates to the totality of students’ experience of the University, and includes their sense of the how the University values them and, ultimately, defines their sense of connection with the institution. Student Experience has clear implications for a number of critical institutional issues and outcomes: among these are student recruitment and retention, institutional reputation, and alumni support. Student Experience and Success is built on a foundation of 1) an engaging student experience, fostered by 2) a supportive learning and living environment, that contributes to 3) a vibrant campus community.

Fostering an exceptional university experience while students pursue their academic career and related goals cuts across all aspects of university life and is a community responsibility. This includes providing support to assist students in being successful academically and fulfilling their academic goals in a timely manner, as well as providing programs and services that help identify and support students’ various needs during their tenure with SFU as learners. A student’s overall experience is therefore a reflection of what happens for them both inside the classroom (e.g. quality of teaching, class size, rigour and relevance of the curriculum, accessibility of professors, etc.) and outside of the classroom (e.g. access to courses; opportunities for experiential learning such as co-op programs, field schools, leadership programs; academic support such as advising, Student Learning Commons, Student Success Program, counseling, disability services; quality of ancillary services such as food, parking, etc). A variety of indicators are used to assess student experience including surveys which reflect levels of satisfaction regarding various aspects of campus and academic life, as well as institutionally compiled retention and completion data. Two other import measures of the overall experience at SFU are Student Academic Success and Student Engagement, elaborated on below.

**Student Success**

At the operational level, “Student Success” is defined more narrowly as “academic success.” Recognizing that our students’ success is rooted in their collective experiences, and their success is of utmost importance to the entire institution, it would be challenging to uncouple experience from success. So, for the purposes of this assessment, these two concepts have been strategically entwined into a single theme: “Student Experience and Success.”

At SFU student success is operationally defined in terms of academic success or being considered in “Good Academic Standing” (GAS), i.e. achieving a Cumulative Grade Point Average (CGPA) of 2.0 or greater. Programs such as the Student Success Program are aimed at supporting students who fall below good academic standing. The program was launched as a pilot in September 2007 and then expanded to the entire University in fall 2009. At present, more than 1000 students participate annually in the Back on Track (BOT) program with approximately 70% of those completing the program and achieving sufficient CGPA’s that no longer require them to withdraw. A customized version of the program was offered for the initially in 2009 to students on academic probation and this program has been very successful. All probationary and Required To Withdraw (RTW) students currently have the option of participating in the BOT programs which are now primarily self-funded.

The objectives, outcomes and indicators associated with this core theme are interwoven with the University’s other core themes and the assessment represented here is the work of a dedicated cross-institutional panel of participants that included faculty, staff and, perhaps most importantly, students. The evaluation of SFU’s progress in improving student experience and student success is ongoing and reflects the dynamic nature of institutional planning in a constantly changing market.
**Student Engagement**

Student engagement refers to students’ participation in educationally effective practices, both inside and outside the classroom. It is characterized by two critical features: 1) the amount of time and effort students put into their studies and other educational activities and 2) how an institution deploys its resources, organizes curriculum, and supports learning with services and programs that lead to experiences and desired outcomes such as persistence, satisfaction, success, and completion. The most well-known measure of student engagement in post-secondary education in North America is the National Survey of Student Engagement, or the NSSE. SFU began participating in the NSSE in 2009 and is now able to measure progress against the baseline established in 2009, as well as look at appropriate comparator institutions. Many student engagement initiatives are provided through campus-wide programs within Faculties and across various service units. Some of those led by Student Services include:

- Residence Life (e.g. Living/Learning Communities)
- Student Development (e.g. Peer Educators, LEAD, orientation leaders, “U”Life)
- Work Integrated Learning (e.g. co-op, volunteer, service learning)
- SFU International (e.g. field school admin, exchange co-ordination, international buddy program)
- Health and Counseling Services (e.g. health and wellness programs)
- Recreation and Athletics (e.g. intramural and instructional programs)
5.5 Core Theme 4: Community and Citizenship

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.

SFU’s Community Goals

SFU has long been regarded as an exemplary model of community collaboration and partnership. The University plans to continue to increase its 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 partnerships with Aboriginal communities and offering new programming for Aboriginal students;
- extending credit and non-credit course offerings to SFU’s Surrey campus;
- continuing to expand offerings of specialized curriculum into local communities;
- building on the University’s established presence as a resource for community dialogue; engaging in collaborative research ventures with the City of Burnaby;
- building strength in teacher training within BC’s schools.

Burnaby

As one of Burnaby’s major employers, SFU has been an active institutional citizen of Burnaby since its creation in 1965. SFU’s new residential development, UniverCity, is further strengthening the University’s ongoing relationship with its municipal partner and neighbour.

The University and Burnaby also collaborate in various research ventures, and ongoing communication is facilitated through the SFU-Burnaby Liaison Committee. Some examples include:

- 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 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.

Vancouver

SFU began its development of a downtown campus in the early 1980s by pioneering mid-career, advanced professional education using a storefront centre. SFU’s 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 (the campus hub), the Morris J. Wosk Centre for Dialogue, the Segal Graduate School of Business, the new Goldcorp Centre for the Arts, and the performance complex and visual arts studio space at 611 Alexander. Since 1988 SFU has committed approximately $150 million to the establishment and
improvement of University facilities in the downtown core. This growth has allowed SFU to offer significant enhancements to its academic and other community-related services. These include:

- The re-location of the School for the Contemporary Arts to the Goldcorp Centre for the Arts. The building contains six public performance venues offering cultural and artistic programming within the innovative, mixed-use re-development of the historic Woodward’s district
- The expansion of accessible credit and non-credit programs in areas such as international studies, public policy, writing and publishing and urban studies
- The development of community programming offering technical training for the cultural sector. SFU’s non-profit Simon Fraser Presentation Society works with community arts groups to provide access to SFU Woodward’s cultural spaces. (Funding by Western Economic Diversification and Heritage Canada)
- Wide-ranging research - including human security, communication, mental health and addiction, gerontology and urban issues - in partnership with community agencies
- Creation of new opportunities for community engagement through public dialogues, meetings and events.

Surrey

The capacity of SFU through its Surrey campus has been enhanced with new distinctive academic and research programs and approaches to community outreach.

In 2010/11, some of the examples of new community engagement and industry-linked development projects are as follows:

- Mechatronics faculty and SFU’s Vice President of Research and Dean of Applied Sciences were members of a City of Surrey-led mission to India which focussed on industry ties in clean energy, and film and media
- Faculty and students from the Mechatronics program are working with Maple Ridge based Future Vehicle Technologies, which builds electric cars, to develop suspension systems that convert vibrations transmitted through tires to charge batteries. A $300,000 grant from the province’s Natural Resources and Applied Sciences (NRAS) endowment – along with a $90,000 investment from the company that will also generate matching funds - was announced in 2011
- SFU Surrey funding of over $300,000 from Western Economic Diversification to support the mobility of SFU students to work in cooperative education and internship programs in India, and for an Indian scholar/executive visit program to BC
- The World Literature Program hosted some 1,500 participants in the American Comparative Literature Association’s (ACLA) annual convention in Vancouver March 31 - April 3, 2011
- SFU Surrey obtained funding of $750,000 from Coast Capital Savings Credit Union for the Venture Connection program. This program supports student entrepreneurs at all of SFU’s campuses.

Relevant Research

SFU engages many communities in university research: the technology industry, the business community, the rural or urban community, the preschool-12 education sector, the francophone community, the immigrant community, and Aboriginal communities. The successful development of the Vancouver campus community should inspire bold urban renewal projects in Surrey and the Great Northern Way campus. SFU has a unique opportunity for the School for the Contemporary Arts to engage the Vancouver community with its cultural infrastructure, and to firmly ensconce SFU as the cultural and intellectual heart of the community.

We live in a pluralistic society: culturally, racially, and ethnically. SFU must provide leadership in educating students about human differences in an increasingly diversified world in order to help develop a civil citizenry and a civil society. Through research initiatives, SFU aims to instill in its students an appreciation of societal structures and social and scientific responsibility for a sustainable world.
5.6 Core Theme 5: Institutional Strength

Recruitment of Outstanding Faculty and Students

SFU continues to experience significant inflationary pressures which are not being funded either by the provincial grant or tuition increases. In addition, the national and global economic conditions of the past year have further impacted SFU’s overall financial resources and affected positions funded from endowed capital. These pressures have had and continue to have a direct effect on recruitment planning. However SFU continues 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 SFU’s successes in the competition for the recruitment and retention of top faculty and students:

- **Canada Research Chairs (CRCs):** SFU has 45 Chairs allocated and to date has filled 40.

- **BC Leadership Chairs (LEEF):** SFU has been awarded five BC Leadership Chairs, of which four are filled:
  - Salmon Conservation and Management
  - Pharmaceutical Genomics and Bioinformatics
  - Cognitive Neuroscience in Childhood Health and Development
  - Proactive Approaches to the Reduction of Violence among Children and Youth.

  Further pursuit of the remaining LEEF Chair in Medical Imaging depends on the successful fundraising for the matching endowment.

- **Endowed Chairs:** The following Chairs were filled in 2010/11:
  - Maureen and Milan Ilich/Merck Chair in Statistics for Arthritis and Musculoskeletal Diseases
  - Liber Ero Chair in Coastal Studies

- **Vanier Canada Graduate Scholarships:** A total of seven students have received these scholarships including two awarded in 2010 - one in biophysics and one in terrestrial ecology.

- **SFU Community Trust Endowment Fund Graduate Fellowships in the Humanities:** fifteen new graduate fellowships worth $6,250 each for one semester of study have been 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.

- **NSERC CREATE Program** for graduate student training: This Collaborative Research and Training Experience program supports the training of teams of outstanding students and postdoctoral fellows from Canada and abroad. In 2011 three of those who submitted Letters of Intent have been asked to submit full proposals. To date two Letters of Intent have also been submitted for the 2012 competition.

- In 2011 two SFU students were awarded $180,000 **Trudeau Scholarships.** Since the introduction of these scholarships seven SFU students have received these awards.
• In 2010 SFU began the pilot SFU/VP Research Undergraduate Student Research Award Program to increase opportunities for student research. For 2010/11, 66 awards of $4,500 and 5 awards of $2,250 have been made.

In 2010/11 SFU has 269 students receiving tri-council scholarship funding including 139 SSHRC, 100 NSERC and 23 CIHR awards.

Faculty Retention

Canadian universities continue to confront faculty recruitment and retention challenges. A report prepared for the Research Universities’ Council of British Columbia (RUCBC) predicted more than 2,200 faculty positions will turnover in the next decade due to retirement and attrition. At SFU, it is expected that over 240 faculty will retire in this timeframe, however, the elimination of ‘mandatory retirement’ and the poor economic conditions are expected to ease this situation.

Nevertheless, faculty renewal at SFU will continue as moderate growth is predicted in the development of the Faculty of Health Sciences, the Faculty of Environment and 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
• Recognition of teaching and research excellence through annual Excellence in Teaching and University Professor awards
• Annual Faculty and Staff awards dinner
• Aggressive media recognition given to faculty accomplishments in local and national news outlets
• Research Services Grants Facilitators provide one-on-one assistance to researchers in obtaining research grants
• Teaching and Learning Centre provides programs to support development of teaching skills
• University Innovation office assists faculty entrepreneurs
• A special banking program developed in 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 Mortgage Interest Subsidy Program to assist new faculty and senior administrative staff in dealing with the volatile housing market in Vancouver
• A Faculty Advisor position was developed to personally assist new faculty with relocation and immigration issues.
• The provision, within SFU’s residential development UniverCity, of housing geared specifically for SFU faculty and their families. SFU purchased 10 units and has launched its first rental program called ‘Verdant’ for new incoming faculty
• Progressive benefit programs and parental leave benefits, generous relocation and professional development reimbursement programs, modified work arrangements and accommodation policies, onsite accessible Childcare, Tuition Waiver in SFU programs for faculty and staff and their families and reciprocal Tuition Waiver Programs at Carleton and York Universities
• Programs emphasizing sustainability, health, and wellness are available to all as well as access to fully equipped pool, gym and fitness programs
- A modern elementary school opened at UniverCity in September 2010 and offers additional daycare and childcare spaces
- An annual campus-wide New Faculty Orientation Program and individual year round orientation sessions welcome and orient 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
- The organization for Academic Women provides programming, support and networking for Women academics

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 Jan 2011 standing at 35%. 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.

**Investment in Infrastructure**

The following investments have been made:

- **School for the Contemporary Arts at the Goldcorp Centre for the Arts:** Funding from the Ministry of Advanced Education, the Ministry of Economic Development, SFU Donors, and SFU has provided new facilities for the School for the Contemporary Arts at the Woodward's redevelopment in Vancouver. The project includes 11,845 gross square metres of new space for instructional space, offices, performance studios, and theatres.

- **Upgrade to SFU's Chemistry facilities:** The Federal and Provincial governments have invested $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.

- **Surrey Podium 2:** Podium 2 was acquired with funding from the Knowledge Infrastructure Program and provincial government to provide additional space for labs, teaching space, offices and support activities at the Surrey campus.

- **Western Economic Diversification (WD):** SFU has been the beneficiary of an unprecedented level of support from Western Economic Diversification WD over the last few years, including: $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. In 2009 a grant of $1M was used to equip the Goldcorp Centre for the Arts and in 2010 WD invested $925K for the purchase of equipment for the Mechatronics Systems Engineering (MSE) program and a further $347.7K for the construction and relocation of Vancouver's first completed energy efficient laneway house, "West House."
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 D. Javad 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.

Information Technology Improvements

The vision for information technology at SFU is to achieve institutional expectations of value for IT investments through strong, transparent, collaborative governance and professional best practices. The mission and vision for IT Services as a department are to advance SFU’s capabilities with effective technologies and services, and to be recognized as a key contributor to the institution's success. In addition to the strategic initiatives mentioned below, there are many active projects, each of which contributes to the visions and mission.

• **IT Governance:** A new system of governance committees is now in place, augmenting the project steering and prioritizing committees at a lower level. The system includes a senior IT Strategies Committee, and three subsidiary committees for IT in support of research, administration, and teaching & learning. The committees are broadly representative, small enough to remain manageable, and involve vice-presidents, deans, directors, faculty members, and students.

• **IT Strategic Plan & Projects:** The CIO has produced a first draft of an IT strategic plan, currently under discussion by the IT Strategy committee. The plan is comprehensive, in the sense of covering the physical layer, the layer of virtual computational resources constructed above it, and the specific systems and services required to support SFU’s main goals in teaching & learning, research, community engagement, and administration.

• **Shared Data-Centre Services:** In cooperation with the other BCNET CIOs, and using BCNET as a vehicle for the cooperation, SFU participates in joint efforts to rationalize the provision and renewal of data-centre facilities among the members of BCNET. This will help us achieve our goal to retire the current data centre in Strand Hall, and expand our capacity dramatically over the next decades, driven largely by the demands for research computing.

Library Services

The SFU Library and its services go far beyond a traditional print collection to include some 64,000 electronic journals and 5 million 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. Reference services are offered in person, through chat reference, twitter and kiosks located in busy areas on campus. Technical advice is offered in co-operation
with IT Services. The BC Electronic Library Network is hosted by SFU Library, a synergistic relationship that has fostered online support, resource sharing and electronic journal licensing for all BC postsecondary libraries.

SFU Library is a leader in digitization projects in Canada, providing access to over two million pages through its Multicultural Canada and other digitization projects. SFU Library 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 $11 million CFI Synergies project, and is the primary development site for open source software from the Public Knowledge Project (PKP). The PKP software suite includes the Open Journal System (OJS) now used by over 9,000 scholarly publications and other PKP software for monograph publishing, conference management and internet metadata harvesting. SFU Library is also the home for the reSearcher software for electronic resource access and management. This has brought in income to support other Library ventures and enhanced SFU and BC's reputations for technological inventiveness and entrepreneurship.

SFU's academic planning occurs on a three year cycle. In February 2010 SFU completed the planning for the next three year cycle, 2010 – 2013, and is now implementing strategies designed to achieve the planned outcomes. The process of developing new goals began with the development of an Academic Vision for SFU.

SFU’s Academic Vision

To be the University of choice which integrates teaching and learning, research, and engagement with the community and achieves high standards in both the fundamental and applied disciplines. It is an intellectually stimulating and culturally vibrant environment that:

- Defines scholarship as the creation, advancement, application, transmission and preservation of knowledge, and the stimulation of critical and independent thinking.
- Commits to excellence in teaching, learning, research and community engagement in a wide spectrum of academic disciplines across our 8 Faculties, with a particular emphasis on multidisciplinarity and the ability to anticipate or respond to emerging areas of higher education demand.
- Provides a global perspective with a local orientation and is an active and highly valued partner in the social, cultural and economic life of our communities.
- Enables students to reach their goals and potential and become ethical, responsible and informed citizens.
- Employs effective, efficient, and innovative approaches to teaching, learning, research, service and administration.

This Academic Vision guides the Faculties and Departments to plan for the next three year period. Each academic Department and each Faculty have produced plans, all of which contribute to the Academic Plan. The Five Academic Themes contained in the Academic Plan and the associated Goals of each Theme are listed below.

Academic Theme: High Quality Student Experience

The University will facilitate admission, support and success for students from diverse backgrounds. Students will know the learning purposes and opportunities for each program, can find straightforward information on program requirements, and can plan and complete their programs in a timely way. SFU graduates will understand the importance of being ethical, responsible and informed citizens, through engaging in complex contemporary issues and examining questions from different perspectives.

Goal 1.1 - Create multiple admission routes to attract a diverse student body.
Goal 1.2 - Increase the retention rates of all students.

Goal 1.3 - Develop a more navigable curriculum and improve course access.

Goal 1.4 - Diversify our pedagogy.

Goal 1.5 - Increase our International, First Nations and interdisciplinary exposure.

---

**Academic Theme: Teaching and Learning in a Research University**

SFU respects and values diversity in scholarship; academic units define their own research and pedagogical strengths and plan accordingly. SFU faculty members will create a culture of critical inquiry and their transmission of research skills and research results will add value to each student's education. Students will learn through a wide variety of pedagogies that expand the traditional classroom experience and extend learning into local, national and international communities. They will participate in a wide variety of experiences that develop long-term skills in learning, analysis, and communication.

Goal 2.1 - Support new program development in select areas.

Goal 2.2 - Review curriculum for learning outcomes and linkages to faculty research.

Goal 2.3 - Increase student exposure to research and researchers.

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**Academic Theme: Research**

We will support and pursue national and international research initiatives.


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**Academic Theme: The University’s Role in the Community**

Academic units will make their teaching and research relevant to the broader community.

Goal 4.1 - Develop closer ties with First Nations and immigrant communities.

Goal 4.2 - Ensure that non-credit programs reflect the University’s strategic priorities.

Goal 4.3 - Provide opportunities for students to learn and apply knowledge in local and global communities.

Goal 4.4 - Work more closely with alumni.

Goal 4.5 - Link each of our three campuses closely to their communities.
**Academic Theme: Financial Sustainability and Institutional Strength**

We will work towards a financial system with increased revenue flows and no structural deficit. We will attract, retain, develop and reward the best faculty and staff.

Goal 5.1 - Create a comprehensive Strategic Enrollment Management Plan.

Goal 5.2 - Centralize support activities to reduce costs.

Goal 5.3 - Support credit and non-credit revenue-generating activities.

Goal 5.4 - Encourage greater financial efficiency.

Goal 5.5 - Intensify Fundraising efforts.

Goal 5.6 - Review graduate tuition and support.

Goal 5.7 - Recruit, retain, develop and reward the best faculty and staff.

Goal 5.8 - Communicate plans and achievements internally and externally.

**Evaluation of Academic Achievements**

The Academic Plan is supported by a number of strategies and performance in achieving the goals and objectives are assessed annually.

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

7. SFU Strategic Research Plan (2010-2015)

The Strategic Research Plan is intended to serve as a road map for establishing the focus, infrastructure, and capability that are necessary to improve the research performance of the University.

**SFU’s Research Goal**

Our 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 internationally renowned for the excellence of our scholarship.

The major objectives of the Strategic Research Plan are to:

1. Maximize opportunities for discovery and innovation;
2. Promote internationally competitive research and scholarship;
3. Cultivate excellence through selective investment in emerging areas of research;
4. Facilitate collaborations across disciplinary and institutional boundaries;
5. Recruit and retain outstanding students, research fellows, and faculty;
6. Encourage effective communication and dissemination of research results;
7. Optimize use of our research and scholarship resources;
8. Recognize the full value of intellectual property;
9. Achieve thematic coherence in the expression of SFU’s research interests;
10. Engage all our communities for the benefit of society.

The plan articulates the University’s strengths by identifying integrative research theme that cross disciplinary and administrative boundaries as covered under section 5.3 of this document. New discoveries in Canada and around the world are being made by interdisciplinary teams of investigators organized to address research questions that are multidimensional and inspired by global societal, environmental, and economic change. The seven themes are: Origins; Communication, Computation and Technology; Culture, Society and Human Behaviour; Economic Organization, Public Policy and the Global Community; Environment, Resources, and Conservation; Health and Biomedical Sciences; and Pedagogy.

**Evaluation of Research**

A periodic evaluation of research outputs will be undertaken using metrics appropriate to the diverse individual and interdisciplinary activities, as determined in consultation with the Faculty Deans. A common framework for reporting will establish a baseline from which advancement in a particular discipline can be gauged. Annual data from Re$earch Infosource and Canadian Association of University Business Officers (CAUBO) will be used to evaluate SFU’s research performance relative to other Canadian universities, including measures of research income, publication intensity, and publication impact.
### 8. Ministry Objectives for Post-Secondary Education

#### 8.1 SFU’s Alignment with Ministry Objectives

The following table demonstrates SFU’s strategic alignment with the Ministry’s Strategic Objectives and Performance Measures defined under the Accountability Framework for public post-secondary education.

<table>
<thead>
<tr>
<th>Ministry Objective</th>
<th>Description</th>
<th>Ministry Performance Measures</th>
<th>SFU Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity</td>
<td>The public post secondary system is sufficient in size to meet the needs of the province.</td>
<td>Student spaces &lt;br&gt;Credentials Awarded &lt;br&gt;Sponsored Research Funding</td>
<td>• Offer quality programs from a diverse set of disciplines across all faculties, with growth in areas of strategic importance. (<em>Surrey expansion contingent on funding</em>)</td>
</tr>
<tr>
<td>Access</td>
<td>All citizens have equitable and affordable access to public post-secondary education.</td>
<td>Aboriginal student headcount</td>
<td>• Engage and involve our many communities.</td>
</tr>
<tr>
<td>Quality</td>
<td>The public post-secondary system is of sufficient quality to meet the needs of students, employers, and citizens.</td>
<td>Quality of instruction &lt;br&gt;Student satisfaction with education &lt;br&gt;Skill Development</td>
<td>• Support and promote teaching excellence. &lt;br&gt;• Provide an outstanding student experience.</td>
</tr>
<tr>
<td>Relevance</td>
<td>The public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education.</td>
<td>Usefulness of knowledge and skills &lt;br&gt;Unemployment rate</td>
<td>• Mobilize University resources and expertise to reflect the distinctive contributions we make to regional, national and global concerns. &lt;br&gt;• Increase the level and quality of research and promote our profile as a research intensive university.</td>
</tr>
<tr>
<td>Efficiency</td>
<td>The public post-secondary system is able to deliver education programs to students in a timely and cost effective manner.</td>
<td>Bachelor degree completion rate</td>
<td>• Continuously improve our administrative systems and become financially flexible. &lt;br&gt;• Recruit, retain, and engage the best people. &lt;br&gt;• Strengthen and leverage our infrastructure,</td>
</tr>
</tbody>
</table>
8.2 Performance Measures, Targets and Results

SFU assesses and manages its performance using a number of operational indicators and key performance measures. The Office of Institutional Research and Planning provides the results of these indicators on their website at the following link:

http://www.sfu.ca/irp/

In addition, the current Academic Plan (2010-2013) and the Strategic Research Plan (2010-2015) assess performance of the strategic objectives based on a review of achievements and evaluation of key performance indicators. It is expected that the Planning Framework will assess the nine key strategic goals based on a set of qualitative and quantitative measures.

The following pages assess SFU's performance using the measures under the Ministry's Accountability Framework for post-secondary education. The Ministry assesses performance based on the following scale:

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>More than 10% above target</td>
</tr>
<tr>
<td>Achieved</td>
<td>Up to 10% above target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>Up to 10% below target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>More than 10% below target</td>
</tr>
</tbody>
</table>
Ministry Strategic Objective: **Capacity**

Ministry Performance Measure: **Student Spaces**

SFU’s Achievement: **110.7% (Exceeded)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Total Student Spaces</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10 Actual</td>
<td>2010/11</td>
<td>2010/11 Actual</td>
</tr>
<tr>
<td>21,867</td>
<td>20,215</td>
<td>22,388</td>
</tr>
</tbody>
</table>

SFU’s total student headcount for 2010/11 was 35,155 students, including 29,697 undergraduates and 5,507 graduates.

With 50% of undergraduate students attending the University on a part-time basis, this equates to 18,593 total domestic full-time equivalent (FTE) undergraduate students which represented an increase 2% over the previous year. The undergraduate and graduate FTE for 2010/11 reached 22,388 FTE which exceeded the government funded enrollment target of 20,215 by nearly 11%.

The majority of students enter SFU’s undergraduate programs either directly from BC Grade 12 or through college transfer. In 2010/11, 41% of SFU’s new undergraduates came from BC Grade 12 with average entry grades of 85%. BC College transfer students made up 28% of new students making SFU the largest receiving institution of BC College transfer students.

SFU exceeded its international student target of 507 by enrolling 1,635 new international students or 22% of new undergraduate students.

SFU places strategic emphasis on building graduate programs and providing innovative research opportunities to attract graduate students. The annualized graduate student headcount rose 3% over the previous year to 4,287 graduate students.

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1 Operational definition: Number of Full-Time Equivalent (FTE) student enrollments delivered overall.
Ministry Strategic Objective: **Capacity**

Ministry Performance Measure: **Credentials Awarded**

SFU’s Achievement: **98.3% of Ministry Target (Substantially Achieved)**

**101.9% of the previous year**

<table>
<thead>
<tr>
<th>Performance</th>
<th>2009/10 Actual</th>
<th>2010/11 Target</th>
<th>2010/11 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5,729</td>
<td>5,939</td>
<td>5,837</td>
</tr>
</tbody>
</table>

- **Total credentials awarded by SFU to students annually have grown by 11 per cent from 2003 to 2010, with Bachelors increasing by 33 per cent, Masters by 49 per cent, and Doctoral degrees by 81 per cent.**

- **Increasing the credentials awarded relies on the growth in enrollment and retention of students. Improved retention requires the development of the distinctive programs, curriculum and pedagogy. It also requires that the University 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 student financial 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.**

---

2 Operational definition: Count of certificates, diplomas, associate degrees, bachelor degrees, master degrees and doctoral degrees awarded by public post-secondary institutions.
Ministry Strategic Objective: **Capacity**

Ministry Performance Measure: **Sponsored Research Funding**

SFU’s Achievement: **104.2% (Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>2009/10 Actual</th>
<th>2010/11 Target</th>
<th>2010/11 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>$83.8 M</td>
<td>≥ previous year</td>
<td>$87.3 M</td>
<td></td>
</tr>
<tr>
<td>$61.5 M</td>
<td></td>
<td>$64.2 M</td>
<td>Federal Sources (million $)</td>
</tr>
<tr>
<td>$7.2 M</td>
<td></td>
<td>$5.6 M</td>
<td>Provincial Sources (million $)</td>
</tr>
<tr>
<td>$15.2 M</td>
<td></td>
<td>$17.5 M</td>
<td>Other Sources (million $)</td>
</tr>
</tbody>
</table>

Between 2000 and 2009, SFU almost quadrupled its research income, and was spotlighted by Re$earch Infosource for achieving the second largest increase among Canada’s comprehensive universities. Since FY2007, SFU has been included among the top twenty group of Canadian institutions in terms of its total sponsored research income. Approximately three-quarters of SFU’s funding comes from the federal government through the Tri-Councils (NSERC, SSHRC, and CIHR), CFI, and other sources. This contrasts with the average for Canadian universities, where less than half of the income comes from federal sources and the private sector plays a much bigger role. In FY2010, NSERC contributed about 22% of SFU’s total research funding, with SSHRC and CIHR contributing about 8% each.

SFU’s researchers consistently exceed the national success rate in both SSHRC and NSERC competitions. In FY2011, SFU researchers achieved a success rate of 50% compared to the national average of 37% in the SSHRC Standard Grants program. In the NSERC Discovery Grants program, SFU researchers realized a success rate of 65.2% compared to the national average success rate of 57.5%, and were at about the national average in terms of the size of the grants awarded. In the CIHR operating grants program, SFU researchers were successful in about 22% of applications submitted through SFU or another institution. The average CIHR success rate nationally was about 18%.

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3 Operational definition: Total research revenue awarded from federal government, provincial government and other sources.
Ministry Strategic Objective: **Access**

Ministry Performance Measure: **Number and percent of students who are Aboriginal**\(^4\)

SFU’s Achievement: **95.1% (Substantially Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Aboriginal Student Headcount</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009/10 Actual</td>
<td>2010/11 Target</td>
</tr>
<tr>
<td></td>
<td>491</td>
<td>≥ previous year</td>
</tr>
</tbody>
</table>

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

In 2007, 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 Office for Aboriginal Peoples serves as the coordinating umbrella for Aboriginal activities across the University drawing together researchers, educators, students, elders, Aboriginal communities and non-Aboriginal members of the University. The Office of Aboriginal Peoples assumes a leadership role for support of Aboriginal activities with responsibilities in each of eight areas: support for academic program development; research development; student recruitment, support and retention; liaison and outreach to Aboriginal peoples and communities; international engagement and global development; Indigenous knowledge and resource development; infrastructure and facilities development; and integration and leadership development.

---

\(^4\) Operational definition: Unique headcount of Aboriginal students and percent of domestic students who are Aboriginal.
Ministry Strategic Objective: Efficiency

Ministry Performance Measure: Bachelor’s Degree Completion Rate

SFU’s Achievement: 104.2% and 100% (Achieved)

<table>
<thead>
<tr>
<th>Performance</th>
<th>Direct Entry Students</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10 Actual</td>
<td>2010/11 Target</td>
<td>2010/11 Actual</td>
</tr>
<tr>
<td>70.7%</td>
<td>≥ previous year</td>
<td>73.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance</th>
<th>Direct Entry Students</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10 Actual</td>
<td>2010/11 Target</td>
<td>2010/11 Actual</td>
</tr>
<tr>
<td>79.9%</td>
<td>≥ previous year</td>
<td>79.9%</td>
</tr>
</tbody>
</table>

Completion rates have been analyzed over the years and it has been found that it is influenced by many different issues and to varying degrees. These influences include among others: the admission GPA, larger or lower course loads, course availability, class sizes, numbers of international students and the quality of teaching. However there is little conclusive evidence of the degree to which these specific issues influence this measure. The difference between the two consecutive years provides little value as the indicator as the cause and effect relationship could be a result of some influence that may be 7 years old.

A more meaningful measure is an analysis over a number of years to determine a trend. Since 2005/06 this measure has fluctuated from between 78% and 71% and the increase of 3% this year, over last year may be significant and will be monitored.

---

Operational definition: Proportion of direct entry students completing a bachelor degree within seven years, and proportion of transfer students completing a bachelor degree within five years.
Ministry Strategic Objective: **Quality**

Ministry Performance Measure: **Student Satisfaction with Education**

SFU’s Achievement: **105.2% (Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Student Satisfaction with Education</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10 Actual</td>
<td>2010/11 Target</td>
<td>2010/11 Actual</td>
</tr>
<tr>
<td>94.3%</td>
<td>≥ 90%</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

The University remains concerned with course availability: 57% of undergraduate students surveyed are getting the specific courses they want and 81% of students are getting the number of courses they want each Fall semester. This does indicate a small improvement over last year but efforts will continue to improve this measure.

Over the course of the next three years, SFU will strive to achieve an ultimate goal of more than 75% of students being able to get the specific courses they want and 90% of students being able to register in the number of courses they would like. However, the current levels of provincial funding will make this extremely difficult.

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

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

In 2009, SFU began participating in the National Survey of Student Engagement (NSSE) which is a standardized survey tool administered at many universities across Canada and the United States. The focus of the survey is the engagement of students in their education. More information about the survey can be found at the NSSE homepage. It is expected that the results of the NSSE will inform future planning around student engagement.

---

6 Operational definition: Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who were very satisfied or satisfied with the education they received.
Ministry Strategic Objective: **Quality**

Ministry Performance Measure: **Student assessment of skill development**

SFU’s Achievement: **97.4% (Substantially Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>2009/10 Actual</th>
<th>2010/11 Target</th>
<th>2010/11 Actual</th>
<th>2011/12 Target</th>
<th>2012/13 Target</th>
<th>2013/14 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFU’s</td>
<td>82.2% +/- 1.2%</td>
<td>81.5% +/- 1.2%</td>
<td>81.0% +/- 1.2%</td>
<td>80.5% +/- 1.1%</td>
<td>80.0% +/- 1.3%</td>
<td>80.5% +/- 1.2%</td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem resolution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn on your own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

---

7 Operational definition: Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who indicated their education helped them to develop various skills.
Ministry Strategic Objective: **Quality**

Ministry Performance Measure: **Student Satisfaction with Quality of Instruction**

SFU’s Achievement: **106.3% (Achieved)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>2009/10 Actual</th>
<th>2010/11 Target</th>
<th>2010/11 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.8%</td>
<td>≥ 90%</td>
<td>95.7%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets</th>
<th>2011/12 Target</th>
<th>2012/13 Target</th>
<th>2013/14 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 90%</td>
<td>≥ 90%</td>
<td>≥ 90%</td>
<td></td>
</tr>
</tbody>
</table>

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 is continuing to explore ways for facilitating interaction between scholars and students.

---

8 Operational definition: Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who rated the quality of instruction in their program positively.
Ministry Strategic Objective: **Relevance**

Ministry Performance Measure: **Student assessment of usefulness of knowledge and skills in performing job**

SFU’s Achievement: 91% (Substantially Achieved)

<table>
<thead>
<tr>
<th>Performance</th>
<th>2009/10 Actual</th>
<th>2010/11 Target</th>
<th>2010/11 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>83.8%</td>
<td>≥ 90%</td>
<td>81.9%</td>
</tr>
</tbody>
</table>

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

International Co-op provides students with a unique opportunity to experience the world, while working in their field of study. Students have the opportunity to expand their career horizons, while gaining international and intercultural work experience. In the past 13 years, SFU students have worked in over 1,000 placements around the world.

While they do not constitute a complete catalogue of experiential and international education available to students, enrolments and student experiences in co-operative education, international study, practicums, internships and field study do offer a student exposure to various occupational environments.

---

9 Operational definition: Percentage of employed bachelor degree, diploma, associate degree and certificate graduates who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job.
Ministry Strategic Objective: **Relevance**

Ministry Performance Measure: **Unemployment Rate**

SFU’s Achievement: **206% (Exceeded)**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10 Actual</td>
<td>2010/11 Target</td>
</tr>
<tr>
<td>5.3%</td>
<td>≤ 14%</td>
</tr>
</tbody>
</table>

The Ministry’s definition of ‘Relevance’ is that the public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education. As identified earlier in the document, at present, programming demand is concentrated in four areas: technology, business and public administration, health and the health professions, and teacher education, and SFU is well positioned to respond to the demand in each of these four areas. More recently, with the continuing global concern over environmental sustainability and the increase in green technologies, SFU will provide opportunities to students in areas that address environmental issues.

While SFU is appreciative that the Unemployment Rate for SFU graduates is half (6.8%) the target (14%) set by the Ministry the University is disappointed that it has grown from 5.3% to 6.8% since last year and it will continue to develop and provide advanced education opportunities which develop productive and employable citizens.

---

Operational definition: Percentage of bachelor degree, diploma, associate degree and certificate graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.
9. **Financial Outlook**

**Provincial Grants**

The provincial operating grant is expected to be $216.7 million in 2011/12 which is consistent with prior year funding. There is no increase for student growth. Support for the Electronic Library Network has remained stable and the grant to support French language programs has decreased slightly to $1.5 million.

The Annual Capital Allowance provided by the provincial government to support maintenance, renovations, and the upgrade of buildings has been progressively reduced over the last several years from the baseline funding of $6.6 million. For 2011/12, the Annual Capital Allowance is projected to be $0.5 million. To cope with limited funding, maintenance will have to be deferred.

**Tuition**

Tuition and student fees are the second major source of operating income. Over-enrollment in credit courses since fall 2009 has significantly increased SFU’s revenues, and total enrollment planned for 2011/12 is 26,120 FTEs which is a 2.5% increase over the total actual FTEs in 2010/11.

In some Faculties, differentiated tuition fees have been implemented to reflect the higher cost of delivering premium programs. All tuition fees, however, are capped by government guidelines which are expected to be 2% for 2011/12.

**Investment Income**

Although we have experienced a rebound in financial markets, early in 2010 the economic recovery began to lose momentum with the impact of several significant global economic events. Concerns over sustainability of the improved growth have triggered instability in markets. During 2011/12, SFU will continue to diligently manage its investment portfolio while maintaining a spending rate that protects the University’s operations from temporary market volatility.

**Inflation**

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. The Higher Education Price Index which measures the inflation rate applicable to higher education has increased by 0.9% and the CPI value increased by 1.0% in 2010. The University is limited in its ability to offset inflationary cost increases.

**Operations**

Salaries and benefits comprise the majority of the University’s operating expenses. With more than 2,500 continuing full-time employees, as well as part-time and temporary faculty and staff, the salary and benefits costs comprise over 70% of total expenses. Salary and benefits cost increases associated with progression through the ranks and step increases and not funded by the government. The 2011/12 salary and benefit increase is related to career progression and proposed new positions.

In addition, the University continues to maintain an Emergency Reserve Fund which will be used to fund unplanned and unexpected events throughout the year. The Emergency Reserve Fund is currently at approximately 2% of operating revenues.
The progressive reduction in the provincial government’s Annual Capital Allowance to $0.5 million in 2011/12 has posed significant funding challenges for the maintenance of deteriorating campus infrastructure. As a result, deferred maintenance on our Burnaby campus buildings has been growing. The renewal of existing facilities is an identified priority of government and is of particular concern for the Burnaby campus which is now over 45 years old.

The Pension Plan for Administrative/Union Staff is a defined benefit pension plan requiring an actuarial valuation at least every three years. A valuation will be completed in the summer 2011 by an independent actuary for the calendar year ended December 31, 2010. A projected actuarial valuation indicated actuarial funding deficiencies. Once the updated valuation is received, SFU will invite the Employee Groups (CUPE Local 3338, Poly Party, APSA) and excluded Administrative and Professional staff to collaborate in finding potential solutions to the pension fund challenge.
### 9.1 General Operating Fund Summary Financial Report

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL 2009/10</th>
<th>ACTUAL 2010/11</th>
<th>FORECAST 2011/12</th>
<th>FORECAST 2012/13</th>
<th>FORECAST 2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial Grants</td>
<td>215,612</td>
<td>221,945</td>
<td>219,232</td>
<td>219,016</td>
<td>219,015</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>6,498</td>
<td>6,571</td>
<td>6,498</td>
<td>6,738</td>
<td>6,994</td>
</tr>
<tr>
<td>Other Government Grants</td>
<td>237</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Course Fees</td>
<td>150,326</td>
<td>167,060</td>
<td>170,608</td>
<td>169,591</td>
<td>170,317</td>
</tr>
<tr>
<td>Non-Credit Course Fees</td>
<td>8,262</td>
<td>7,596</td>
<td>10,625</td>
<td>10,728</td>
<td>10,832</td>
</tr>
<tr>
<td>Student Services Fees</td>
<td>10,987</td>
<td>12,231</td>
<td>11,892</td>
<td>11,896</td>
<td>11,971</td>
</tr>
<tr>
<td>Investment Income</td>
<td>14,148</td>
<td>11,808</td>
<td>4,000^4</td>
<td>4,000^4</td>
<td>4,000^4</td>
</tr>
<tr>
<td>Other External Income</td>
<td>17,136</td>
<td>19,985</td>
<td>15,656</td>
<td>15,786</td>
<td>16,117</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>423,207</td>
<td>447,196</td>
<td>438,511</td>
<td>437,754</td>
<td>439,247</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and Benefits</td>
<td>286,745</td>
<td>303,450</td>
<td>303,397</td>
<td>308,318</td>
<td>313,278</td>
</tr>
<tr>
<td>Library Acquisitions</td>
<td>8,303</td>
<td>8,291</td>
<td>11,892</td>
<td>11,896</td>
<td>11,971</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>17,851</td>
<td>18,001</td>
<td>17,251</td>
<td>17,251</td>
<td>17,251</td>
</tr>
<tr>
<td>Other Operating Costs</td>
<td>81,246</td>
<td>92,671</td>
<td>97,222</td>
<td>98,693</td>
<td>95,151</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>394,145</td>
<td>422,413</td>
<td>425,965</td>
<td>432,357</td>
<td>433,774</td>
</tr>
<tr>
<td><strong>Annual Surplus (Shortfall)</strong></td>
<td>29,062^1</td>
<td>24,783^3</td>
<td>12,546^5</td>
<td>5,397^6</td>
<td>5,472^6</td>
</tr>
<tr>
<td><strong>Net Operating Reserves</strong></td>
<td>9,319^3</td>
<td>45,026</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Notes:**

1. 2009-10 Actuals reflect a $29M surplus largely due to over enrollment that resulted in additional tuition and student fees of $13M over budget. The surplus was also due to a $10M variance in investment income and additional provincial grant funding of $6M. These revenue increases are offset by allocations to departments to support additional over enrollment costs.

2. 2009-10 Net Operating Reserves were restated to $9,319k from $13,150k regarding prior period adjustments to comply with Public Sector Accounting Board (PSAB) reporting for Non-Pension Benefits.

3. 2010-11 Actuals reflect a $24M surplus largely due to over enrollment that resulted in additional tuition and student fees over budget, and actual fundraising which exceeded projected amounts due to a successful fundraising year.

4. In 2011-12 and beyond, we assume that the market will continue to stabilize and investment rates of return in operating will improve the net asset balance.

5. 2011-12 Forecast reflects a $12M surplus largely due to anticipated over enrollment.

6. 2012-13 and 2013-14 Forecasts reflect a $5M surplus for future restricted funds required to maintain the purchasing power of the endowments.
9.2 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, SFU will remain significantly short of space, relative to the BC Space Planning Standards, for functions such as the library (72%), academic offices (65%), administration (74%), and maintenance (57%). The existing capacity of University facilities to support research is also compromised and expansion of the University's Data Centre is paramount. The need to renew the aging buildings and infrastructure at Burnaby is also a top priority. The capital projects listed below which are either in action or planning over the next five years provide an overview of all planned projects, regardless of funding source. It outlines the University's strategy to address its current and projected requirements for new and renewed buildings and infrastructure. It illustrates SFU’s commitment to renew existing and provide additional capacity allowing us to improve access to quality post-secondary education.

It is assumed that facilities needed 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. 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 2011 dollars and may vary subject to the sequence of funding or construction priority.

Below is a list of the capital projects active or planned over the next five years.

(a) Major Capital Projects Under Construction

SFU Burnaby – Data Centre Renewal
First phase is under construction. Estimated cost ~ $5,000,000. To be completed 2011/12.

SFU Burnaby - Chemistry Building Renewal
Renewal of the building is underway. Estimated cost ~$49,375,000. To be completed 2011/12.

SFU Surrey - Podium 2
This project is under construction. Estimated cost ~ $10,000,000. To be completed 2011/12.

(b) Planned Major Capital Projects Over $50 Million

SFU Surrey – Science, Health and Technology
Preliminary planning. Estimated cost ~$90,000,000. To be completed for 2014/15.

SFU Surrey – Business & Other
Preliminary planning. Estimated cost ~$90,000,000. To be completed for 2015/16.

SFU Surrey – Graduate Facilities
Preliminary planning. Estimated cost ~$90,000,000. To be completed for 2016/17.

SFU Vancouver – Renewal Harbour Centre Lease
Preliminary planning. Estimated cost ~ $100,000,000. To be completed 2016/17.

SFU Burnaby – Renewal Student Residences
Preliminary planning. Estimated cost ~$50,000,000. To be completed for 2014/15.
SFU Burnaby – Renewal Library and Student Learning Centre
Preliminary planning. Estimated cost ~ $60,000,000. To be completed 2015/16.

SFU Burnaby – New Stadium, Pool and Multipurpose
Preliminary planning. Estimated cost ~ $97,450,000. To be completed 2015/16.

SFU Burnaby – New Student Union
Preliminary planning. Estimated cost ~$50,000,000. To be completed for 2016/17.

(c) Planned Major Capital Projects under $50 Million

SFU Burnaby – Renovations Discovery 1 (FIC)
This project is in planning. Estimated cost ~ $15,000,000. To be completed 2013/14.

SFU Burnaby - Renewal Data Centre
Second phase is in planning. Estimated cost ~ $20,000,000. To be completed 2013/14.

SFU Burnaby – Renewal Classrooms/Lecture Theatres
This program is in planning. Estimated cost ~ $12,800,000. To be completed 2015/16.

SFU Burnaby - Replacement Central Heating Plant
This project is in planning. Estimated cost ~ $17,000,000. To be completed 2013/14.

SFU Burnaby - Roadway Reconstruction
Preliminary planning. Estimated cost ~ $12,500,000. To be completed 2013/14.

SFU Burnaby - Renewal SFU Theatre
Preliminary planning. Estimated cost ~ $10,000,000. To be completed 2016/17.

SFU Burnaby – Renewal & Expansion Water and Sewer Infrastructure
This project is in planning. Estimated cost ~ $5,000,000. To be completed 2016/17.

SFU Burnaby – New Graduate Student Building
Preliminary planning. Estimated cost ~ $10,000,000. To be completed 2017/18.

SFU Burnaby – New Transit Hub
Preliminary planning. Estimated cost ~ $5,000,000. To be completed 2018/19.

SFU Burnaby – New Applied Science Student Studios
Preliminary planning. Estimated cost ~ $5,000,000. To be completed 2016/17.

SFU Burnaby – New First Peoples House
Preliminary planning. Estimated cost ~ $10,000,000. To be completed 2016/17.

SFU Burnaby – New Art Gallery
Preliminary planning. Estimated cost ~ $8,000,000. To be completed 2016/17.

SFU Burnaby – New Parkade
Preliminary planning. Estimated cost ~ $30,000,000. To be completed 2018/19.
10. Conclusion

SFU is an institution that continues to experience enormous change as a result of past growth and a number of strategic and tactical initiatives aimed at bringing about significant improvements in teaching, research and community engagement.

SFU appreciates the investment made by the provincial government to fund the enrollment and capital growth in Surrey as well as the capital investment made at the Burnaby campus over the past few years and more recently at the Vancouver campus.

Even in the absence of new funded student spaces, SFU continues to modify and develop programs to meet the emerging needs of British Columbia. For example, we are creating interdisciplinary programs in the Faculty of Environment, and programs in Health Sciences to expose students to the complex determinants of health. 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 is being realized. This continuous improvement has been achieved through the dedication and hard work of all faculty and staff.

SFU sees the opportunity to meet the educational demands of the growing population south of the Fraser. SFU is committed to addressing this region’s educational and social needs as priorities. The intention is to develop programmes focusing on energy engineering, health and other areas in the pursuance of the 2006 Memorandum of Understanding with the Ministry of Advanced Education, which aimed at increasing the number of students taught at SFU’s Surrey campus to 5000 (FTE) by 2015. Government faces a daunting list of conflicting fiscal priorities; however, SFU is eager to work with the Ministry to ensure that this goal is ultimately met.

The institution has worked hard to bring its expenses in line with its revenues and is now managing all expenses effectively and is continuing to develop additional revenue streams. However the university is still facing on-going growth related challenges. This will be the first year when no student growth funding from the provincial government is provided and financial market fluctuations continue to have significant impacts on pension funds. Another challenge is the deferred maintenance on the Burnaby campus buildings which has been growing significantly as buildings age. Investment in maintenance now will reduce future expenses. A solution also needs to be found regarding the affordability of the defined benefit pension plan for administrative staff.

SFU looks forward to working with the Ministry to ensure that provincial funding and tuition fees allow for inflation and permit the University to meet its commitments to students and the people of British Columbia.
### 11. Appendix

SFU 2010/11 Accountability Framework Performance Measure Results¹
(Prepared and supplied by Ministry of Advanced Education)

**Simon Fraser University**

2010/11 Accountability Framework Performance Measure Results¹

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2010/11</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Student spaces²</strong></td>
<td>Total student spaces</td>
<td>21,867</td>
<td>20,215</td>
<td>22,388</td>
<td>Exceeded</td>
</tr>
<tr>
<td><strong>Credentials awarded³</strong></td>
<td>Number</td>
<td>5,729</td>
<td>5,939</td>
<td>5,837</td>
<td>Substantially achieved</td>
</tr>
<tr>
<td><strong>Sponsored research funding⁴</strong></td>
<td>Sponsored research funding from all sources (million $)</td>
<td>$83.8</td>
<td>$87.4</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Federal sources (million $)</td>
<td>$61.5</td>
<td>$64.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provincial sources (million $)</td>
<td>$7.2</td>
<td>$5.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other sources (million $)</td>
<td>$15.2</td>
<td>$17.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aboriginal student headcount⁵</strong></td>
<td>Number</td>
<td>491</td>
<td>467</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>1.8%</td>
<td>1.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor's degree completion rate⁵</strong></td>
<td>Direct entry students (%)</td>
<td>70.7%</td>
<td>73.7%</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transfer students (%)</td>
<td>79.9%</td>
<td>79.9%</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td><strong>Student satisfaction with education⁶</strong></td>
<td>Baccalaureate graduates</td>
<td>94.3%</td>
<td>94.7%</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written communication</td>
<td>81.5%</td>
<td>81.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral communication</td>
<td>78.6%</td>
<td>78.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group collaboration</td>
<td>76.8%</td>
<td>76.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical analysis</td>
<td>89.1%</td>
<td>91.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Prepared and supplied by Ministry of Advanced Education.
<table>
<thead>
<tr>
<th>Problem resolution</th>
<th>75.1%</th>
<th>1.4%</th>
<th>74.8%</th>
<th>1.4%</th>
</tr>
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<tbody>
<tr>
<td>Learn on your own</td>
<td>88.5%</td>
<td>1.0%</td>
<td>90.3%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Reading and</td>
<td>85.8%</td>
<td>1.1%</td>
<td>87.6%</td>
<td>1.0%</td>
</tr>
<tr>
<td>comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student assessment of the quality of instruction<sup>6</sup>

<table>
<thead>
<tr>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate graduates</td>
<td>94.8%</td>
<td>0.7%</td>
<td>≥ 90%</td>
</tr>
</tbody>
</table>

Student assessment of usefulness of knowledge and skills in performing job<sup>6</sup>

<table>
<thead>
<tr>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate graduates</td>
<td>83.8%</td>
<td>1.3%</td>
<td>≥ 90%</td>
</tr>
</tbody>
</table>

Unemployment rate<sup>6,7</sup>

<table>
<thead>
<tr>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate graduates</td>
<td>5.3%</td>
<td>0.8%</td>
<td>≤ 14.0%</td>
</tr>
</tbody>
</table>

Notes:
TBD - for measures where results are still to be received, the fields have been labeled as "To Be Determined".

<sup>1</sup> There have been a number of changes to the performance measures for the 2010/11 reporting cycle. Please consult the standards manual for a description of each measure. See http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.

<sup>2</sup> Results from the 2009/10 reporting year are based on data from the 2009/10 fiscal year; results from the 2010/11 reporting year are based on data from the 2010/11 fiscal year.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2010/11 reporting year are a three-year average of the 2007/08, 2008/09 and 2009/10 fiscal years. This is the first reporting cycle using the new credentials target formula and a fiscal year basis. The previously reported credential actual for the 2009/10 reporting cycle (by academic year) was 5,831 for SFU.

<sup>4</sup> Results from the 2009/10 reporting year are based on data from the 2008/09 fiscal year; results from the 2010/11 reporting period are based on data from the 2009/10 fiscal year.

<sup>5</sup> Results from the 2009/10 reporting year are based on data from the 2008/09 academic year; results from the 2010/11 reporting year are based on data from the 2009/10 academic year.

<sup>6</sup> Results from the 2009/10 reporting year are based on 2009 survey data; results from the 2010/11 reporting year are based on 2010 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

<sup>7</sup> Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>More than 10% above target</td>
</tr>
<tr>
<td>Achieved</td>
<td>Up to 10% above target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>Up to 10% below target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>More than 10% below target</td>
</tr>
</tbody>
</table>
Appendix K

Operating Budget and Financial Plan
Simon Fraser University
2011/12
Preface

This document was prepared to present the operating budget and financial plan for the year beginning April 1, 2011 to the Board of Governors. It provides an account of the operating fund budget and a description of the planning process and context within which it was prepared. Additionally, it illustrates how strategic initiatives will be funded, provides an overview of planned capital projects, and outlines our intent in regard to research funding and fundraising.

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778-782-7581
# Table of Contents

President’s Message 5  
SFU at a Glance 6  
Executive Summary 7  
2011/12 Budget Overview 8  
Performance-Based Budget Model 10  
Budget Guiding Principles 11  
Strategic Drivers 12  
Strategic Resource Allocation 13  
Planning Processes 14  
Funds Overview 15  
Balance Sheet View 16

## Operating Budget

- Budget by Account 17  
- Notes 18  
- Budget by Portfolio 20

## Portfolio Budgets

- President’s Office 23  
- Academic 24  
- Finance and Administration 25  
- Legal Affairs 26  
- Research 27  
- External Relations 28  
- Advancement and Alumni Engagement 29  
- General University Requirements 30

## Academic Budgets

- Faculty of Applied Sciences 32  
- Faculty of Arts & Social Sciences 34  
- Beedie School of Business 36  
- Faculty of Communication, Art & Technology 38  
- Faculty of Education 40  
- Faculty of Environment 42  
- Faculty of Health Sciences 44  
- Faculty of Science 46

## Ancillary Budgets

- Residence and Housing 64  
- Bookstore 65  
- Document Solutions 66  
- Parking Services 67  
- Meeting, Event and Conference Services 68  
- Dining Services 69

## Appendices

- Appendix I: Restated 2010/11 Budget 72  
- Appendix II: 2011/12 University Priority Fund 73  
- Appendix III: Undergraduate Tuition Fees 74  
- Appendix IV: Graduate Tuition Fees 75  
- Appendix V: Student Services Fees 76
President’s Message

Dear Colleagues,

I am pleased to present Simon Fraser University’s operating budget and financial plan for the year beginning April 1, 2011. This budget reflects our commitment to deliver an outstanding student experience, maintain our exceptional record of research, and strengthen our engagement with community.

As part of our ongoing commitment to accountability, and based upon feedback from various stakeholder groups, a performance-based budget model was introduced for the 2011/12 cycle. This new budget model is consistent with the principle of responsibility-centered management. It provides greater flexibility and predictability, and resource alignment with enhanced focus on strategic priorities.

The 2011/12 budget year will also be defined by the development of a broad strategic vision and an associated set of goals. Early in 2011 the University embarked on envision>SFU, a consultation process that will produce a strategic vision that reflects SFU’s strengths and enhances its reputation as an institution that is student-centred, research-driven, and community-engaged.

Building on these strengths, a broad strategic vision will not only guide the University over the next five years, but will help to define and differentiate SFU as the best Canadian university of its kind. Engaging both internal and external communities in this process will strengthen our identity and cultivate a shared sense of mission.

Our budget model will continue to evolve with the envision>SFU process to ensure that the framework provided by the strategic vision is reflected in our budget priorities.

SFU’s operating budget for 2011/12 is balanced. We must, however, be cognizant of risks in the external and internal environment. In addition to broader economic factors, the University faces significant actuarial funding deficiencies with respect to its pension plans and challenges caused by deferred maintenance on our campus buildings. These and other costs may present fiscal challenges for SFU in the future.

I would like to extend my thanks to the faculty and staff who contributed to our operating budget and financial plan this year. Your patience and persistence in collaborating on the new budget model is appreciated. I would also like to thank my colleagues, the campus community, and the Board of Governors for their input and support.

Sincerely,

Andrew Petter
President
SFU at a Glance

3 CAMPUSES
8 FACULTIES
21,803 UNDERGRADUATE STUDENTS
3,534 GRADUATE STUDENTS
$437 M TOTAL OPERATING REVENUES
$247 M ENDOWMENT FUND MARKET VALUE
2,582 FACULTY AND STAFF
$90 M RESEARCH FUNDING TARGET
$35 M FUNDRAISING TARGET
$44 M ANCILLARY REVENUES
Executive Summary

University Overview

Simon Fraser University is one of Canada’s leading comprehensive universities, with deep commitments to undergraduate learning, advanced research, graduate studies and community engagement. Currently enrolling over 25,000 full-time equivalent credit students, more than 20,000 students in non-credit courses, and approximately 980 instructional and research faculty members, SFU's strengths lie in its ability to offer a broad range of choice in academic programming within the context of a research-intensive university.

SFU has a strong commitment to providing programs in areas of emerging social, scientific, and global importance, and in learning outside the classroom. The University offers traditional programs in the natural sciences, engineering sciences, social sciences, and humanities, and is currently engaged in building its disciplines of health sciences and environment. Providing students with opportunities to extend their learning through engagement with both local communities and global partners, the University enriches the student’s experience.

The three distinct campuses in Burnaby, Surrey and Vancouver offer the finest facilities for scholarly pursuits. In addition, each of SFU’s three campuses offers a distinctive model for community engagement. The Burnaby campus provides academic and research space for all Faculties as well as residences for 1,874 students. It also includes UniverCity, a sustainable urban community that supports and enhances the University environment.

SFU Surrey, with the fervent support of Surrey municipality, is forming the nucleus of a vibrant new Surrey city centre. The Surrey campus offers a modern learning environment with courses from all Faculties and with progressive programs in science, technology, communication, and engineering.

In Vancouver, the Harbour Centre campus provides a home for SFU’s business programs, Office of Lifelong Learning, and numerous other graduate programs, credit and non-credit courses. The Vancouver campus encompasses the Woerk Centre for Dialogue, the Beedie School of Business, and the Goldcorp Centre for the Arts.

Current Financial Picture

The University finished fiscal year 2010 in an improved financial position, with assets over $1 billion and consolidated revenues increasing by 27% over the previous year. The recovery was attributable to international enrolment, which was higher than anticipated and greater than planned; a strong recovery of investment portfolios caused by the rebound in financial markets; and diligent financial management which resulted in a 2% reduction of expenses. As a result, we began the current fiscal year with a recovery of our reserves and department balances with a surplus of almost $20 million.

On the other hand, fiscal year 2011 has given rise to some challenges. Preliminary valuations of the employee pension plans indicate substantial actuarial funding deficiencies, and deferred maintenance on Burnaby campus buildings continues to rise.

The University’s endowment fund has a forecasted market value of approximately $247 million and provides a source of funds for student financial aid, research, athletics, and library materials. Fiscal 2011 has seen generous philanthropic donations to support SFU’s programs: $10 million pledge from Goldcorp Inc. to provide capital funds for the Goldcorp Centre for the Arts and endowment funds to support programming at the School for the Contemporary Arts. More recently, a record $22 million donation from alumnus Ryan Beedie and his father, Keith, to support SFU Business — now named the Beedie School of Business, which includes an endowment supporting students, professorships and research chairs.

For the current fiscal year, we are projecting a consolidated surplus again, caused by tuition revenues being over budget and investments performing better than planned. Operating reserves are expected to climb to $30 million and will provide some flexibility for the University to fund non-recurring expenses. Nevertheless, the challenges associated with funding the current pension plans and deferred maintenance of our campus buildings continue to pose a financial risk.
While we expect to be entering the fiscal year 2012 in a healthy financial position, we will continue to face challenges. This will be the first year for no student growth funding from the provincial government. In addition, financial market fluctuations have had significant impacts to pension funds; preliminary actuarial analysis shows large funding deficiencies in the solvency and going concern valuations for the Pension Plan for Administrative/Union Staff.

Deferred maintenance on our Burnaby campus buildings has been growing. With the reduction in annual capital allowance in 2010/11 to $0.5 million, government support for cyclical and preventative building maintenance has been virtually eliminated. Moreover, the 5-Year Capital Plan identifies some significant Burnaby campus renovation projects for which funding has not yet been identified.

A new performance-based budget model has been introduced for 2011/12. The goal is to shift the focus to revenue growth and diversification, and provide support for strategic plans and University priorities. This new model aligns Faculty budgets with the number of students they enroll and provides a mechanism for linking other portfolio budgets with revenue generation: research support with research revenues and advancement activity with funds raised. Moreover, it provides a mechanism for departments to better control available resources through their activities.

Two key components of the 2011/12 budget model are the University Priority Fund and the Budget Review Committee. The University Priority Fund (detailed on page 13 and in Appendix II on page 73) provides $4.3 million of funding to support strategic priorities. The aim of this fund is to support initiatives that enhance progress towards meeting strategic goals outlined in the 3-Year Academic Plan, Strategic Research Plan, and University Planning Framework.

The Budget Review Committee is a mechanism to review budgets that are not linked to identifiable cost drivers or revenue generating areas, but are fundamental in supporting the University’s academic and research mission. The Budget Review Committee, comprised of the Vice-President Academic, Vice-President Finance & Administration and a Faculty Dean, have evaluated these portfolio budgets and their activities and made recommendations for adjustments to their funding. These recommendations were included in the overall budget model.

Summary of Budget Changes

Government funding
The provincial operating grant is expected to be $216.7 million which is consistent with prior year funding. There is no increase for student growth. Support for the Electronic Library Network has remained stable and the grant to support French language programs has decreased slightly to $1.5 million.

Federal grants include the Indirect Cost of Research funding which is expected to be $6.3 million for 2011/12.

Tuition and student fees
Tuition and student fees are the second major source of operating income and are budgeted at $185 million. Over-enrolment in credit courses continuing from fall 2009 has significantly increased SFU’s revenues and total enrolment planned for 2011/12 is 25,337 full-time equivalent students. While this is an increase in planned enrolments, it is a 3% decrease from the projected enrolment for the current year as we are attempting to bring enrolment back to manageable levels.

In some Faculties, differentiated tuition fees have been implemented to reflect the higher cost of delivering premium programs. All tuition fees, however, are capped by government guidelines which are expected to be 2% for 2011/12. Tuition fee schedules can be found in Appendices III-V on pages 74-76.

Other revenues
While the rebound in equity markets has helped recover the market value of the investment portfolio, continued uncertainty in the markets remains. The budget for 2011/12 investment income is conservative at $4 million for the year. Other revenues have decreased due to an accounting
change which has moved Meeting, Event, and Conference Services out of the operating fund and into the Ancillary Fund (see page 68 for details).

**Salaries and benefits**
Salaries and benefits comprise the majority of the University’s operating expenses. With more than 2,500 continuing full-time employees, as well as part-time and temporary faculty and staff, the salary and benefits costs comprise over 70% of total expenses. Salary and benefit cost increases associated with progression through the ranks and step increases are not funded by government. The 2011/12 salary and benefit increase is related to career progression and proposed new positions.

While the SFU Faculty Association and Administrative & Professional Staff (APSA) have agreed to an extension of their collective agreements, with no salary increases, negotiations with CUPE and the Teaching Support Staff Union (TSSU), the bargaining unit for sessional lecturers and instructors, teaching assistants and tutor markers, are on-going.

**Non-salary expenses**
Other expense increases are related to the creation of the University Priority Fund of $4.3 million. This fund has been allocated to the Vice-President Academic, $2.9 million, Vice-President Finance & Administration, $1.0 million, and Vice-President Research, $0.4 million (see Appendix II, page 73 for details).

Funding has been awarded under the University Priority Fund to bridge the transition from the historical model to the new performance-based model, reallocation has been provided to support Faculties that are negatively impacted. This support will continue for three years until the Faculties have re-organized to a level that they can sustain based on the revenue they generate.

In addition, the University continues to maintain an Emergency Reserve fund of $8.5 million which will be used to fund unplanned and unexpected events throughout the year.
Performance-Based Budget Model

Like many universities, SFU has traditionally used a method of incremental budgeting to fund University operations and initiatives. In recent years, the combination of increasing constraints on funding and rising operating costs resulted in annual structural deficits which could not be adequately addressed through an incremental budget model.

SFU’s performance-based budget allocates funding based upon revenue and cost drivers, linking resources with key operating plans.

The budget model for 2011/12 is based on four performance-based budget centres:

- Faculties, whose budgets are aligned with the enrolment plan;
- Research, whose budget is based on a three-year historical trend in research funding;
- Advancement, whose budget is aligned with fundraising performance and targets;
- Support units, whose budgets are incremental, but are now tied to the overall growth of the University and subject to annual reviews by the Budget Review Committee.

A contingency fund also was established in the 2009/10 budget to cover unavoidable costs that arise during the course of the year. In 2009/10 the reserve level was established at 1% of the University’s operating revenues; this was ramped up to 2% in fiscal 2010/11 with the availability of over-enrolment funding, and currently remains at 2% or $8.5 million for 2011/12.

Budget Review Committee

A Budget Review Committee (BRC) was formed to review budgets that are not linked to identifiable cost drivers or revenue generating areas, but are fundamental in supporting the University’s academic and research mission. This process will annually review and recommend budget adjustments for these specific portfolios. The BRC is comprised of the Vice-President Academic, a Faculty Dean, and the Vice-President Finance and Administration. The BRC ensures an equitable, responsive, transparent process that maintains the stability required to advance SFU’s institutional goals.

Goals of the Performance-Based Budget Model

**Financial sustainability.** The model is revenue based as opposed to cost based. After several years of cuts and cost focus, this has been exhausted. Consequently the new budget model shifts emphasis to revenue growth and diversification.

**Localized decision making.** There is greater local control as units understand and have input into the factors that will determine their budgets. Autonomy for budget decisions is localized by giving flexibility to the people best positioned to make choices.

**Transparency.** The model provides an explicit rationale for the University budget that is tied to performance, and ensures that the resources for non-revenue generating units are reviewed annually by an independent committee.

**Strategic alignment.** The model incorporates a mechanism to seed strategic initiatives, such as research growth and course accessibility.

**Stakeholders want change in the budgeting process.** The model is an improvement to address concerns raised about the historical biases perpetuated by incremental budgeting.
Budget Guiding Principles

The following Guiding Principles were presented to the Board of Governors and the University community as part of the budget consultation process. They are used to guide budget decisions.

1. **We will consult widely and be transparent in our decision making.**
   Input and suggestions are welcome from all. We will not be speculative with respect to what decisions are possible, but once decisions are made they will be explained.

2. **We will continue to position the University for the future by making select investments in accordance with the University Planning Framework.**
   We will selectively invest in those areas that are strategically important for the University.

3. **We will place University priorities over unit priorities.**
   Decisions made at all levels must be in the best interest of the University as a whole as opposed to just the specific unit. Decisions that adversely impact other units must be brought forward prior to inclusion.

4. **We will allocate budgets strategically.**
   At every level, we will strive to increase or cut differentially (as opposed to across the board) to preserve our core strengths.

5. **We will respect local decision making within the context of these principles.**
   We respect that people closest to the department or program are best positioned to make local decisions. Department Chairs and School Directors must make decisions within the overall context of these principles.

6. **We will strive above all to protect the University’s two core missions – teaching and research.**
   Where the choice exists, we will give priority to teaching, research, and student financial support. Non-teaching and non-research services in both academic and non-academic units will be subject to a higher level of scrutiny, but this does not preclude reductions in teaching or research areas.

7. **We accept that the University cannot be all things to all people. We will prioritize allocation of resources based on alignment with the academic plan, enrollment patterns, and improvements to course accessibility.**
   All departments and programs, continued and proposed, must have appropriate and sustained funding to support their current mission and provide a solid foundation for maintenance of quality teaching and research. Teaching loads must be equitable and aligned across disciplines in support of student demand.

8. **We will allow units flexibility to engage in revenue generating activities.**
   To the extent the idea offers a net gain (financially and academically) to the University as a whole, we will encourage and use a portion of the additional revenue to offset budget reductions.

9. **We will be mindful and respectful of the human side of cost reductions.**
   A University’s strength is people. Reductions are costly both from a financial and a personal perspective. We will take a strategic view towards position elimination.

10. **We will not add any new facilities unless capital and operating funding can be secured.**
    New facilities will be added only where the business case indicates a cost reduction, or is tied to additional funding associated with student growth. We will continue to invest and maintain our buildings and infrastructure which is subject to deferred maintenance.
Throughout 2011 the President will champion a process called envision>SFU to develop a strategic vision for the University that will build upon the University’s core commitments to being student-centred, research-driven, and community-engaged.

These combined strengths in undergraduate education, advanced research, graduate studies, and community betterment reflect the deep commitment to a comprehensive model of university education. SFU remains dedicated to fostering a university environment in which there is a positive and productive interplay amongst these strengths. In such an environment, intellectual engagement and academic enquiry are energized by motivated undergraduate students who, in turn, benefit from their exposure to accomplished scholars, talented graduate student mentors, and advanced research practices.

The current mechanism for communicating priorities is the University Planning Framework which encompasses Strategic Goals from the University’s key plans and groups them under five core themes.

### Strategic Drivers

**Student-Centred.** Our vision will describe an environment that contributes to engaged learning and creates an enriched experience for both undergraduate and graduate students.

**Research-Driven.** Our vision will celebrate and support SFU research, through which faculty and student curiosity and creativity contribute to knowledge and to community well-being.

**Community-Engaged.** Our vision will acknowledge and promote our dynamic presence in local, national and international communities, and our engagement with a multiplicity of groups and interests.

### Core Themes and Strategic Goals

**Teaching & Learning**
- Offer quality programs from a diverse set of disciplines across all faculties, with growth in areas of strategic importance.
- Support and promote teaching excellence.

**Research**
- Increase the level and quality of research and promote our profile as a research intensive university.

**Student Experience & Success**
- Provide an outstanding student experience.

**Community & Citizenship**
- Engage and involve our many communities.
- Mobilize University resources and expertise to reflect the distinctive contributions we can make to regional, national and global concerns.

Within the University Planning Framework, consideration is also given to goals of

**Institutional Strength**
- Continuously improve our administrative systems and become financially flexible.
- Recruit, retain, and engage the best people.
- Strengthen and leverage our infrastructure.
There are three mechanisms by which resources may be aligned with strategic priorities.

1. Performance-based budget model aligns resources with plans, as identified in blue text above.

2. The Vice-President Academic (VPA) may align faculty budget allocations relative to strategic plans of the Faculties. In 2011/12, to support growth in strategic academic areas, the VPA reallocated funding to the Faculties of Applied Sciences, Environment, and Communication, Art and Technology.

3. The University Priority Fund has been established to fund strategic initiatives. For 2011/12, the University Priority Fund was established at $4.3 million and has been allocated to various initiatives that are aligned with University priorities in the strategic plans. See Appendix II, page 73 for details of the initiatives that have been funded from the University Priority Fund as identified in red text above.
**Planning Processes**

1. The budget is developed annually. During the summer months, revenues are forecast and a multi-year projection is prepared by the Budget Office.

2. In the fall, budget consultations are held with the University community. The President, Vice-President Academic, and Vice-President Finance and Administration discuss the current financial picture and the budget challenges for the forthcoming year.

3. Also in the fall, under the new performance-based budget model, the BRC sessions are held.

4. Budget reference points which provide the total amount of funding allocated to a Vice-President’s portfolio are provided in late fall. Budget development is decentralized and decisions regarding budget allocations and changes within the portfolio are managed by the Vice-President.

5. Each department enters their budget into the budget system. Budget Guidelines are provided each year to assist with budget preparation.

6. The Budget Office coordinates the budget process and consolidates and analyzes budget variances prior to review and approval by the senior administration.

7. An information session with the Finance and Administration Committee of the Board is held prior to presentation for approval at the Board. This enables questions and feedback prior to the Board meeting.

8. The budget is presented to the Board of Governors for their approval in March.

9. Actual spending is monitored throughout the year and budget variances are reported to the Board through the Finance and Administration Committee.
Funds Overview

Revenues and the related expenditures are managed in various funds to ensure proper stewardship and control of resources, and to ensure that restricted grants, donations, and contributions are used as the donor intended. The funds are as follows:

Operating Fund
The Operating Fund includes the unrestricted revenues used for academic program delivery and administration of the University. The principal revenue sources are the provincial operating grant, tuition fees, and the Indirect Cost of Research grant from the federal government. Budget details for the Operating Fund begin on page 17.

Research Fund
The Research Fund accounts for revenues and expenses related to externally funded research projects. It is funded through federal, provincial, and private sector research grants. See page 60 for further research funding details.

Endowment Fund
The Endowment Fund is comprised of restricted donations and contributions. The principal is held in perpetuity and a specified amount of the income generated from investing these funds is used for the designated purposes. The balance of income is reinvested to maintain consistent purchasing power. Fundraising activities for 2011/12 are included on page 59 and endowment spending for 2011/12 is on page 58.

Capital Fund
Funds allocated for both major and minor capital projects are managed in the Capital Fund. Revenues for major projects consist of contributions from government and private sponsors as well as funds allocated by the University. Capital projects in progress during 2011/12 are found on page 61.

Ancillary Fund
Ancillary operations include the SFU Residence and Housing, Bookstore, Document Solutions, Parking Services, Meeting, Event and Conference Services and Dining Services. The revenues generated from the products and services delivered by these businesses are intended to cover all related expenses and debt service payments, as well as provide reinvestment to ensure long term sustainability. See pages 64 through 69 for further details.

Specific Purpose Funds
These funds contain revenues from externally funded non-research service contracts, grants, and activities. Contributions are classified as restricted or unrestricted based on external accounting requirements. Externally restricted contributions are subject to contributor imposed stipulations that specify the purpose for which the contribution is to be used and recorded in an externally restricted specific purpose fund. All specific purpose funding that is not externally restricted is recorded separately in an internally restricted fund. Revenue for these funds is not budgeted since they are received periodically during the year. Expenditures are matched in accordance with the requirements of the external or internal restriction.
Balance Sheet View

Operating reserves reflect the cumulative surpluses (losses) generated from the operating fund, and are an indicator of the overall financial health of the University. The operating reserves are internally restricted to fund commitments, and as such, are comprised of various components such as departmental carry forwards, investment surplus (loss) carryovers, and unfunded future employee benefit costs. An operating reserve level of 5-10% of consolidated revenues represents a healthy operating reserve level for SFU.

In the past, balancing the operating budget was managed through expense reductions, as well as supplemented with cash infusions taken from operating reserves. In 2009/10, the Board of Governors limited spending from cash reserves in an effort to start rebuilding the net assets. This has been successful as net assets have recovered from a deficit of $19.5 million at the end of 2009 to a forecasted surplus of $30 million for this fiscal year.

Ensuring a healthy balance sheet position provides the University with the ability to handle future unplanned liabilities and funding requirements.

In 2010, a preliminary valuation of the University employee pension plans show substantial actuarial funding deficiencies that will require funding. In addition, deferred maintenance of the capital buildings on the Burnaby campus are starting to pose financial risks.
## Budget by Account

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Notes</th>
<th>2009/10 Actual</th>
<th>2010/11 Budget</th>
<th>2010/11 Forecast</th>
<th>2011/12 Budget</th>
<th>%Budget Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Grants and Contracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Province of British Columbia</td>
<td>1</td>
<td>215,849</td>
<td>219,989</td>
<td>221,334</td>
<td>219,097</td>
<td>0%</td>
</tr>
<tr>
<td>Government of Canada</td>
<td></td>
<td>6,495</td>
<td>6,380</td>
<td>6,572</td>
<td>6,409</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total Government Grants and Contracts</strong></td>
<td></td>
<td>222,344</td>
<td>226,370</td>
<td>227,906</td>
<td>225,506</td>
<td>0%</td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Courses</td>
<td>2</td>
<td>150,326</td>
<td>149,834</td>
<td>166,562</td>
<td>163,241</td>
<td>9%</td>
</tr>
<tr>
<td>Non-Credit Courses</td>
<td>3</td>
<td>7,881</td>
<td>8,476</td>
<td>8,099</td>
<td>10,306</td>
<td>22%</td>
</tr>
<tr>
<td>Other Student Fees</td>
<td>4</td>
<td>11,025</td>
<td>9,718</td>
<td>11,632</td>
<td>11,665</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Tuition</strong></td>
<td></td>
<td>169,233</td>
<td>168,028</td>
<td>186,292</td>
<td>185,212</td>
<td>10%</td>
</tr>
<tr>
<td>Other Revenues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts, Non-Government Grants, Contracts</td>
<td>5</td>
<td>6,908</td>
<td>6,937</td>
<td>6,865</td>
<td>7,635</td>
<td>10%</td>
</tr>
<tr>
<td>Sales of Goods and Services</td>
<td>6</td>
<td>4,009</td>
<td>6,276</td>
<td>5,678</td>
<td>3,478</td>
<td>-45%</td>
</tr>
<tr>
<td>Investment Income</td>
<td></td>
<td>14,148</td>
<td>3,803</td>
<td>6,900</td>
<td>4,000</td>
<td>5%</td>
</tr>
<tr>
<td>Miscellaneous Income</td>
<td>7</td>
<td>5,160</td>
<td>5,805</td>
<td>4,040</td>
<td>4,194</td>
<td>-28%</td>
</tr>
<tr>
<td><strong>Total Other Revenues</strong></td>
<td></td>
<td>30,226</td>
<td>22,821</td>
<td>23,484</td>
<td>19,307</td>
<td>-15%</td>
</tr>
</tbody>
</table>
| **Total Revenues** | | $421,803 | $417,219 | $437,682 | $430,025 | - |}

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Notes</th>
<th>2009/10 Actual</th>
<th>2010/11 Budget</th>
<th>2010/11 Forecast</th>
<th>2011/12 Budget</th>
<th>%Budget Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries - Academic</td>
<td>8</td>
<td>129,046</td>
<td>132,897</td>
<td>133,693</td>
<td>136,893</td>
<td>3%</td>
</tr>
<tr>
<td>Salaries - Staff</td>
<td>9</td>
<td>98,133</td>
<td>105,959</td>
<td>104,549</td>
<td>106,890</td>
<td>1%</td>
</tr>
<tr>
<td>Benefits</td>
<td>10</td>
<td>55,955</td>
<td>56,551</td>
<td>66,624</td>
<td>60,304</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total Salaries &amp; Benefits</strong></td>
<td></td>
<td>283,134</td>
<td>295,407</td>
<td>304,865</td>
<td>304,086</td>
<td>3%</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Operational Expenses</td>
<td>11</td>
<td>35,600</td>
<td>45,483</td>
<td>42,218</td>
<td>49,516</td>
<td>9%</td>
</tr>
<tr>
<td>Scholarships, Bursaries &amp; Awards</td>
<td>12</td>
<td>17,851</td>
<td>18,114</td>
<td>17,589</td>
<td>17,251</td>
<td>-5%</td>
</tr>
<tr>
<td>Renovations &amp; Alterations</td>
<td>13</td>
<td>15,251</td>
<td>12,446</td>
<td>16,540</td>
<td>13,072</td>
<td>5%</td>
</tr>
<tr>
<td>Materials &amp; Supplies</td>
<td>14</td>
<td>6,374</td>
<td>3,201</td>
<td>3,839</td>
<td>3,551</td>
<td>11%</td>
</tr>
<tr>
<td>Travel &amp; Personnel Costs</td>
<td></td>
<td>5,574</td>
<td>6,090</td>
<td>6,828</td>
<td>6,517</td>
<td>7%</td>
</tr>
<tr>
<td>Contract Services</td>
<td></td>
<td>6,022</td>
<td>8,087</td>
<td>7,312</td>
<td>7,831</td>
<td>-3%</td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
<td>4,857</td>
<td>7,260</td>
<td>6,447</td>
<td>7,415</td>
<td>2%</td>
</tr>
<tr>
<td>Professional Fees</td>
<td>15</td>
<td>4,992</td>
<td>4,348</td>
<td>4,728</td>
<td>5,324</td>
<td>22%</td>
</tr>
<tr>
<td>Equipment, Rent &amp; Maintenance</td>
<td>16</td>
<td>3,275</td>
<td>3,168</td>
<td>3,133</td>
<td>2,331</td>
<td>-26%</td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td>1,363</td>
<td>1,464</td>
<td>1,463</td>
<td>1,452</td>
<td>-1%</td>
</tr>
<tr>
<td>Debt Servicing</td>
<td>17</td>
<td>10,429</td>
<td>12,153</td>
<td>10,953</td>
<td>11,679</td>
<td>-4%</td>
</tr>
<tr>
<td><strong>Total Non-Salary Expenses</strong></td>
<td></td>
<td>111,589</td>
<td>121,812</td>
<td>121,051</td>
<td>125,939</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td></td>
<td>$394,723</td>
<td>$417,219</td>
<td>$425,916</td>
<td>$430,025</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Operating Surplus (Deficit)

<table>
<thead>
<tr>
<th>2009/10 Actual</th>
<th>2010/11 Budget</th>
<th>2010/11 Forecast</th>
<th>2011/12 Budget</th>
<th>%Budget Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10 Actual $27,080</td>
<td>$27,080</td>
<td>$27,080</td>
<td>$27,080</td>
<td>$27,080</td>
</tr>
<tr>
<td>2010/11 Forecast - 11,766</td>
<td>$27,080</td>
<td>$27,080</td>
<td>$27,080</td>
<td>$27,080</td>
</tr>
<tr>
<td>2011/12 Budget - 11,766</td>
<td>$27,080</td>
<td>$27,080</td>
<td>$27,080</td>
<td>$27,080</td>
</tr>
<tr>
<td>%Budget Change</td>
<td>$27,080</td>
<td>$27,080</td>
<td>$27,080</td>
<td>$27,080</td>
</tr>
</tbody>
</table>

### Notes:

(a) 2009/10 Actuals reflects a surplus of $27M largely related to investment gains as the market recovered losses from the previous year, departmental carry forwards, and over-enrolments.

(b) 2010/11 Budget reflects the budget approved by the Board on March 25, 2010, adjusted to incorporate reclassifications as detailed in Appendix I, page 72.

(c) The 2010/11 Forecast reflects that of the $417,219 million annual budget plus the $12,194 million carry forward spending plan that was authorized (details in Appendix I), only $425,916 is projected to be spent. This 2010/11 forecast is based upon an analysis using trend analysis, as well as known transfers and commitments. The 2010/11 surplus reflects projected departmental carry forwards and commitments to be funded from contingency and other one-time sources of funding.
## Notes

<table>
<thead>
<tr>
<th>Account</th>
<th>Variance</th>
<th>Description of Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Provincial Funding</td>
<td>[893]</td>
<td>Funding has been reduced as 2010/11 was the final year of the Pacific Century Grad Scholarship grant $0.5M, and the Office of Francophone and Francophile Affairs grant installment is $0.2M below that in 2010/11.</td>
</tr>
<tr>
<td>2 Credit Course Fees</td>
<td>13,407</td>
<td>Proposed fee increase of 2% based upon the long term rate of inflation (as measured by the BC Consumer Price Index), with enrolment levels based upon the enrolment plan.</td>
</tr>
<tr>
<td>3 Non-Credit Course Fees</td>
<td>1,830</td>
<td>The increase is related to the fees for the Preparation in Academic Skills and English Bridge Program that are now being recognized in the operating fund $0.9M, rather than being collected in specific purpose fund. Also projected enrolment increases in several programs in Continuing Studies $0.6M.</td>
</tr>
<tr>
<td>4 Other Student Fees</td>
<td>1,947</td>
<td>Increase is largely related to Student Service fee and Athletics and Recreation fee projections, based upon enrolment plan. Additional increases relate to Faculty of Education field trip fees.</td>
</tr>
<tr>
<td>5 Gifts, Grants &amp; Contracts</td>
<td>698</td>
<td>Increased revenues based upon continuing growth in international students enrolling with Fraser International College.</td>
</tr>
<tr>
<td>6 Sales of Services &amp; Products</td>
<td>[2,798]</td>
<td>The decrease is due to the transfer of Meeting, Event &amp; Conference Services (MECS) from the Operating Fund to the Ancillary Fund. See page 68 for details.</td>
</tr>
<tr>
<td>7 Miscellaneous Income</td>
<td>[1,611]</td>
<td>The decrease is related to the transfer of MECS to Ancillaries $2.0M. This is offset by an increase of $0.5M relating to an increase in the annuity payments in support of the Harbour Centre lease.</td>
</tr>
<tr>
<td>8 Salaries - Academic</td>
<td>3,996</td>
<td>The increase is related to career progress of $1.3M and proposed new positions $2.4M.</td>
</tr>
<tr>
<td>9 Salaries - Staff</td>
<td>930</td>
<td>The increase relates to step increases $0.9M. Net staff positions across the University remains relatively constant.</td>
</tr>
<tr>
<td>10 Benefits</td>
<td>3,753</td>
<td>The increase is attributable to the increase in salary costs noted above $0.9M, an expected increase in the actuarial valuation of the obligations relating to staff pension plan $2.0M, and a projected increase in current benefit obligations $0.5M.</td>
</tr>
<tr>
<td>11 Other Operating Expenses</td>
<td>4,034</td>
<td>The increase is attributable to an investment of $4.3M in support of various strategic and operational priorities. The allocations from the University Priority Fund are noted in Appendix II, page 73.</td>
</tr>
</tbody>
</table>

### Other Operating Expenses

- **Faculty Start Up and Other Awards**: 2%
- **Advertising & Promotion**: 3%
- **Banking, Insurance, Taxes**: 6%
- **Capital, Infrastructure & Prior Commitments**: 21%
- **Emergency Reserves**: 17%
- **FIC Commitments & Allocations**: 7%
- **University Priority Fund**: 9%
- **Peoplesoft Upgrade**: 3%
- **Maintenance - Software**: 4%
- **Maintenance - Buildings, Grounds & Infrastructure**: 13%
- **Land & Building Lease / Rent**: 11%
- **Various other operating costs**: 4%
| 12 | Scholarships, Bursaries & Awards | [862] | The decrease is attributable to a reduction in the Pacific Century Grad Scholarship grant $0.5M, and one-time funding $0.5M designated for student financial support from over-enrolments in 2010/11. Overall, funding for Scholarships, Bursaries & Awards remains constant, due to the addition of $0.9M being allocated from the University Priority Fund, as noted in Appendix II, page 73. |
| 13 | Renovations & Alterations | 626 | The increase is largely attributable to increased IT equipment purchase costs, with many leases expiring in 2010/11, and an increase in library acquisition costs. |
| 14 | Materials & Supplies | 350 | The increase in deferred maintenance costs $1.0M is largely offset by accounting changes relating to the English Bridge Program, the Program in Academic Skills, and Parking. |
| 15 | Professional Fees | 976 | The increase is attributable to the establishment of a Centre for Education Technology in Faculty of Education, increased costs for web design, increased costs in support of NCAA projects and the Athletic Director’s search. |
| 16 | Equipment, Rent & Maintenance | [837] | The decrease is largely attributable to the reduction in equipment lease costs. This is offset by increased equipment purchase costs classified under Renovations & Alterations. |
| 17 | Debt Servicing | (474) | Debt servicing for Woodward’s was budgeted ($1.2M) in anticipation of pursuing external financing, however with the recent Goldcorp donation, is no longer required. This is offset by an increase in support for Residence & Housing’s deferred maintenance costs $0.6M. |

Notes 18–21 reference the Budget by Portfolio on page 20

| 18 | VP Academic | 6,432 | The increase is related to University Priority Funding $2.9M, as noted in Appendix II. Other increases relate to additional revenues to Lifelong Learning for SFU NOW program $0.7M and Student Service & Athletics & Recreation fees $0.5M, as well as $0.9M in increases for units such as SFU Surrey, Vancouver Campus, and Graduate Studies. |
| 19 | VP Advancement & Alumni Engagement | 600 | The increase is related to additional funding in support of increased fundraising targets to $35.0M in 2011/12. |
| 20 | VP Finance & Administration | 4,419 | The increase is related to University Priority Funding $1.0M, as noted in Appendix II. Additional increases relate to organizational changes $0.7M, accounting changes in Parking Services $1.4M, and Multi-Tenant Facility $0.4M. |
| 21 | VP Research | 559 | The increase is related to University Priority Funding $0.4M in support of Undergraduate Research Scholarships, $0.1M relating to increased research revenue generation, and $0.2M for library services. |
### Budget by Portfolio

($ in thousands) | Notes | 2009/10 Actual | 2010/11 Budget | 2010/11 Department Forecast | 2011/12 Budget | %Budget Change | (d)/(b)
---|---|---|---|---|---|---|---
Expenses | | (a) | (b) | (c) | (d) | (d)/(b)
President | 919 | 979 | 927 | 1,018 | 4%
VP Academic | 18 | 267,554 | 286,913 | 289,007 | 293,345 | 2%
VP Advancement & Alumni Engagement | 19 | 3,353 | 3,447 | 3,547 | 4,047 | 17%
VP External Relations | 2,968 | 2,736 | 2,888 | 2,954 | 8%
VP Finance & Administration | 20 | 44,109 | 47,555 | 46,886 | 51,974 | 9%
VP Legal Affairs | 8,215 | 7,711 | 7,660 | 7,769 | 1%
VP Research | 21 | 22,836 | 23,217 | 22,509 | 23,776 | 2%
General University Requirements | 44,769 | 44,661 | 48,680 | 45,142 | 1%
Total Expenses | $394,723 | $417,219 | $422,105 | $430,025 | 3%

Notes:

(b) 2010/11 Budget reflects the budget approved by the Board on March 25, 2010, adjusted to incorporate reclassifications as detailed in Appendix I, page 72.

(c) The 2010/11 Forecast reflects the $417,219 million annual budget plus the $12,194 million carry forward spending plan that was authorized for a total fiscal spending plan for 2010/11 of $429,413 million; departments forecast that only $422,105 million will be spent.
Portfolio Budgets
President’s Office
Professor Andrew Petter, President and Vice-Chancellor

2011/12 Strategic Priorities
With an emphasis on sound fiscal management, the President’s Office will support the development of a strategic vision and pursue initiatives that promote and enhance SFU’s reputation as one of Canada’s top comprehensive universities, distinguished by its commitment to providing an outstanding undergraduate experience, its exceptional record of research, and the depth and strength of its engagement with the community.

- Complete the strategic visioning process, envision>SFU, which will culminate in a document, to be endorsed at Senate and the Board of Governors in Fall 2011, that will guide SFU over the next five years.
- Complete the search for a new Vice-President External Relations.
- Introduce the President’s Dream Colloquium.
- Continue to advocate for the University’s interests in all areas.
- Cultivate diverse sources of funding.
- Promote SFU as the ‘best of its kind’.

### OPERATING BUDGET

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenses</td>
<td>$1,076,684</td>
<td>$904,628</td>
<td>$919,158</td>
<td>$978,595</td>
<td>$926,999</td>
<td>$1,017,700</td>
</tr>
</tbody>
</table>
The primary objectives of the Vice-President Academic and Provost (VPA) are to resource and support an outstanding education for SFU students, provide a productive research environment, promote excellence in research and scholarship, and respond to community needs for education and research. The VPA contributes to the research mission of the University by hiring high quality researchers, encouraging the development of research programs, supporting graduate students, and collaborating with the Vice-President Research.

2011/12 Strategic Priorities

- Continue to implement the three year Academic Plan 2010-2013 focusing on the student experience and teaching & learning in a research-intensive university.
- Review academic goals in relation to envision>SFU.
- Continue to support the First Nations Strategic Plan and expand Aboriginal programming opportunities.
- Successfully complete the next stages of accreditation with the Northwest Commission on Colleges and Universities.
- With the implementation of the new performance-based faculty allocation model work more closely with Deans and Chairs to better align budgets with University priorities and revenue generation opportunities.
- Secure commitment from the Provincial government for new Surrey students.
- Meet enrolment plan targets for 2011/12 and develop strategic enrolment management process to better manage international enrolment.
- Review English as an Additional Language support, expand delivery and streamline administration.
- Support transition of varsity athletics to National Collegiate Athletic Association.

OPERATING BUDGET

Enrolment Plan* [see pages 33 to 55 for enrolment by Faculty]
[Activity FTE]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>19,818</td>
<td>20,612</td>
<td>21,547</td>
<td>20,696</td>
<td>22,587</td>
</tr>
<tr>
<td>Graduate</td>
<td>3,198</td>
<td>3,223</td>
<td>3,392</td>
<td>3,354</td>
<td>3,509</td>
</tr>
<tr>
<td>Total</td>
<td>23,016</td>
<td>23,835</td>
<td>24,939</td>
<td>24,050</td>
<td>26,096</td>
</tr>
</tbody>
</table>

*Note: The budget model and enrolment figures contained herein are based on the Enrolment Plan that was discussed at the November 2010 Senate Committee on Enrolment Management and Planning (SCEMP) meeting and includes restated coop student FTE’s.

Operating Budget [see pages 32 to 57 for Faculty and Academic Support budgets]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; benefits</td>
<td>206,818,180</td>
<td>219,274,489</td>
<td>218,149,426</td>
<td>227,209,111</td>
<td>228,890,435</td>
<td>231,647,948</td>
</tr>
<tr>
<td>Non-salary expenses</td>
<td>53,148,328</td>
<td>50,546,164</td>
<td>49,404,600</td>
<td>59,704,114</td>
<td>60,116,080</td>
<td>61,697,397</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$259,966,508</td>
<td>$269,820,653</td>
<td>$267,554,026</td>
<td>$286,913,225</td>
<td>$289,006,515</td>
<td>$293,345,345</td>
</tr>
</tbody>
</table>
Finance and Administration
Dr. Pat Hibbitts, Vice-President

The Vice-President Finance and Administration is responsible for providing leadership to all aspects of SFU’s Facilities, Information Technology (with Associate Vice-President Academic), Campus Security, Environmental Health & Safety, Finance, and Ancillaries. The increase in 2011/12 budget is related to funding from the University Priority Fund, accounting changes relating to cost recoveries in Campus Security, and reorganization of Classroom Technologies from the Vice-President Academic.

2011/12 Strategic Priorities

- Implement sustainable solution for pension plans.
- Develop a plan for the PeopleSoft HAP upgrade.
- Continue the Data Centre move to the Burnaby campus Water Tower building.
- Maintain campus operations, renovations, and maintenance of buildings, campus planning, property management, ground and utility system.

OPERATING BUDGET

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<thead>
<tr>
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<table>
<thead>
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<td>Total Expenses</td>
<td>$47,554,840</td>
<td>$46,886,231</td>
<td>$51,974,097</td>
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Legal Affairs  
Professor Judith Osborne, Vice-President

The Vice-President Legal Affairs (VPLA) provides executive management of the University’s legal affairs, including advice on access to legal services, risk and case management, education and training. VPLA is responsible for advising on policy development and interpretation; and serves as senior advisor on equity issues.

The VPLA also serves as University Secretary, supporting the Board of Governors and is responsible for negotiations with the Faculty Association. The VPLA oversees several administrative areas with related mandates, including Human Resources, Academic Relations, Human Rights Office, Internal Audit, Legal Contracts, Special Projects, University Archives and Records Services.

### 2011/12 Strategic Priorities

- To implement the recommendations contained in the External Review of Human Resources/Academic Relations, including a strategic human resources plan.
- To reach collective agreements for 2011/12 with the remaining employee groups.
- To employ proactive and preventative strategies to limit the University’s exposure to legal challenges.

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### OPERATING BUDGET

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<td><strong>$6,687,163</strong></td>
<td><strong>$8,215,303</strong></td>
<td><strong>$7,711,024</strong></td>
<td><strong>$7,660,325</strong></td>
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### 2011/12 Strategic Priorities

<table>
<thead>
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<tr>
<td>• To implement the recommendations contained in the External Review of Human Resources/</td>
</tr>
<tr>
<td>Academic Relations, including a strategic human resources plan.</td>
</tr>
<tr>
<td>• To reach collective agreements for 2011/12 with the remaining employee groups.</td>
</tr>
<tr>
<td>• To employ proactive and preventative strategies to limit the University’s exposure</td>
</tr>
<tr>
<td>to legal challenges.</td>
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</table>

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### Operating Budget

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<td><strong>$7,711,024</strong></td>
<td><strong>$7,660,325</strong></td>
<td><strong>$7,769,235</strong></td>
</tr>
</tbody>
</table>
The Vice-President Research (VPR) reporting units include the offices of Research Ethics, Research Services, University / Industry Liaison, as well as Animal Care Services, and the SFU Library, and Radiation Safety. The objectives of the VPR portfolio are to raise the research profile of SFU, support all research initiatives, promote interdisciplinary research, and maintain critical research facilities and support staff.

2011/12 Strategic Priorities

- Increase research intensity by implementing the Strategic Research Plan.
- E-journals and related research materials - researchers require continued access to information resources to be able to complete their research and be competitive.
- Liaison librarian program - supports research, teaching, learning endeavours.
- Public Knowledge Project provides broad-based support for communication and dissemination of research results to researchers at SFU and beyond.

### OPERATING BUDGET

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External Relations
Cathy Daminato, Vice-President (Acting)

External Relations is one of the main links between SFU and the community. The VP External Relations portfolio is comprised of Government Relations, Community Relations, International Relations, Ceremonies & Events, Public Affairs and Media Relations, and the Design Group. The objectives of the portfolio include building relationships that heighten SFU’s profile with governments at all levels, developing an international strategy that positions SFU for future success, and strengthening SFU’s connections with community partners and stakeholders.

2011/12 Strategic Priorities
- Recruitment of a Vice-President External Relations.
- Expand use of “social media”.
- Use video production to provide footage of SFU stories and announcements, and media monitoring to monitor and feed positive stories about SFU in ethnic language news media.
- Facilitate meetings for the President with Ministers and senior bureaucrats to identify opportunities for funding support for the University.
- Continue efforts to gain support for expanding the SFU Surrey campus.

OPERATING BUDGET

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</thead>
<tbody>
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<td>Salaries &amp; benefits</td>
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28
University Advancement solicits financial support from SFU alumni, community friends, foundations, and corporations in support of University priorities, including student and faculty support and retention, capital projects, and other initiatives as identified by the President, Vice-Presidents and Deans.

University Advancement’s expectations for improved fundraising results in 2010/11 have been confirmed; our fundraising goal of $28 million was met by December 31, and there is a very strong likelihood of reaching $50 million by the end of the fiscal year.

### 2011/12 Strategic Priorities

- Enhance mid-range fundraising.
- Expand major gift fundraising.
- Enhance donor relations.
- Plan for 50th Anniversary Capital Campaign.
- Implement Strategic Plan to 2015.

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**Operating Budget**

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</thead>
<tbody>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$3,093,275</td>
<td>$3,116,808</td>
<td>$3,352,864</td>
<td>$3,447,056</td>
<td>$3,547,450</td>
<td>$4,047,056</td>
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<td>444,361</td>
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<td><strong>Total Expenses</strong></td>
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<td>$3,352,864</td>
<td>$3,447,056</td>
<td>$3,547,450</td>
<td>$4,047,056</td>
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<th>2009/10</th>
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<td>654,342</td>
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<tr>
<td><strong>Total Expenses</strong></td>
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<td>$3,116,808</td>
<td>$3,352,864</td>
<td>$3,447,056</td>
<td>$3,547,450</td>
<td>$4,047,056</td>
</tr>
</tbody>
</table>
The General University Requirements (GUR) portfolio includes centrally managed operating expenses that are attributable to the entire University and whose budgets cannot be decentralized. It includes human resources costs related to tuition waivers, retirees benefits, severance costs, and extraordinary salary and benefit provisions, as well as general administrative expenses such as banking, taxes, insurance, leases, and University memberships. Contingency funds, including the Emergency Reserve, are also contained within this portfolio and are distributed upon agreement by the senior administration.

### Notes:

1. 2008/09 increase over 2007/08 was due to contractual obligations such as benefits and tuition waivers.
2. The difference between 2010/11 Budget and Forecast relates to budget transfers distributing the additional $8.2 million over-enrolment to the VPA portfolio to offset costs associated with the additional cost of course delivery and program support.
Academic Budgets
Faculty of Applied Sciences
Dr. Nimal Rajapakse, Dean

Faculty of Applied Science (FAS) consists of two key technology-based academic units of SFU, the Schools of Computing Science and Engineering Science, each with an international reputation for innovative academic programs and leading edge research.

Undergraduate students in Computing Science have access to a broad set of joint majors and honours programs with other disciplines, while engineering students can choose from five options under the Engineering Science undergraduate program or a full degree program in Mechatronics. Computing Science offers a unique dual-degree program with Zhejiang University in China. The faculty members attract nearly $7M per year in research funding.

Co-op is mandatory for engineering students and the majority of Computing Science students are enrolled in co-op. FAS has external involvement through research and consulting with industry, service to professional organizations and government, student outreach, and alumni and development efforts.

2010/11 Highlights

- The Mechatronic Systems Engineering (MSE) program at Surrey campus received $925k from the federal government’s Western Diversification Program to invest in new leading-edge equipment.
- Dr. Carolyn Sparrey received a $300k Canada Foundation for Innovation grant to enable the development of the Neurospine Biomechanics Laboratory within MSE.
- Mohamed Hefeeda, Associate Professor; Joseph Peters, Professor; and Tamara Smyth, Assistant Professor received an NSERC grant of over $461k to advance research on next generation services for wireless networks regarded to mobile gaming and 3D video games.

2011/12 Strategic Priorities

- Develop an Energy Systems Engineering Program for the Surrey campus.
- Seek accreditation of the Mechantronics program.
- Continue to increase research excellence by allocating resources to teaching assistants and technical support staff.
- Continue to improve the undergraduate curriculum by allocating resources to laboratory upgrades and course development.
### Students (AFTE)

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<td>953</td>
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<td>233</td>
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<td>Grad Non-Premium</td>
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<td>319</td>
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<td>359</td>
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<td>5</td>
<td>7</td>
<td>3</td>
<td>6</td>
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<tr>
<td>Coop</td>
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<td>264</td>
<td>269</td>
<td>-</td>
<td>357</td>
<td>291</td>
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<td><strong>Total</strong></td>
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<td><strong>1,588</strong></td>
<td><strong>1,772</strong></td>
<td><strong>1,568</strong></td>
<td><strong>2,094</strong></td>
<td><strong>1,912</strong></td>
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### Funding Sources ($000's)

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<tbody>
<tr>
<td>Salaries &amp; benefits</td>
<td>$17,503,434</td>
<td>$18,857,664</td>
<td>$18,209,866</td>
<td>$19,038,512</td>
<td>$19,160,871</td>
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<tr>
<td>Non-salary expenses</td>
<td>$1,977,073</td>
<td>$1,281,940</td>
<td>$1,603,205</td>
<td>$1,420,635</td>
<td>$2,029,437</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$19,480,507</strong></td>
<td><strong>$20,139,604</strong></td>
<td><strong>$19,813,071</strong></td>
<td><strong>$20,459,147</strong></td>
<td><strong>$21,190,308</strong></td>
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</table>

### Operating Budget ($000's)

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<td><strong>Total Expenses</strong></td>
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<td><strong>$20,459,147</strong></td>
<td><strong>$21,190,308</strong></td>
</tr>
</tbody>
</table>
Faculty of Arts & Social Sciences
Dr. John Craig, Dean (Pro Tem)

Faculty of Arts and Social Sciences (FASS) is 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 Master’s in Public Policy.

What unites this diverse Faculty is the commitment to the importance of a liberal education and a belief in the life-changing nature of such teaching and learning. FASS shares a commitment to the finest traditions of research in their many disciplines.

2010/11 Highlights
• Developed a new Major in First Nations Studies with a First Nations Language Centre (currently under development).
• 2010 was the first year for students graduating from the World Literature program, the first undergraduate program of its kind in North America.
• Adam Blanchard, student in the Department of Psychology, won the American Psychology-Law Society Award for Best Undergraduate Paper.

2011/12 Strategic Priorities
• Develop a First Nations Language research centre.
• Allocate resources to streamline and simplify the admissions process into the Faculty.
### Enrolment Plan

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<tr>
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<tbody>
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<td>6,917</td>
<td>6,887</td>
<td>6,805</td>
<td>6,901</td>
<td>6,618</td>
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<td>International Undergraduate</td>
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<td>694</td>
<td>891</td>
<td>861</td>
<td>1,125</td>
<td>1,027</td>
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<tr>
<td>Grad Non-Premium</td>
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<td>527</td>
<td>553</td>
<td>590</td>
<td>556</td>
<td>573</td>
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<tr>
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<td>117</td>
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<td>108</td>
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<td>Coop</td>
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<td>79</td>
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<td><strong>Total</strong></td>
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### Operating Budget

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</thead>
<tbody>
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<td>Salaries &amp; benefits</td>
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</table>
The Beedie School of Business provides management education at every level, including undergraduate, MBA and PhD degrees. This array of programs makes us among the largest business schools in Canada, measured by student numbers. We are one of approximately sixty business schools (less than one percent of the world total) to have obtained both AACSB and EQUIS accreditation. Our research performance now ranks us among the top business schools in the world, and among the top 5 in Canada, based on publications in elite journals and citations.

Both our graduate and undergraduate programs continue to attract large numbers of excellent students, at premium fees. Since the creation of Canada’s first Executive MBA in 1968, SFU Business has been seen as a program innovator. We have developed a strategy that builds on our strengths, provides focus, and clearly positions us in terms of research, programs, and our relationship to the community.

2010/11 Highlights

- Ryan and Keith Beedie donated $22 million to Ryan’s alma mater - SFU Business, which will now be named the Beedie School of Business. SFU will use the gift to create an endowment supporting students, professorships and research chairs.
- The Faculty was ranked among the top 40 business schools in the world in the International Business Review.
- The Centre for Workplace Health and Safety and the Jack Austin Centre for Asia Pacific Business Studies were approved by Senate.
- Kirk Plangger, a PhD student, received the Experiential Classroom’s Outstanding Teacher Award from Spears School of Business, Oklahoma State University.
- Dr. Mark Wexler was awarded the Confederation of University Faculty Associations (CUFA) Paz Buttedahl Career Achievement Award.

2011/12 Strategic Priorities

- Continue to develop a customized Executive MBA (EMBA) for First Nations.
- Launch a Centre for Global Mining.
- Initiate partnerships with a European or Asian university to offer a Bologna-compliant global Master’s degree and/or a variation of the Management of Technology MBA.
### Enrolment Plan

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### Operating Budget

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**Students (AFTE)**

- Co-op: 1,830
- Grad Premium: 441
- Grad Non-Premium: 21
- International Undergrad: 600
- Domestic Undergrad: 254

**Funding Sources (in $000's)**

- Salaries & benefits: 1,708
- Non-salary expenses: 7,376
- Total: 11,687

**Non-Salaries**

- Benefits: 4,120
- Non-Academic Salaries: 3,242
- Academic Salaries: 4,781

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**Operating Budget ($000’s)**

- Non-Salaries
- Benefits
- Non-Academic Salaries
- Academic Salaries
The Faculty of Communication, Art, and Technology (FCAT), a new faculty established in April 2009, offers what may be the broadest range of degrees and programs in its five units, which include the Schools of Communication, Interactive Arts and Technology (SIAT), Contemporary Arts, as well as a Master’s of Publishing Program, and TechOne, a first-year cohort program. It also hosts the Master’s in Digital Media, a joint effort of UBC, BCIT, Emily Carr, and SFU.

FCAT has research strengths in Cultural Policy & Practice, Media Analysis, the Social Impact of New Media, Film, Dance, Music Composition, Visual Arts, Interactive Media, and Visual Analytics. Working in the leading edge area of new media, culture, and emerging technologies, FCAT has a rich history of innovation and collaboration in its component units and is excited by the potential of collaboration across its schools and with the community. We are on the edge of a period of intense faculty renewal over the next decade that will dramatically reshape the faculty.

2010/11 Highlights
- The School for the Contemporary Arts moved to the Goldcorp Centre for the Arts in the Woodward’s building in Vancouver; and a new school for visual analytics, VIVA, was established.
- The Master’s in Digital Media program was adopted by SFU.
- An Memorandum of Understanding was signed with the Communication University of China for the development of a joint Master’s in Global Communication.
- Diane Gromala, SIAT, was appointed to the National Faculty of the Michael G. DeGroote National Centre for Pain.
- A National Centre for Excellence in New Media, Animation, and Games was established.

2011/12 Strategic Priorities
- Develop a full proposal for the Master’s in Creative Enterprise in collaboration with the Beedie School of Business.
- Complete TechOne program revisions.
- Develop plans for streamlining the curricula in all units.
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<th>Students (AFTE)</th>
<th>Funding Sources ($000's)</th>
<th>Operating Budget ($000's)</th>
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Faculty of Education
Dr. Kris Magnusson, Dean

The Faculty of Education at SFU is a global education leader engaged in research and scholarly inquiry, committed to advancing knowledge, and dedicated to improving the practice of teaching and the learning experience.

The Faculty promotes innovation in the way teachers teach and learners learn. Its faculty members are recognized for their work in developing, advancing, and enacting knowledge that makes a difference in public education.

Throughout its forty years of history, the Faculty has grown and evolved in response to the ever-changing challenges and needs of its constituencies. It follows a rigorous research program to investigate theory and provide innovative leadership in issues of educational pedagogy.

2010/11 Highlights
• Senate approved the Centre for Research in International Education (CRIE) which will bring together faculty and graduate students across SFU who are dedicated to the internationalization of education.
• Senate approved the Institute for Environmental Learning, an Institute that involves the Faculties of Education and Environment working together with Metro Vancouver, the Ministry of Education, and other collaborators.
• Nathalie Sinclair, a pre-tenured faculty member, was nominated for a Tier 2 Canada Research Chair.
• Launched Dare-to-Care video, a joint project between the Centre for Education, Law and Society and Life is Short Entertainment (Directors Mike Hawley and Darcy Van Poelgeest), which is based on research supported by the Social Sciences and Humanities Research Council of Canada.

2011/12 Strategic Priorities
• Establish an Office of Indigenous Education in the Faculty.
• Continue development within Education Central to provide increased support in infusing technology into our teaching.
• Develop communications and advancement strategies for the Faculty.
### Students (AFTE)

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### Operating Budget ($ 000's)

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<td>Domestic Undergraduate</td>
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<tr>
<td>International Undergraduate</td>
<td>2,551</td>
<td>1,451</td>
<td>776</td>
<td>251</td>
<td>81</td>
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</table>
Faculty of Environment
Dr. John Pierce, Dean

This new Faculty encompasses the School of Resource and Environmental Management, the Departments of Geography and Archeology, the Environmental Science program, the Centre for Sustainable Community Development, the Development and Sustainability Program, and the Centre for Coastal Studies.

Students can acquire competencies in core areas of environmental science study, and foundational skills in communications, critical thinking and analysis. With these components, the vision is to build a faculty that encompasses a truly interdisciplinary approach to environmental issues.

The Faculty will develop new outstanding interdisciplinary initiatives as well as to further those that already exist, expanding opportunities for students to achieve breakthroughs beyond conventional approaches to environmental sustainability. Students in the new Faculty will gain critical insight into how we are changing our world while developing strategies to create a more sustainable future.

2010/11 Highlights
- The Tula Group pledged $8M to fund a formal partnership between the Faculty and the Tula Foundation/Hakai Beach Institute to form the Hakai Network of Coastal People, Ecosystems and Management - a research network whose projects will focus on the sustainability, resilience and well-being of the people and ecosystems of BC’s Central Coast.
- Successfully filled the Liber Ero Chair by Jonathan Moore whose joint appointment will benefit Biological Sciences and Resource and Environmental Management.
- Two new endowments were created: the Alix Vikki Patterson Bursary to support undergraduate students; and the Canadian Pacific/Teck Resources pledge to support environmental stewardship and/or sustainability research.

2011/12 Strategic Priorities
- Increase collaborative teaching and learning opportunities within the Faculty.
- Complete the Department of Archeology move to the Faculty.
- Build and strengthen the Hakai Network via next stage of research and graduate hiring.
- Partner with Faculty of Arts and Social Sciences to continue Kefalonia semester abroad program.
### Enrolment Plan (Activity FTE)

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### Funding Sources ($ 000's)

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<td>8,315,363</td>
<td>8,806,404</td>
<td>8,808,491</td>
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<td>630,366</td>
<td>701,029</td>
<td>620,233</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>$8,215,778</td>
<td>$8,224,554</td>
<td>$8,750,783</td>
<td>$9,436,770</td>
<td>$9,509,520</td>
<td>$9,425,460</td>
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### Operating Budget ($ 000's)

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<td>Salaries &amp; benefits</td>
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<td>630,366</td>
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<tr>
<td><strong>Total Expenses</strong></td>
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<td>$8,224,554</td>
<td>$8,750,783</td>
<td>$9,436,770</td>
<td>$9,509,520</td>
<td>$9,425,460</td>
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Faculty of Health Sciences
Dr. John O’Neil, Dean

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 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.

The Faculty brings together experts from the social sciences, biomedical, and public health sectors who are dedicated to sharing their knowledge and expertise to provide students with the skills to tackle issues and make a difference in the lives and health of people in Canada and around the world.

2010/11 Highlights

- Received international accreditation for MPH, BA and BSc programs from the Council of Public Health Education (CEPH) which is the world’s premier accreditation organization for Schools and Programs in Public Health. SFU is the only Anglophone program in Canada to receive accreditation.
- Recruited Dr. Charlie Goldsmith to the Maureen and Milan Illich/Merck Chair in Statistics for Arthritis and Musculoskeletal Diseases. Dr. Goldsmith was a Professor Emeritus, Faculty of Medicine, McMaster University and an international authority in evidence-based medicine.
- Benedikt Fischer (with 11 coauthors) received the Public Health First Prize in the 2010 British Medical Association Book Competition, for their book, Drug Policy and the Public Good, Oxford University Press, December 2009.
- Negotiated agreements with Schools of Public Health in Vietnam, Cambodia and Lao PDR for MPH student exchanges.

2011/12 Strategic Priorities

- Develop new health programming for Surrey campus in support of the President’s initiative to roll out Phase 2 of Surrey campus.
- Support continuing development of interdisciplinary research platforms in prevention and treatment of HIV/AIDS; mental health and addictions policy research; chronic disease prevention and treatment; global health.
- Collaborative work with UVic, UNBC and MSFHR (Michael Smith Foundation for Health Research) to develop research platform in support of development of BC First Nations Health Authority.
<table>
<thead>
<tr>
<th>Students (AFTE)</th>
<th>Funding Sources ($ 000's)</th>
<th>Operating Budget ($ 000's)</th>
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**Enrolment Plan**
(Activity FTE)

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**Operating Budget**

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Faculty of Science
Dr. Claire Cupples, Dean

The Faculty of Science is among the best of its kind in Canada with award-winning researchers and outstanding teachers. The Faculty offers more than thirty different programs leading to the B.Sc. degree. These range from traditional programs in the core disciplines to imaginative interdisciplinary programs such as a joint major in Computing Science and Molecular Biology.

More such innovative programs are coming on stream with programs in Quantitative Epidemiology and Infectious Diseases under development in partnership with the new Faculty of Health Sciences. Science also offers cohort programs, Science I and Life Sciences II at SFU Surrey. A full range of graduate programs is also offered by the Faculty.

2010/11 Highlights

- Statistics & Actuarial Science program was designated Centre of Actuarial Excellence by the Society of Actuaries.
- Bernard Crespi, Professor Biological Sciences, was elected a Fellow of the Royal Society of Canada.
- Extensive reconstruction of the Chemistry Department on the Burnaby Campus was started, funded by the Knowledge Infrastructure Program.
- Construction of new undergraduate science teaching labs began on the Surrey Campus, funded by the Knowledge Infrastructure Program.

2011/12 Strategic Priorities

- Build undergraduate labs at the Surrey campus for health related research.
- Development of interdisciplinary graduate courses.
- Enhance introductory life science courses (including labs), which are taken by the majority of students in the Faculties of Science, Health Science and Environment.
- Make substantial progress towards the construction of Telescope/Science Outreach Centre.
### Students (AFTE)

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<tr>
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<td>441</td>
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<td>Grad Premium</td>
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<td>7</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Co-op</td>
<td>251</td>
<td>226</td>
<td>184</td>
<td>-</td>
<td>193</td>
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<td><strong>Total</strong></td>
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<td>4,936</td>
<td>4,776</td>
<td>5,089</td>
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### Funding Sources ($ 000's)

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<tbody>
<tr>
<td>Operating Budget</td>
<td>$42,225</td>
<td>$2,234</td>
<td>$7,107</td>
<td>$5,145</td>
<td>$6,599</td>
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<tr>
<td>Non-Salaries</td>
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<td>477</td>
<td>232</td>
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<td>Benefits</td>
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<td>Non-Academic Salaries</td>
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<tr>
<td>Academic Salaries</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>$42,225</td>
<td>$2,234</td>
<td>$7,107</td>
<td>$5,145</td>
<td>$6,599</td>
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### Operating Budget ($ 000's)

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<tbody>
<tr>
<td>Salaries &amp; benefits</td>
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<td>$36,601,574</td>
<td>$38,644,389</td>
<td>$40,450,683</td>
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Office of Graduate Studies
Dr. Wade Parkhouse, Dean

The Office of the Dean of Graduate Studies facilitates the operation of graduate programs in SFU’s eight Faculties in the following ways:

1. Ensures that applications for admission meet University standards.
2. Ensures that Graduate General Regulations are followed as students progress from admission through their programs to graduation.
3. Organizes competitions for all internal and most external merit-based awards. Keeps records of competitions and results; administers payments; and liaises with national and provincial granting agencies.
4. Assists students, faculty members and graduate programs resolve individual and systemic problems in all areas.
5. Advises on and administers the development and approval of new graduate programs. Advises on program changes.

2010/11 Highlights
- Established a double degree program between Zhejiang University (ZU) and SFU in Computing Science (MSc and PhD). It is a cohort-based program admitting up to 25 Computing Science students annually from SFU and ZU respectively.
- Two new funding programs were implemented starting in the Fall 2010 term to increase the success rate in recruitment and retention of graduate students. The Provost Prize of Distinction and the Provost International Fellowship guarantee funding to cover tuition fees for the duration of a student’s graduate studies (up to a maximum of 1 year for master’s students and 3 years for doctoral students).

2011/12 Strategic Priorities
- Develop electronic data management systems related to student records and annual progress reports.
- Address challenges facing international students to enhance their success in their graduate programs.
- Simplify Graduate tuition structure.
- Assess University-wide completion data and timeliness of degree completion.
- Assess program satisfaction of graduate students through the development and implementation of an exit survey.
### Enrolment Plan

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<tbody>
<tr>
<td>Grad Non-Premium</td>
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<td>1,422</td>
<td>1,327</td>
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<td>Grad Co-op</td>
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<td>14</td>
<td>14</td>
<td>-</td>
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<td>18</td>
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<td><strong>Total</strong></td>
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### Operating Budget

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<td>Salaries &amp; benefits</td>
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| Scholarships, Bursaries & Awards | $6,466,932 | $6,253,341 | $7,092,680 | $7,277,236 | $6,355,190 | $7,422,236 |
Office of Lifelong Learning
Dr. Helen Wussow, Dean

Continuing Studies was renamed to the Office of Lifelong Learning. The new title reflects the changing nature of university education and the increasing demand for access to education throughout one’s life. It also reflects some evolution that has taken place at SFU over the past few years, including the reorganization of the Learning and Instructional Development Centre (LIDC) to the Teaching and Learning Centre, and a new reporting relationship to the Dean of Lifelong Learning.

Lifelong Learning also reflects the Dean’s responsibilities for a number of other initiatives, including:
• online and distance education;
• programs that help individuals upgrade their education to meet university admission standards;
• the international Teaching Assistant/Tutor Marker program;
• credit programs for mature learners;
• education and outreach programs for the general public.

2010/11 Highlights
• In Fall 2010, the Senate Committee on Continuing Studies approved three new certificate programs: Human Resource Management, Journalism, and Public Relations.
• The Community Education Program successfully received funding ($220k) for Advanced English in the Workplace Program.
• Non-credit Technical Writing Certificate is now totally in an online environment and non-credit editing courses are also being developed for online.
• Completed implementation of the long-awaited SERA (enrolment management system).

2011/12 Strategic Priorities
• Restructure the new Teaching and Learning Centre to better respond to the VP Academic’s strong focus on creating a culture of teaching and learning at SFU.
• Continue collaboration with Faculties to create clearer and stronger pathways to degree completion for mature students.
• Implement project management practices in the development of online courses.
### Revenues ($000's)

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<td>Other</td>
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<td>2,045,488</td>
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<td>2,135,711</td>
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<tr>
<td>Total Revenues</td>
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### Operating Budget ($000's)

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<tbody>
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Students & International  
Dr. Tim Rahilly, Associate Vice-President (pro tem)

Student Services has three major divisions: Athletics and Recreation, Enrolment Services, and Student Affairs. Some of the major units within the portfolio include Health and Counseling Services, the Office of the Registrar, Residence and Housing, SFU International, and Work Integrated Learning.

The mission of Student Services is to foster transformative student experiences by collaboratively anticipating, facilitating, and providing services, programs and environments for student learning and success.

Student Services’ on-going strategy is to maintain and strengthen commitments to the overall student experience at SFU with a focus on enrolment management (student recruitment and retention), student engagement, and the on-going provision of essential student services.

2010/11 Highlights
- Increased efficiency and expanded student programs and support despite financial constraints. This includes supporting higher than anticipated enrolment of international students.
- Full implementation of the Degree Progress Report for use by academic advisors and students to track student degree completion. This includes a degree requirement exception tracking process and a maintenance and testing process to ensure the system is kept current.
- Managed the transition to year-two candidacy of the National Collegiate Athletic Association [NCAA] with the aim for obtaining full membership in the coming years.

2011/12 Strategic Priorities
- Continue to focus on providing service by using technology to increase effectiveness and efficiency.
- Continue to realign business processes to extend our student services and programming.
- Continue to work towards full membership in the NCAA.
### Student (AFTE’s) Operating Budget ($ 000’s)

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<tbody>
<tr>
<td>Domestic Undergraduate</td>
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<td>-</td>
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<td><strong>Total</strong></td>
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### Operating Budget ($ 000’s)

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<tbody>
<tr>
<td>Salaries &amp; benefits</td>
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<td><strong>Total Expenses</strong></td>
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<td>$9,714,969</td>
<td>$11,683,697</td>
<td>$9,714,969</td>
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Note: The decrease from 2010/11 Forecast to 2011/12 Plan in Scholarships, Bursaries, and Awards is due to one-time funding in 2010/11 from over enrolment revenues.
Established in 2002, SFU Surrey offers programs and courses in applied sciences, arts and social sciences, business administration, communication, art, and technology, education, mathematics, and science, as well as credit and non-credit continuing education courses and programs.

The Surrey campus appeals to students who value the benefits associated with being part of a smaller supportive learning community and an intimate and friendly campus. Over 3,300 full-time equivalent students attend classes at SFU Surrey.

Professors encourage the pursuit of academic excellence through first-year cohort programs and unique programs in computing science, interactive arts and technology, mechatronic systems engineering, entrepreneurship, management and technology, mathematics operations research, criminology police studies, and world literature. The breadth of first-year programs offered at SFU Surrey allows students to begin most SFU degrees at the Surrey campus.

2010/11 Highlights
- Completion of the purchase and fit out of Podium 2 with the $10 million grant in Knowledge Infrastructure funding from the Federal government.
- Completion of space modifications to accommodate move of entire departments from the 14th and 15th Floors.
- Establishment of Clean Energy Collaborative (the Collaborative) with the City of Surrey, BC Hydro and Powertech Labs. The Collaborative will support economic development through clean energy demonstration projects, a company accelerator to be located at Powertech Labs, and the development of undergraduate and graduate engineering programs.

2011/12 Strategic Priorities
- Work with Surrey City Development Corporation to conclude student resident agreement and construction on residences.
- Develop business case for Lifelong Learning instructional space in new City of Surrey civic library.
- Engage the community through Podium 2 Open House.
- Promote BC-India Innovation and Exchange and Mobility Initiative.
- Continue to explore potential support for research chairs and joint research projects in clean energy with BC Hydro, Powertech and other partners.
Residential student (AFTE’s)

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<tbody>
<tr>
<td>Undergraduate</td>
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<td>2,469</td>
<td>2,725</td>
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<td>Graduate</td>
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<td>395</td>
<td>553</td>
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<td>2,991</td>
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Operating Budget ($ 000’s)

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<td>Salaries &amp; benefits</td>
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<td>Non-salary expenses</td>
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<td>Total Expenses</td>
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<td>$7,957,941</td>
<td>$8,289,092</td>
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</table>
Vancouver Campus
Dr. Laurie Anderson, Executive Director

SFU’s Vancouver campus has five sites: the original SFU Harbour Centre, which celebrated its 20th anniversary in May 2009; the Morris J. Wosk Centre for Dialogue; the Segal Graduate School of Business; the Alexander Street studio space; and now the School for the Contemporary Arts at the Goldcorp Centre for the Arts in the Woodward’s re-development.

The campus currently serves over 70,000 people annually. Approximately 10,000 are students enrolled in credit and non-credit courses. In addition to leading edge research programs, a wide, and varying, range of undergraduate courses are offered each semester. Professional graduate degrees are available in business, gerontology, international studies, liberal studies, public policy, publishing and urban studies, in addition to programs offered by the School for the Contemporary Arts.

2010/11 Highlights
- Successful fundraising efforts to support the School for the Contemporary Arts in the Woodward’s redevelopment, including:
  - $10 million donation for endowments and capital costs resulting in the facility being named the Goldcorp Centre for the Arts;
  - $4 million from philanthropist Djavad Mowafaghian; and
  - $2 million from philanthropist Michael Audain.
- Inaugural program in Fei and Milton Wong Experimental Theatre and Audain Gallery from January through June 2010.

2011/12 Strategic Priorities
- Conduct preliminary review/feasibility study related to campus requirements given 2017 expiration of lease at Harbour Centre premises.
- Continue to assist with transition of MECS to Ancillaries to ensure MECS continued success.
- Envision ideas and develop best prospects toward new services in pursuit of revenue opportunities (e.g. student experience).
- Continue to develop the SFU Woodward’s Cultural program and maintain our status as a dynamic new artistic and cultural hub in the City of Vancouver.
- Develop community engagement activities that will make the Goldcorp Centre for the Arts a positive and supportive contributor to the Downtown Eastside and other communities.
## Operating Budget

($ 000’s)

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<td><strong>$6,542,730</strong></td>
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<td><strong>$11,142,268</strong></td>
<td><strong>$10,770,985</strong></td>
<td><strong>$8,178,599</strong></td>
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</table>
The University’s endowment fund consists of over 750 individual endowments for an approximate forecasted market value of $247 million. The endowment provides support for academic programs, professorships, student financial aid, athletics, and research chairs.

The investment of the endowment fund is managed with an objective to maintain the long-term capital value into perpetuity while earning an acceptable return to annually fund university activities and programs. The fund is invested in accordance with the Endowment Management Policy and Investment Governance Policy which stipulates an asset mix range for the fund.
In 2011/12, Advancement will continue its shift away from capital project fundraising, since the campaign for the School for the Contemporary Arts building (now the Goldcorp Centre for the Arts) is nearly complete. In the coming year, Advancement will concentrate on building enduring support for the university by working to attract donations to student and faculty support, and particularly to endowed funds supporting these two important areas.

Advancement anticipates that the President’s new strategic visioning process - envision>SFU - will provide the basis for a comprehensive, long-term fundraising campaign. Planning for this initiative will begin in 2011/12 as Advancement aims for sustainable fundraising levels of $50 million per year at SFU’s 50th anniversary.
Our significant growth in research output over the past number of years has been enabled by a corresponding growth in research input. We have made significant progress toward our goal to become the most research-intensive comprehensive university in Canada.

With a staggering four-fold increase in research income over the past decade, SFU now ranks among the top 20 of Canadian postsecondary institutions in this measure. Approximately three-quarters of our total research funding comes from the federal government (through the Tri-Councils, CFI, and other sources), with 13% from provincial funds and just 2% from the private sector.

We are currently one of the top five universities in Canada with respect to research intensity in the natural and health sciences, as defined by average NSERC and CIHR funding per eligible faculty member. Our researchers have consistently exceeded the national success rates in NSERC and SSHRC competitions.

We have been successful in identifying new funding opportunities and bringing together the necessary teams to capitalize on these opportunities, in expanding and optimizing our physical and personnel infrastructure, in developing collaborative networks, and in promoting our faculty for prestigious awards.

We have been active at the federal and provincial levels to ensure continued investment in SFU’s research enterprise. SFU continues to mobilize its Strategic Research Plan to capitalize on its strengths in independent scholarly efforts and in pan-disciplinary initiatives.

Our researchers are embedded in local, national, and international communities, investigating issues relevant to today’s societal and economic needs. We are preparing students for tomorrow’s challenges and career opportunities, and mobilizing next-generation models to transfer knowledge through the pipeline of ideas, to innovation, to commercialization.
Chemistry Building Renewal
As part of the SFU Renewal identified in the 5-year Capital Plan, the renovation and repurposing of the Chemistry wing of the Shrum Science Centre was started in 2009 and is expected to complete in Spring 2011.

Surrey Podium 2
SFU will increase its teaching and research capacity at the Surrey campus by replacing space on the 14th and 15th floors with the premium podium space. The project consists of two components: acquisition and fit out. The project was started in 2009 and is expected to complete in 2011.

Note: The capital cost includes the purchase price and the Knowledge Infrastructure Program funding amount.

Annual Capital Allowance
The provincial government provides funding for maintenance, renovations, and upgrade of buildings. The baseline funding of $6.6 million for previous years has been progressively reduced over the last several years. For 2011/12, it is projected to be $0.5 million. To cope with limited funding, required maintenance and upkeep will have to be deferred.
Ancillary Budgets
Residence and Housing (R&H) provides reasonable and affordable, short-term housing for students and groups. We foster transformative student experiences by collaboratively anticipating, facilitating, and providing services, programs and environments for student learning and success. During the fall and spring terms, R&H provides short-term housing to undergraduate and graduate students and in the summer term, R&H provides safe and comfortable accommodations to various groups, generally youth groups to fill a niche market.

R&H has been able to generate surplus revenues for the last three years as a result of ongoing operational efficiencies Residence Life and financial support through Student Services. The department has also made policy changes that help improve occupancy rates, which result in improved finances. At the moment R&H does not have a deferred maintenance fund and has been using operating expenses to fix maintenance issues that require immediate attention.

Strategic decisions will need to be made about deferred maintenance and long term strategic plans will be implemented to address housing needs of SFU students once a final decision has been made regarding future private partnerships.

2011/12 Strategic Priorities

- Maintain a minimum of 97% occupancy rate for all terms.
- Increase the number of guest bednights by 5% and increase hotel bednights by 5%.
- Add to stock of rentable properties. Expand housing services provided.
- Increase the average length of stay for residents while maintaining access levels for new students.
- Respond to offers in a timely manner that is conducive to students’ housing plans.
- Offer amenities and utilities that are both desired and needed by students and guests.

### RESIDENCE AND HOUSING

<table>
<thead>
<tr>
<th></th>
<th>Actual 2009/10</th>
<th>Budget 2010/11</th>
<th>Forecast 2010/11</th>
<th>Budget 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Services</td>
<td>13,677,341</td>
<td>13,766,596</td>
<td>13,689,393</td>
<td>13,713,652</td>
</tr>
<tr>
<td>Support from Operating Fund</td>
<td>823,915</td>
<td>1,435,000</td>
<td>1,435,000</td>
<td>2,077,000</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$14,501,257</strong></td>
<td><strong>$15,201,596</strong></td>
<td><strong>$15,124,393</strong></td>
<td><strong>$15,790,652</strong></td>
</tr>
<tr>
<td>Operating Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; benefits</td>
<td>954,673</td>
<td>1,107,227</td>
<td>1,165,508</td>
<td>1,221,271</td>
</tr>
<tr>
<td>Non-salary expenses</td>
<td>7,257,436</td>
<td>8,834,362</td>
<td>8,530,801</td>
<td>8,725,282</td>
</tr>
<tr>
<td>Debt servicing</td>
<td>4,564,115</td>
<td>4,887,215</td>
<td>4,886,930</td>
<td>4,887,314</td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>$12,776,224</strong></td>
<td><strong>$14,828,804</strong></td>
<td><strong>$14,583,239</strong></td>
<td><strong>$14,833,867</strong></td>
</tr>
<tr>
<td>Excess of revenue over expenses</td>
<td>$1,725,033</td>
<td>$372,792</td>
<td>$541,154</td>
<td>$956,785</td>
</tr>
<tr>
<td>Accumulated surplus (deficit), beginning of year</td>
<td>$(5,689,400)</td>
<td>$(5,574,773)</td>
<td>$(3,964,367)</td>
<td>$(3,423,214)</td>
</tr>
<tr>
<td>Accumulated surplus (deficit), end of year</td>
<td>$(3,964,367)</td>
<td>$(5,201,981)</td>
<td>$(3,423,214)</td>
<td>$(2,466,429)</td>
</tr>
</tbody>
</table>
The mission of the Bookstore is to supply new, used and custom course materials to students and faculty in support of the academic mission of SFU and to supply general reading books, technology products, stationery, clothing, gifts and memorabilia that supports and enhances the image of the University. The Bookstore is recognized as the official purveyor of course materials, general books, technology products, stationery, and SFU insignia clothing/gifts. The Bookstore operates as a self-funded and long-term sustainable business model that is profit generating and responsible for all current and future costs.

The SFU Bookstore operation consists of three physical stores in Burnaby, Surrey, and Vancouver as well as an internet presence of an e-Service store. The Burnaby location also contains a Tech Shop, Service Department and provides university banking services to campus departments. The customer base in order of volume is students, staff, faculty, lower mainland residents, visitors and tourists. Based on sales trends within the industry, we are expecting a decrease in Sales and Services by 3%.

### 2011/12 Strategic Priorities

- Continue integration of the Tech Shop within the Bookstore and make it more convenient for customers and better serve the needs of the SFU community.
- Improve inventory management by maintaining detailed and accurate data, taking advantage of new wireless technology, converting our existing website to focus more on sales than information and enhancing financial reporting.
- Reduce overall operating expenses by 3%.
- Re-capture and increase sales within our clothing, gifts, stationery and tech products divisions.

<table>
<thead>
<tr>
<th></th>
<th>Actual 2009/10</th>
<th>Budget 2010/11</th>
<th>Forecast 2010/11</th>
<th>Budget 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Services</td>
<td>14,008,967</td>
<td>18,295,000</td>
<td>16,117,858</td>
<td>15,704,300</td>
</tr>
<tr>
<td>Less: Cost of Goods Sold</td>
<td>10,358,467</td>
<td>14,396,000</td>
<td>12,483,633</td>
<td>12,061,211</td>
</tr>
<tr>
<td><strong>Gross Revenues</strong></td>
<td><strong>$3,650,500</strong></td>
<td><strong>$3,899,000</strong></td>
<td><strong>$3,634,225</strong></td>
<td><strong>$3,643,089</strong></td>
</tr>
<tr>
<td>Other Revenues</td>
<td>95,026</td>
<td>95,000</td>
<td>160,250</td>
<td>128,250</td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>$3,421,800</strong></td>
<td><strong>$3,994,000</strong></td>
<td><strong>$3,554,736</strong></td>
<td><strong>$3,441,657</strong></td>
</tr>
<tr>
<td><strong>Excess of revenue over expenses</strong></td>
<td><strong>$323,726</strong></td>
<td>-</td>
<td><strong>$239,739</strong></td>
<td><strong>$329,682</strong></td>
</tr>
<tr>
<td>Accumulated surplus (deficit), beginning of year</td>
<td>$1,685,806</td>
<td>$1,936,271</td>
<td>$2,009,532</td>
<td>$2,249,271</td>
</tr>
<tr>
<td>Accumulated surplus (deficit), end of year</td>
<td>$2,009,532</td>
<td>$1,936,271</td>
<td>$2,249,271</td>
<td>$2,578,953</td>
</tr>
</tbody>
</table>
Document Solutions provides end-to-end printing and document solution service to all 3 campuses and some non-profit organizations. The mission of Document Solutions is to provide all document and digital media communication needs for SFU, so that SFU can operate its core business effectively and efficiently. The primary purpose is to support the educational environment in production of learning material and educational support materials for the entire SFU operation.

Currently, the printing industry is declining and exceedingly competitive. One of the main reasons for the decline in Document Solutions’ revenues is the increased use of digital media.

Document Solutions is meeting the industry challenges by using the most appropriate technology available to provide creative and cost-effective solutions. Part of the strategy is to diversify and provide more services and focus on promoting new product lines that bring new benefits and satisfy SFU’s document requirements.

Some previously undeveloped and exciting new products are Variable Data Printing, Scanning Services, Large Format, Screen Printing and Book on Demand. In support of SFU’s efforts to Go Green, Scanning and Document Management will be the most promising products of the future.

2011/12 Strategic Priorities
Document Solutions’ strategy will be to focus on cost efficiency and new products. The steps to be taken to achieve the objective are:

- To restructure work processes, automate where possible, and reorganize the department where necessary.
- Introduce new products, which will cater to the new demand caused by the void created by declines in printing. These new products are expected to improve the creativity, efficiency and productivity of SFU. This strategy is expected to turn around the decline in revenue starting from year 2010/11.
- Increase marketing activities to raise awareness of new products.

### DOCUMENT SOLUTIONS

<table>
<thead>
<tr>
<th></th>
<th>Actual 2009/10</th>
<th>Budget 2010/11</th>
<th>Forecast 2010/11</th>
<th>Budget 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales &amp; Services</td>
<td>2,842,885</td>
<td>2,800,000</td>
<td>2,307,554</td>
<td>1,804,082</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$2,842,885</td>
<td>$2,800,000</td>
<td>$2,307,554</td>
<td>$1,804,082</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; benefits</td>
<td>960,622</td>
<td>946,756</td>
<td>872,893</td>
<td>763,518</td>
</tr>
<tr>
<td>Non-salary expenses</td>
<td>1,547,224</td>
<td>1,624,899</td>
<td>1,151,087</td>
<td>971,563</td>
</tr>
<tr>
<td>Debt servicing</td>
<td>203,528</td>
<td>203,528</td>
<td>590,128</td>
<td>0</td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>$2,711,374</td>
<td>$2,775,183</td>
<td>$2,614,109</td>
<td>$1,735,082</td>
</tr>
<tr>
<td>Excess of revenue over expenses</td>
<td>$131,511</td>
<td>$24,817</td>
<td>$(306,555)</td>
<td>$69,000</td>
</tr>
<tr>
<td>Accumulated surplus (deficit), beginning of year</td>
<td>$185,355</td>
<td>$217,302</td>
<td>$316,866</td>
<td>$10,311</td>
</tr>
<tr>
<td>Accumulated surplus (deficit), end of year</td>
<td>$316,866</td>
<td>$242,119</td>
<td>$10,311</td>
<td>$79,311</td>
</tr>
</tbody>
</table>
The Parking Services Department is committed to being responsive to our community in the delivery of quality services. Together with the five major user groups of parking on campus: faculty, staff, students, departments, and visitors, we strive to provide the necessary parking services to support the day-to-day operations, activities, and events of our overall community.

Parking Services strives to ensure that all our policies, regulations, and decisions embody the concepts of fairness and consistency. We want to ensure the long term sustainability of parking through the development and maintenance of facilities. We balance supply and demand while ensuring the long term financial stability of the operation through a fee structure that generates revenues sufficient for operational, maintenance, and current and future capital costs.

SFU is committed to providing the campus community with affordable parking choices and to this end we provide various options at different price levels. Pricing of campus parking is consistent with market rates and other post secondary institutions.

**2011/12 Strategic Priorities**
- Update the Parking Management Plan as per the Board’s suggestion.
- Adapt to the new UPass structure.
- Implement the 2008 Auditor’s recommendations to promote fair and consistent pricing for event and department parking.
- Continue to investigate ways to generate parking revenue from outside our community.
- Continue to implement sustainable parking options including upgrading the Convocation Mall Parkade (Phase 1) and West Mall Visitor Parkade (Phase 2) to LED lighting.
- Investigate the feasibility of constructing a parking structure on SFU land to address the spaces lost to current and future development.
- Incorporate the management of parking in Discovery Parks into the overall management of parking on campus.
- Update parking website and increase communication through the possible use of social media.

### Parking Services

#### PARKING SERVICES

<table>
<thead>
<tr>
<th></th>
<th>Actual 2009/10</th>
<th>Budget 2010/11</th>
<th>Forecast 2010/11</th>
<th>Budget 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Services</td>
<td>4,270,495</td>
<td>4,381,727</td>
<td>3,969,923</td>
<td>4,163,827</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>159,870</td>
<td>172,946</td>
<td>172,946</td>
<td>183,435</td>
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<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$4,430,366</strong></td>
<td><strong>$4,554,673</strong></td>
<td><strong>$4,142,869</strong></td>
<td><strong>$4,347,262</strong></td>
</tr>
</tbody>
</table>

**Operating Expenses**

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Budget</th>
<th>Forecast</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; benefits</td>
<td>827,983</td>
<td>913,302</td>
<td>830,925</td>
<td>384,106</td>
</tr>
<tr>
<td>Non-salary expenses</td>
<td>1,128,054</td>
<td>1,450,521</td>
<td>1,172,867</td>
<td>1,373,777</td>
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<tr>
<td>Debt servicing</td>
<td>699,612</td>
<td>699,612</td>
<td>699,612</td>
<td>641,311</td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>$2,655,649</strong></td>
<td><strong>$3,063,435</strong></td>
<td><strong>$2,703,404</strong></td>
<td><strong>$2,399,193</strong></td>
</tr>
</tbody>
</table>

**Excess of revenue over expenses**

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Budget</th>
<th>Forecast</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Contribution</td>
<td>$1,774,716</td>
<td>$1,491,238</td>
<td>$1,439,465</td>
<td>$1,948,069</td>
</tr>
<tr>
<td>Accumulated surplus (deficit), beginning of year</td>
<td>$3,982,609</td>
<td>$4,166,310</td>
<td>$4,585,870</td>
<td>$4,741,372</td>
</tr>
<tr>
<td>Accumulated surplus (deficit), end of year</td>
<td>$4,585,870</td>
<td>$4,339,100</td>
<td>$4,741,372</td>
<td>$5,072,774</td>
</tr>
</tbody>
</table>
MEETING, EVENT AND CONFERENCE SERVICES

Effective November 1st 2010, the reporting relationship for Meeting, Event and Conference Services (MECS) was transferred from the Operating Fund to the Ancillary Services Fund. The key objectives of this change are to better utilize the University’s physical resources as well as support MECS’ focus on generating additional revenues.

MECS services both the Vancouver and Burnaby campus event needs. It operates in the four distinct buildings on the downtown campus, including the newly opened Goldcorp Centre for the Arts. The Burnaby campus office operates as the University conference office, where events and conferences are managed from preliminary budgets, logistics, off-site events and transportation as well as on-line registration.

By marketing MECS as a single entity we are able to create a single message to our target audience that we have a one-stop shop for all services. By centralizing the administration of this department, we achieve a strong department that is able to provide consistent standards across the Vancouver and Burnaby campus.

The Morris J Wosk Centre for Dialogue is BC’s only accredited member of the International Association of Conference Centres, a standard of quality recognized by leading businesses and decisions-makers around the world. The Centre for Dialogue is a purpose built facility, providing the perfect backdrop for fostering creativity, imagination and learning.

2011/12 Strategic Priorities

- Complete the re-organization of MECS into an Ancillary Service and change in reporting structure from the Vancouver Campus to the Burnaby Campus.
- Increase Vancouver room rental sales by 15%.
- Better manage space in Burnaby to increase sales and the services.
- Become compliant with Payment Card Industry standards to manage credit card information.
- Implement an on-line calendar for internal users to access.

### Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Services</td>
<td>4,666,600</td>
</tr>
<tr>
<td>Other Income</td>
<td>1,952,600</td>
</tr>
<tr>
<td><strong>Gross Revenues</strong></td>
<td><strong>$6,619,200</strong></td>
</tr>
<tr>
<td>Operating Expenses</td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; benefits</td>
<td>1,595,702</td>
</tr>
<tr>
<td>Non-salary expenses</td>
<td>3,369,050</td>
</tr>
<tr>
<td>Debt servicing</td>
<td>400,000</td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>$5,364,752</strong></td>
</tr>
<tr>
<td>Excess of revenue over expenses</td>
<td><strong>$1,254,448</strong></td>
</tr>
<tr>
<td>Operating Contribution</td>
<td>$1,390,441</td>
</tr>
<tr>
<td>Accumulated surplus (deficit), beginning of year</td>
<td></td>
</tr>
<tr>
<td>Accumulated surplus (deficit), end of year</td>
<td><strong>$(135,993)</strong></td>
</tr>
</tbody>
</table>
Dining Services

The University engages the services of Chartwells College and University Dining Services to provide food, beverage and related services on the Burnaby Mountain campus through four primary food outlets: McKenzie cafeteria, the Diamond Alumni Club (DAC), White Spot Triple O’s, and Tim Horton’s in the old Raven’s café. In addition, Chartwells provides food services to the Residence Dining Hall, operates the Simon C’s convenience store, and offers catering services to the University campus for small informal meetings or full-service banquets. Annual sales to the University community are approximately $7 million.

SFU was the first University awarded the designation of “Ocean Wise”. This designation is a North America wide endeavor by the international aquariums. It is earned by changing and adapting to the needs of fish species and by the way in which those fish are caught.

Chartwells is committed to reducing their carbon footprint. All take-out boxes and cutlery are compostable and they worked with suppliers to eliminate more that 390 deliveries to the University. They also closed one of the kitchens and are producing all of the hot food from the Mackenzie cafe.
Appendices
# Appendix I: Restated 2010/11 Budget

<table>
<thead>
<tr>
<th>Board Approved (a)</th>
<th>Revised Board (b)</th>
<th>Carry Forward Approved (c)</th>
<th>Fiscal Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carry Forward to 2010/11</strong></td>
<td></td>
<td>$19,896</td>
<td>$19,896</td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Government Grants and Contracts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Province of British Columbia</td>
<td>219,748</td>
<td>241</td>
<td>219,989</td>
</tr>
<tr>
<td>Government of Canada</td>
<td>6,380</td>
<td>-</td>
<td>6,380</td>
</tr>
<tr>
<td>Other Government Grants</td>
<td>241</td>
<td>(241)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Government Grants &amp; Contracts</strong></td>
<td>226,370</td>
<td>-</td>
<td>226,370</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Courses</td>
<td>149,834</td>
<td>-</td>
<td>149,834</td>
</tr>
<tr>
<td>Non-Credit Courses</td>
<td>8,476</td>
<td>-</td>
<td>8,476</td>
</tr>
<tr>
<td>Other</td>
<td>9,718</td>
<td>-</td>
<td>9,718</td>
</tr>
<tr>
<td><strong>Total Tuition</strong></td>
<td>168,028</td>
<td>-</td>
<td>168,028</td>
</tr>
<tr>
<td><strong>Other Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts, non-government grants &amp; contracts</td>
<td>6,937</td>
<td>-</td>
<td>6,937</td>
</tr>
<tr>
<td>Sales of Services and Products</td>
<td>6,276</td>
<td>-</td>
<td>6,276</td>
</tr>
<tr>
<td>Investment Income</td>
<td>3,803</td>
<td>-</td>
<td>3,803</td>
</tr>
<tr>
<td>Miscellaneous Income</td>
<td>5,805</td>
<td>-</td>
<td>5,805</td>
</tr>
<tr>
<td><strong>Total Other Revenues</strong></td>
<td>22,821</td>
<td>-</td>
<td>22,821</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$417,219</td>
<td>-</td>
<td>$417,219</td>
</tr>
</tbody>
</table>

| **Expenses** | | | |
| **Salaries** | | | |
| Salaries - Academic | 132,897 | - | 132,897 | 2,280 | 135,177 |
| Salaries - Staff | 105,959 | - | 105,959 | 668 | 106,627 |
| Benefits | 56,551 | - | 56,551 | 56 | 56,607 |
| **Total Salaries & Benefits** | 295,407 | - | 295,407 | 3,004 | 298,411 |
| **Non-Salary Expenses** | | | |
| Other Operational Expenses | 45,483 | - | 45,483 | 2,930 | 48,413 |
| Scholarship, Fellowships & Bursaries | 18,114 | - | 18,114 | 1,691 | 19,805 |
| Renovations & Alterations | 12,446 | - | 12,446 | 2,423 | 14,869 |
| Materials & Supplies | 3,201 | - | 3,201 | 109 | 3,310 |
| Travel & Personnel Costs | 6,090 | - | 6,090 | 185 | 6,275 |
| Contract Services | 8,087 | - | 8,087 | 77 | 8,164 |
| Utilities | 7,260 | - | 7,260 | - | 7,260 |
| Professional Fees | 4,348 | - | 4,348 | 136 | 4,484 |
| Equipment, Rent & Maintenance | 3,168 | - | 3,168 | 849 | 4,017 |
| Communications | 1,464 | - | 1,464 | 265 | 1,729 |
| Debt Servicing | 12,153 | - | 12,153 | 525 | 12,678 |
| **Total Non-Salary Expenses** | 121,812 | - | 121,812 | 9,190 | 131,002 |
| **Total Expenses** | $417,219 | - | $417,219 | $12,194 | $429,413 |

| Surplus (Deficit) | | - | - | $7,702 | $7,702 |

**Notes:**
(a) Reflects the 2010/11 Budget approved by the Board on March 25, 2010.
(b) Adjustment to reflect funding received from provincial sources.
(c) Reflects 2010/11 Carry Forward Plan approved by the Board on May 27, 2010.
### Academic Plan

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a more navigable curriculum and improve course access</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science labs in Surrey</td>
<td>500,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Create multiple admission routes to attract a diverse student body</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for aboriginal students</td>
<td>350,000</td>
<td>350,000</td>
<td>350,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Increase our International, First Nations and interdisciplinary exposure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary teaching in environment</td>
<td>180,000</td>
<td>120,000</td>
<td>120,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Encourage greater financial efficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bridge to new budget process</td>
<td>1,000,000</td>
<td>666,666</td>
<td>333,334</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Diversify our pedagogy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating a culture of teaching and learning</td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Strategic Research Plan

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and retain outstanding students, research fellows and faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Scholarships</td>
<td>650,000</td>
<td>450,000</td>
<td>250,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undergraduate Research Scholarships</td>
<td>405,000</td>
<td>405,000</td>
<td>405,000</td>
<td>405,000</td>
<td>405,000</td>
</tr>
</tbody>
</table>

### University Planning Framework

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote teaching excellence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Technology Renewal</td>
<td>360,000</td>
<td>360,000</td>
<td>80,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Strengthen and leverage our infrastructure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web Content Management</td>
<td>220,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>System Upgrade</td>
<td>435,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Total** $4,300,000 $2,551,666 $1,738,334 $405,000 $405,000
## Appendix III: Undergraduate Tuition Fees

### UNDERGRADUATE - DOMESTIC

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee Unit</th>
<th>2010/11</th>
<th>2011/12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal &amp; Course Challenge</td>
<td>BASIC - Credit Hour</td>
<td>$160.50</td>
<td>$163.80</td>
<td>2.1%</td>
</tr>
<tr>
<td>Co-op Practicum</td>
<td>Semester</td>
<td>$678.80</td>
<td>$692.40</td>
<td>2.0%</td>
</tr>
<tr>
<td>200/300/400 Faculty of Business^1</td>
<td>PREMIUM - Credit Hour</td>
<td>$214.00</td>
<td>$218.40</td>
<td>2.1%</td>
</tr>
<tr>
<td>200/300/400 Engineering Science^2</td>
<td>PREMIUM - Credit Hour</td>
<td>$176.60</td>
<td>$180.20</td>
<td>2.0%</td>
</tr>
<tr>
<td>200/300/400 Computing Science^3</td>
<td>PREMIUM - Credit Hour</td>
<td>$168.60</td>
<td>$172.00</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

### Notes:
1. The differential fee rate for Business is 33.33% of the basic fee rate.
2. The differential fee rate for Engineering Science is 10% of the basic fee rate.
3. The differential fee rate for Computing Science is 5% of the basic fee rate.

### UNDERGRADUATE - INTERNATIONAL

#### International "A": Entered SFU on September 1, 2003 or later

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee Unit</th>
<th>2010/11</th>
<th>2011/12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal &amp; Course Challenge^1</td>
<td>Credit Hour</td>
<td>$527.20</td>
<td>$530.50</td>
<td>0.6%</td>
</tr>
<tr>
<td>Co-op Practicum</td>
<td>Semester</td>
<td>$678.80</td>
<td>$692.40</td>
<td>2.0%</td>
</tr>
<tr>
<td>200/300/400 Faculty of Business^1</td>
<td>Credit Hour</td>
<td>$580.70</td>
<td>$585.10</td>
<td>0.8%</td>
</tr>
<tr>
<td>200/300/400 Engineering Science^1</td>
<td>Credit Hour</td>
<td>$543.30</td>
<td>$546.90</td>
<td>0.7%</td>
</tr>
<tr>
<td>200/300/400 Computing Science^1</td>
<td>Credit Hour</td>
<td>$535.30</td>
<td>$538.70</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

#### International "B": Entered SFU on August 31, 2003 or earlier

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee Unit</th>
<th>2010/11</th>
<th>2011/12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal &amp; Course Challenge^2</td>
<td>Credit Hour</td>
<td>$481.40</td>
<td>$491.10</td>
<td>2.0%</td>
</tr>
<tr>
<td>Co-op Practicum</td>
<td>Semester</td>
<td>$678.80</td>
<td>$692.40</td>
<td>2.0%</td>
</tr>
<tr>
<td>200/300/400 Faculty of Business^2</td>
<td>Credit Hour</td>
<td>$534.80</td>
<td>$545.50</td>
<td>2.0%</td>
</tr>
<tr>
<td>200/300/400 Engineering Science^2</td>
<td>Credit Hour</td>
<td>$497.40</td>
<td>$507.40</td>
<td>2.0%</td>
</tr>
<tr>
<td>200/300/400 Computing Science^2</td>
<td>Credit Hour</td>
<td>$489.40</td>
<td>$499.20</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

### Notes:
1. The fee rates for international "A" students are determined by applying a $11,000 premium over the domestic rates, assuming 30 credits per year.
2. The fee rates for international "B" students are determined by applying a 2% increase over the 2009/10 fee rates.

### Notes:
(a) Fees are rounded up to the nearest $0.10.
(b) Audit fees per credit are one-half the applicable fee.
## Appendix IV: Graduate Tuition Fees

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Fee Unit</th>
<th>2010/11</th>
<th>2011/12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Fee</td>
<td>Semester</td>
<td>$1,597.00</td>
<td>$1,629.00</td>
<td>2.0%</td>
</tr>
<tr>
<td>Continuing Fee</td>
<td>Semester</td>
<td>$798.50</td>
<td>$814.50</td>
<td>2.0%</td>
</tr>
<tr>
<td>On-Leave Fee</td>
<td>Semester</td>
<td>$199.70</td>
<td>$203.70</td>
<td>2.0%</td>
</tr>
<tr>
<td>Graduate Co-op Program practicum</td>
<td>Semester</td>
<td>$678.80</td>
<td>$692.40</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>SPECIALTY PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Applied Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computing Science, Course-based MSc</td>
<td>Credit Hour</td>
<td>n/a</td>
<td>$451.00</td>
<td>n/a</td>
</tr>
<tr>
<td>Computing Science, Dual Degree MSc</td>
<td>Credit Hour</td>
<td>n/a</td>
<td>$451.00</td>
<td>n/a</td>
</tr>
<tr>
<td>Master of Engineering</td>
<td>Credit Hour</td>
<td>$451.00</td>
<td>$451.00</td>
<td>0.0%</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Liberal Studies</td>
<td>Credit Hour</td>
<td>$151.10</td>
<td>$154.20</td>
<td>2.1%</td>
</tr>
<tr>
<td>Public Policy Program [MPP]</td>
<td>Credit Hour</td>
<td>$222.30</td>
<td>$226.80</td>
<td>2.0%</td>
</tr>
<tr>
<td>Graduate Diploma in Urban Studies</td>
<td>Credit Hour</td>
<td>$259.00</td>
<td>$264.20</td>
<td>2.0%</td>
</tr>
<tr>
<td>Master of Urban Studies (MUrb)</td>
<td>Credit Hour</td>
<td>$259.00</td>
<td>$264.20</td>
<td>2.0%</td>
</tr>
<tr>
<td>Beedie School of Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive MBA</td>
<td>Semester</td>
<td>$9,500.00</td>
<td>$9,500.00</td>
<td>0.0%</td>
</tr>
<tr>
<td>MBA</td>
<td>Credit Hour</td>
<td>$600.00</td>
<td>$600.00</td>
<td>0.0%</td>
</tr>
<tr>
<td>Management of Technology MBA</td>
<td>Credit Hour</td>
<td>$574.10</td>
<td>$585.60</td>
<td>2.0%</td>
</tr>
<tr>
<td>Graduate Diploma in Business</td>
<td>Credit Hour</td>
<td>$584.00</td>
<td>$595.70</td>
<td>2.0%</td>
</tr>
<tr>
<td>Master of Financial Risk Management</td>
<td>Credit Hour</td>
<td>$569.00</td>
<td>$580.40</td>
<td>2.0%</td>
</tr>
<tr>
<td>Faculty of Communication, Art &amp; Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publishing Program [MPub]</td>
<td>Credit Hour</td>
<td>$306.00</td>
<td>$312.20</td>
<td>2.0%</td>
</tr>
<tr>
<td>Master of Digital Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic students</td>
<td>Semester</td>
<td>$9,360.96</td>
<td>$9,548.20</td>
<td>2.0%</td>
</tr>
<tr>
<td>International students</td>
<td>Semester</td>
<td>$14,360.96</td>
<td>$14,648.20</td>
<td>2.0%</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Education [MEd], Educational Practice and Off-campus</td>
<td>Semester</td>
<td>$2,534.00</td>
<td>$2,584.70</td>
<td>2.0%</td>
</tr>
<tr>
<td>Master of Education [MEd], International Cohorts</td>
<td>Semester</td>
<td>$6,224.00</td>
<td>$6,348.50</td>
<td>2.0%</td>
</tr>
<tr>
<td>Doctor of Education [EdD]</td>
<td>Semester</td>
<td>$4,177.10</td>
<td>$4,260.70</td>
<td>2.0%</td>
</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>Credit Hour</td>
<td>$262.60</td>
<td>$267.90</td>
<td>2.0%</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Global Health</td>
<td>Credit</td>
<td>$252.40</td>
<td>$257.50</td>
<td>2.0%</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>Credit</td>
<td>$252.40</td>
<td>$257.50</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

**ADDITIONAL FEE INFORMATION:**

(a) Fees are no longer grand-parented for cohorts starting Fall 2009 (Summer 2008 for Education). Students admitted prior to this should check with their programs to see if they qualify for grand-parented fees. The Master of Digital Media program, which currently has grand-parented fees, is exempt.

(b) Non-degree, exchange and qualifying students will pay whatever the rate is for the courses in which they enrol. [i.e. Undergraduate $163.80 or premium fee if applicable; GRAD $245.70 or premium if applicable].

(c) Continuing fees are set at 50% of the rate for the student’s program. This excludes the Executive MBA program, which charges the same continuing fee as research programs.

(d) Audit fees are set at 50% of the rate for the courses in which the student enrols.

(e) Graduation fee is $12/semester for three semesters.
# Appendix V: Student Service and Recreation-Athletics Fees

<table>
<thead>
<tr>
<th>Fee Unit</th>
<th>2010/11</th>
<th>2011/12</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Fee</td>
<td>Semester</td>
<td>$39.39</td>
<td>$40.18</td>
</tr>
<tr>
<td>Full Time Recreation-Athletics Fee</td>
<td>Semester</td>
<td>$65.65</td>
<td>$66.96</td>
</tr>
<tr>
<td>Part Time Recreation-Athletics Fee</td>
<td>Semester</td>
<td>$32.82</td>
<td>$33.48</td>
</tr>
</tbody>
</table>