President’s Briefing Book

VPA Portfolio

Submissions by: VPA Areas
Prepared by: Anita Stepan
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1 FOREWORD

The Faculties, Support Areas, Vancouver and Surrey Campus and the Administrative Areas were provided with partially completed templates and asked to complete their respective summaries. What follows are their submissions.

Note: only minor edits to the actual content were made.
2 VPA PORTFOLIO SUMMARY

2.1 Introduction

Vice-President Academic and Provost – Dr. Jonathan Driver
(Term of appointment: September 1, 2008 – August 31, 2013)

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 strengths, support of graduate students, and collaboration with Vice-President Research.

Associate Vice-President Academic and Associate Provost – Dr. William R. Krane
(Term of appointment: September 1, 2007 – August 31, 2012)

The Associate Vice-President, Academic and Associate Provost’s (AVPA) portfolio includes a diverse set of responsibilities which focus principally on strategic planning and infrastructure development. Specifically, the AVPA provides leadership and oversight in the areas of academic planning and evaluation, academic space planning and development, teaching and learning infrastructure and development, and IT services (the latter jointly with the Vice-President, Finance and Administration).

2.2 Portfolio Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>$286,913,224</td>
<td>79%</td>
<td>21%</td>
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2.3 Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice-President, Academic &amp; Provost</td>
<td>Jonathan Driver</td>
</tr>
<tr>
<td>Assoc. Vice-President, Acad. &amp; Associate Provost</td>
<td>William R. Krane</td>
</tr>
<tr>
<td>Director, University Curriculum &amp; Institutional Liaison</td>
<td>Sarah Dench</td>
</tr>
<tr>
<td>Director, Financial and Budget Administration</td>
<td>Anita Stepan</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Jan Sanderson</td>
</tr>
<tr>
<td>Director, Academic Planning</td>
<td>Glynn Nicholls</td>
</tr>
<tr>
<td>Director, Office of Aboriginal Peoples</td>
<td>William G. Lindsay</td>
</tr>
</tbody>
</table>
2.4 Direct Reports to VPA

- AVPA, AVPS&I, Faculty Deans, Dean of Continuing Studies, Dean of Graduate Studies, Campus Executive Directors (see separate summaries for each of these plus FIC and Office of Aboriginal Peoples)

2.5 Direct Reports to AVPA

- Director of IRP, Director of LIDC, Director of OFFA, Director of Academic Planning & Budgeting, Chief Information Officer (jointly with the Vice-President Finance and Administration). See separate summaries for IRP, LIDC, & OFFA.

2.6 Roles & Responsibilities – VPA Office

*The VPA is responsible for:*
- Eight faculties
- Three campuses
- Student Services
- Graduate Studies
- Continuing Studies

*The AVPA is responsible for:*
- Academic Planning
- External Reviews
- Institutional Research and Planning
- Learning and Instructional Development Centre (includes Teaching and Learning)
- Academic Space / Facilities
- Information technology

*The Director, University Curriculum and Institutional Liaison:*
- Provides leadership on the development and implementation of new curriculum initiatives and relationships with partner institutions
- The UCIL office also manages the Senate Committee on University Priorities, provides liaison with Fraser International College, and coordination of the Degree Quality Assessment process for SFU
The Director, Financial Budget and Administration:

- Provides expertise on and support for financial and budget related issues within the VPA Office and to areas within the VPA Portfolio
- Develops the annual faculty renewal plan, with primary responsibility for position tracking and budgeting
- Position management
- Provides advice for the effective management of the academic salary base

The Director, Administration is responsible for:

- Manages the recruitment and selection processes of all 10 Deans, 2 Associate Vice-Presidents and several senior academic positions that report the Vice-President, Academic
- Prepares and disseminates communication on behalf of the Vice-President, Academic
- Provides administrative support to a variety of committees chaired by or operating under the auspices of the VPA, including Deans’ Council, the Senate Committee on Enrollment Management and Planning, and the Chairs/Directors group

The Director, Academic Planning:

- Provides planning services and support for the various academic operations of the University
- Coordinates the Accreditation project
- Manages External Reviews

2.7 Number of Staff in VPA Office

<table>
<thead>
<tr>
<th>09/10 Faculty</th>
<th>09/10 Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
2.8 Strategic Priorities:

- Begin implementing 3 year Academic Plan 2010-2013 focusing on student experience and teaching & learning in a research-intensive university
- Secure commitment for new Surrey FTEs
- Meet enrolment plan targets for 2010-11 and develop strategic enrolment management process
- Work more closely with Deans and Chairs to better align budget and planning
- Progress/completion of major capital plans and associated academic programs at three campuses
- Review and implement recommendations of Teaching and Learning Task Force
- Review and restructure support for Teaching and Learning
- Investigate prospects for new professional programs (medical school and law school)

2.9 Strategic Research Priorities

- Support Strategic Research Plan
- Prioritize research initiatives that complement teaching programs
- Prioritize interdisciplinary research
- Support development and maintenance of research facilities
- Review Canada Research Chair allocations
- Support a limited number of new research initiatives (see Faculty plans)
3 FAS

3.1 Introduction

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 and over 450 graduate students are enrolled in FAS. Co-op is mandatory for engineering students and the majority of computing science students enroll 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.

3.2 Faculty Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,197,955</td>
<td>93%</td>
<td>7%</td>
</tr>
</tbody>
</table>

3.3 Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Nimal Rajapakse</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Rob Cameron</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Amanda Woodhall</td>
</tr>
</tbody>
</table>

3.4 Number of Faculty and Staff (09/10)

<table>
<thead>
<tr>
<th>09/10 Faculty</th>
<th>09/10 Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>52</td>
<td>150</td>
</tr>
</tbody>
</table>
3.5 Strategic Priorities:

- Complete the development of Mechatronics and Software Systems programs at the Surrey Campus
- Review Undergraduate curricula in Burnaby and strengthen experiential learning
- Increase research funding, pursue major CFI/NSERC projects and strengthen the graduate program and student experience
- Develop program to enhance professional skills development and entrepreneurship opportunities for students
- Research in energy/environmental technologies, intelligent systems, visualization and imaging, social networking, databases and data mining, communications and biomedical technologies and health informatics

3.6 Primary Goals (not broad based that may apply to all Faculties)

- To provide the best student experience in computing science and engineering through innovative curricula, professional development activities and research
- To attract the best people to the Faculty and actively foster their growth and success through mentoring, reward of merit, collaboration, community building and partnerships
- To pursue excellence in research and industrial interaction and be a leader in commercialization of research and entrepreneurship
- To strategically manage and increase resources to support the core mission

3.7 Long Term Goals

- Substantially enrich student experience through professional skills development, international exchanges and experiential learning opportunities
- Develop the Energy Systems Engineering program at Surrey and fulfill the goals of the LOI between the City of Surrey, SFU and Powertech
- Develop the biomedical engineering and health informatics graduate programs
- Increase research funding, research impact and interdisciplinary research activities
- Substantially strengthen relationships with industry, technology organizations and businesses, alumni and broader community
3.8 Issues & Challenges

- Lack of seed funding for curriculum innovation, student experience enrichment and strategic research initiatives
- Maintenance and renewal of undergraduate laboratory equipment
- Lack of support staff to develop stronger ties to industry and external community
- Budgetary and space constraints with respect to the expansion of SFU Surrey programs
- Recruitment of top-notch graduate students due to limited TA funding and top-up awards for national scholars

3.9 High Profile Examples of Major Outreach Activities to the Broader Community

- A letter of intent focusing on the clean energy technology has been signed with the City of Surrey, SFU and Powertech, with FAS taking the lead role on behalf of SFU
- Close relationship with BC Innovation Council to promote student entrepreneurship activities
- Strong collaboration with industry and external organizations (e.g. Sierra Wireless Chair in communications and grants from Ballard, Westport, MDA, IBM, Google, RCMP, hospitals, etc)
- Alumnus won SFU internal competition for the NSERC Innovation Challenge Award in 2010
- Took a leadership role in establishing the Vancouver Institute of Visual Analytics in 2010
- Outreach programs that target ages 8 to 18, including targeted female student programming
- Typically placed in the top 10 in the annual World ACM Programming contest, Pacific Northwest Region
4 FASS

4.1 Introduction

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 Masters in Public Policy. FASS taught 8,137 AFTE Undergraduate (39% of total) and 709 AFTE graduate students (21%) in 2009. 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.

4.2 Faculty Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
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<tr>
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4.3 Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean (pro tem)</td>
<td>John Craig</td>
</tr>
<tr>
<td>Associate Dean, Academic Programs and Student Issues</td>
<td>Paul Budra</td>
</tr>
<tr>
<td>Associate Dean, Arts &amp; Social Sciences at SFU Surrey and Strategic Enrolment Management</td>
<td>Jane Fee</td>
</tr>
<tr>
<td>Associate Dean, Resources &amp; External Relations / Research, Policy, Study Leaves, Communications</td>
<td>Paul McFetridge</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>Judith Phillips</td>
</tr>
<tr>
<td>Director, Finance</td>
<td>Bonnie Yeung</td>
</tr>
<tr>
<td>Director, Human Resources &amp; Curriculum</td>
<td>Diane Gibson</td>
</tr>
</tbody>
</table>

4.4 Number of Faculty and Staff (09/10)

<table>
<thead>
<tr>
<th>09/10 Faculty</th>
<th>09/10 Staff</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>323</td>
<td>104</td>
<td>427</td>
</tr>
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</table>

4.5 Strategic Priorities:

- Establish First Nations as a department
- Create a School of Public Policy
- Develop Multi-disciplinary Applied Ethics program
- Explore growth at Surrey
• Develop Cybercrime program
• Close the existing Kamloops program
• Streamline curricula
• Use Arts Central as a model of integrated advising services for Students; examine all Arts co-op, internships, field schools and community-based learning opportunities to better promote as experiential learning programs
• Develop a retention and program enhancement strategy for international students
• Develop a plan to deal with course availability, including reserves and waitlists
• Actively participate in Strategic Enrolment Management activities
• Maintain research excellence in terms of numbers of grants received per capita
• Continue to develop a lively, interactive and informative website; develop student promotional materials and web presence
• Ensure FASS events are promoted to a broader community; Develop strategies to expedite communications among the 3 campuses
• Inventory, promote, and celebrate multiple way FASS faculty and students interact with the larger community

4.6 Primary Goals (not broad based that may apply to all Faculties)

The Primary goals for FASS are to produce research that is transformative to our disciplines and our society, to inspire deep learning in our student and engagement with the disciplines and when appropriate interdisciplinary areas, and to engage with our multi-various communities in a meaningful and substantive way

Internationalization:
• Streamline operations in English Bridge Program and other associated ESL programs (PAS, and AES), increase number of students in these programs
• Encourage diverse students including lifelong learners by cooperating with SFU Now program to increase enrolment
• Participate in health, environment, and internationalization through programs such as Philosophy, Psychology, Gerontology, Sociology, and Anthropology, Archaeology, Urban Studies, History, International Studies, and World Literature
• Student success, retention, etc
• Contribute to university-wide process through representation of SEMPC; working through recommendations of SEMPC at Faculty level
• Push for changes in how central SEM units interact with FASS and other Faculties
• Refine enrolment planning with Faculty

Research:
• Continue to facilitate grant applications to maintain and improve success rates
4.7 Long Term Goals

- Maintain FASS excellence in teaching by retaining and hiring excellent scholars and committed teachers
- Celebrate excellence in teaching through FASS teaching award; develop a culture that encourages discussion of and improvement of teaching
- Continue to attract and retain high quality and diverse body of students
- Respond to student interest and changing disciplinary imperatives by continuing to provide the largest suite of programs at SFU, including programs targeted towards adult learners, such as GLS, MATE, SFU Now
- Use our new partnership program with Douglas College as a model for partnerships with other BC and Canadian colleges
- Position FASS at the Surrey campus to take advantage of the huge potential as a central of innovation of the South Fraser region
- Continue to provide opportunities for interdisciplinary research
- Develop selected research opportunities in areas of importance to the university as a whole. For example, applied ethics is an area needed for our students and our society, including in the areas of health and environment. SFU does not have a focused program in this area although it could be an important point of contact with the Faculties of Health Science and Environment

4.8 Issues & Challenges

- Budget constraints and cuts put the already insufficiently resourced programs into jeopardy
- Non-strategic retirements and budget cuts have created holes in departmental offerings which limit departments’ ability to maintain their national and international status
- SFU does not have a robust language training program. We do not have language degree programs (with the exception of French) and we have not come to terms with the particular language needs and desires of the student demographic we serve. How language programs articulate with other programs across campus has not been sufficiently explored
- The Public Policy Program is a gem, but lacks profile both internally and externally. It began as an innovative program, first in the west, but through lack of investment, it has been surpassed by the University of Calgary. Even more important, this is a program that has major importance for our strategic areas of health and environment. Without proper profile, the new faculties may not realize the strength we already have in that area
- FASS program offerings at the Surrey campus need to be expanded at both the graduate and undergraduate levels, without further influx of funding
• Staffing levels are very low, particularly in the areas of fundraising, IT support, grants facilitation, student advising. FASS has the lowest staff to FTTE ratio in the university. Some departments have trouble keeping up with the daily operations
• Course access is a major problem for students and one that will not have a simple solution
• Increasing international student number make particular demands on some disciplinary areas, demands we cannot meet with present resources
• As class sizes continue to grow and the traditional tutorials disappear, faculty will have less opportunity for interaction with excellent students. New pedagogy will need to be developed, both to deal with diminishing resources and the millennial student
• Cost of doing research: significant research monies, such as LEEF Chairs, CRCs, and Endowed Chairs carry with them obligations to further expenditure. This results in diminished teaching capacity, both because these chairs seldom teach a full load and because the cost of supporting them must take the place of junior hires

4.9 High Profile Examples of Major Outreach Activities to the Broader Community

• Lecture series “Psych in the City” (a yearly series of popular lectures sponsored by the Psychology Department)
• ‘The Bard Explained’, a lecture series on Shakespeare, reaches thousands of people in the Vancouver area
• FASS departments sponsor hundreds of public lectures, including the BMO Public lectures in Economics and the Mirhady Annual Lecture in Iranian culture
• FASS faculty, department, centre and institutes organize dozens of national and international scholarly conferences each year
• The David Lam Centre has significant outreach to the Chinese community through conferences, lectures, and events
• FASS researchers have significant media presence and are called upon as experts in court and legislative and parliamentary committees, for example: Rob Gordon and Neil Boyd in Criminology, Andre Gerylamatos in Hellenic Studies; Jon Kesselman in Public Policy
• FASS provides community-based learning (e.g. in Sociology and Anthropology), practicum (e.g. in Criminology) and internships to our co-op students
• Provide academic preparation for international students through the English Bridge program and EBP’s programs at Fraser International College
• We have a strong interconnection with the community, both through disciplines of particular applied importance, such as Criminology, Psychology, Gerontology, Public Policy and Urban Studies, and through interactive cultural research and outreach in areas such as English, Gender, Sexuality, and Women’s Studies, Graduate Liberal Studies and Archaeology

• FASS is the largest contributor to the SFU NOW program for adult learners; in conjunction with Continuing Studies, has the only program for adult learners at SFU that recognizes prior learning assessment (ISP)
5 FCAT

5.1 Introduction

The Faculty of Communication, Art, and Technology (FCAT), a new faculty established at Simon Fraser University in April 2009, offers what may be the broadest range of degrees and programs at SFU in its five units, which include the Schools of Communication, Interactive Arts & Technology, and Contemporary Arts, as well as a Masters of Publishing Program, and TechOne, a first-year cohort program. It also hosts the Masters 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.

5.2 Faculty Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
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<tbody>
<tr>
<td>$15,790,228</td>
<td>94%</td>
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5.3 Administrators

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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Dean</td>
<td>Cheryl Geisler</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Alison Beale</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Joe Van Snellenberg</td>
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</table>

5.4 Number of Faculty and Staff (09/10)

<table>
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<tr>
<th>09/10 Faculty</th>
<th>09/10 Staff</th>
<th>Total</th>
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<tbody>
<tr>
<td>78</td>
<td>34</td>
<td>112</td>
</tr>
</tbody>
</table>
5.5 Strategic Priorities

- Manage recruitment and enrolment, levelling off in SIAT and CMNS and increasing in SCA and MPub, all while increasing quality
- Create social, technical, and policy infrastructure to support faculty collaboration and innovation
- Explore the use of distance technologies to support professional masters education
- Capitalize on the move to Woodwards to strengthen connections with the community
- Expand enrichment opportunities in the student experience
- Grow the portfolio of collaborative research projects
- Grow MDM
- Develop internationalization strategy
- Foster curriculum innovation and streamlining

5.6 Primary Goals (not broad based that may apply to all faculties)

- Expand teaching capacity in the new area of Public Sculpture
- Secure transition to permanent leadership for MDM
- Continue to develop research strength and curriculum in visual analytics
- Establish joint programs with the Communication University of China (CUC)
- Redress the imbalance of computational sophistication among undergraduates through program revision and a shift in recruitment strategies
- Improve teaching and learning through the expansion of a first-year cohort program, the development of open access labs across the campuses, and the development of programs in undergraduate research and in internships
- Explore the use of distance technologies for a multi-campus studio pilot
- Develop and refine ideas through a newly established FCAT Advisory Board

5.7 Long term Goals

- Develop FCAT into an internationally recognized leading-edge model in new media, art, and communication
- Develop new structural models to foster interdisciplinary collaboration
- Provide our students with a high-quality, enriched, and exciting education
- Address the needs of working professionals for advanced degrees
- Use international partnerships to enrich our teaching and research
- Become a force for positive change in the community
5.8 Issues & Challenges

- Understaffing in the Dean’s office
- Managing faculty-wide leadership transitions
- Faculty renewal
- Curricular imbalances and stresses
- Integrating the Masters in Digital Media
- Managing transition to SFU Woodwards
- Managing multi-campus connections
- Dealing with space deficits in Surrey

5.9 High Profile Examples of Major Outreach Activities to the Broader Community

- SFU Woodwards
- North/West House
- VIVA, Vancouver Institute for Visual Analytics
- GRAND National Centre for Excellence
6 FBA

6.1 Introduction

The Faculty of Business Administration (FBA) 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.

6.2 Faculty Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
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</thead>
<tbody>
<tr>
<td>$22,997,575</td>
<td>87%</td>
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6.3 Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Portfolio</th>
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</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Daniel Shapiro</td>
<td></td>
</tr>
<tr>
<td>Associate Deans</td>
<td>Colleen Collins</td>
<td>Undergraduate – Burnaby</td>
</tr>
<tr>
<td></td>
<td>Ed Bukszar</td>
<td>Graduate – Segal</td>
</tr>
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<td></td>
<td>Irene Gordon</td>
<td>Faculty Development</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Wendy Unger</td>
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6.4 Number of Faculty and Staff (09/10)

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<tbody>
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<td>Faculty</td>
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<td>65</td>
</tr>
<tr>
<td>Undergraduate Student Headcount</td>
<td>3,600</td>
<td></td>
</tr>
<tr>
<td>Graduate Student Headcount</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>% course sections taught by Tenure Track Faculty (Undergraduate)</td>
<td>172/291 = 59%</td>
<td></td>
</tr>
<tr>
<td>% course sections taught by Tenure Track Faculty (Graduate)</td>
<td>50/77 = 65%</td>
<td></td>
</tr>
</tbody>
</table>
6.5 Strategic Priorities

- As a business school, we are characterized by a strong research culture which by our calculations puts us among the top research business schools in the world. We have chosen to focus our research on four key themes which both reflect our research strengths, and are relevant to our community and the world. These areas are: globalization and emerging markets; innovation and technological change; governance, social and environmental challenges; and financial risk management. The focus on research is clearly indicated in the first part of our mission statement which says that SFU Business has as its mission the creation and communication of powerful ideas that educate and inspire the founders, leaders and managers of organizations that are internationally competitive, locally responsive, and sustainable. The mission statement also addresses our global outlook and local roots. We have or will incorporate these priorities into all of our teaching programs.

- The strategic position we have chosen is strongly rooted in our location. We see the Vancouver area as a gateway to the Asia Pacific and an emergent centre for innovation and technology. It is also a place that has long been concerned with issues related to the environment (Greenpeace was founded in Vancouver) and a city characterized by remarkable ethnic diversity. Accordingly, our research and programs are aligned with these features. We have recently established the Jack Austin Centre for Asia Pacific Business Studies and will soon re-launch an existing centre as the CMA Centre for Innovation (the name is tentative). The Centre for Global Workforce Strategy will increasingly focus on managing diversity. Our Management of Technology MBA is one of the few in the world that focuses on technology and innovation.

- Our strategic focus on research also aligns with our programs in that we position ourselves to deliver value by bringing critical thinking skills to the classroom. This is reflected in our Core Values statement where we speak of the importance of training thoughtful, principled and responsible leaders.
6.6 Primary Goals (not broad based that may apply to all faculties)

- Essentially, our goal is to continue to improve our research productivity in the areas of research priority by providing opportunities for our existing researchers to collaborate with each other, and with researchers in other relevant faculties at SFU, and by recruiting new faculty members whose research areas are consistent with our priorities.

- We also seek to expand our graduate programs in ways that reflect our strengths. In particular, we will focus on opportunities that leverage our strengths in innovation and technology management and international business, with international partners where possible. We intend to develop Canada’s first Bologna-compliant Masters Degree in international business that will allow our students to study in France and China. In partnership with the Faculty of Applied Science and the BC Innovation Council we will develop student incubators designed to foster nascent entrepreneurs. In terms of executive programs our priority is to expand our international and custom programs in ways that reflect our strengths. For example, we seek to create a customized EMBA for aboriginal peoples that will build on our strengths in cross-cultural management. We will be developing learning objectives and measuring learning outcomes for all of our programs to ensure that they are consistent with our mission and values. We will also develop unique educational opportunities for students in all of our programs, such as our proposal to develop an undergraduate Certificate in Corporate Social Responsibility and Sustainability.

6.7 Long term Goals

- Our long term goal is to make a difference by creating the ideas and training the people that will shape a sustainable future both for our local community and communities around the world.

6.8 Issues & Challenges

- Our primary challenge is that our student base has increased at a rate faster than our faculty complement. We are threatened by a lack of full-time, continuing faculty. We simply do not have the faculty numbers to effectively teach the number of students enrolled. Our class sizes are the largest in the university (depending on the measure), and our faculty teach more courses than the university average. It will be difficult to maintain accreditation and our elite research status without more faculty, or a reduced student base.
6.9 High Profile Examples of Major Outreach Activities to the Broader Community

- Since the creation of Canada’s first Executive MBA in 1968, and its subsequent move downtown, SFU Business has made it a priority to maintain strong links with the business community and the community at large. We have continued this tradition in all of our activities. SFU Business has sponsored and hosted numerous British Columbia business community events, including the Business in Vancouver Colours Breakfast Series, the Vancouver Board of Trade Leaders of Tomorrow mentorship program, and the annual Top 100 Women in Business Summit. We participated in the BC Business Council 2020 series, and are active partners in New Ventures BC. We initiated the inaugural Aboriginal Leadership Exchange Program which paired aboriginal and non-aboriginal business leaders to encourage better cultural understanding in a business context and the SI2 (Social Innovation) Conference to foster partnerships between academics and social innovators from a broad spectrum of business, government and not-for-profit organizations.
7 EDUCATION

7.1 Introduction

The Faculty of Education at SFU has a proud history of innovation and excellence in its programs and scholarship, and has a well-earned reputation for being responsive to the needs of the academic and professional communities it serves. The Faculty embodies the belief that the core activities of scholarship, pedagogy and engagement are mutually constitutive and overlapping. The Faculty:

- promotes innovation in the way teachers teach and learners learn;
- is recognized for our work in developing, advancing, and enacting knowledge that makes a difference in public education;
- follows a rigorous research program to investigate theory and provide innovative leadership in issues of educational pedagogy;
- is committed to advancing knowledge, and dedicated to improving the practice of teaching and the learning experience.

A unique feature of the Faculty is our differentiated staffing model, in which upwards of 48 seconded teachers work full-time in the delivery of pre-service and in-service teacher education; we also employ differentiated staffing within our EdD program by hiring exceptional leaders in education to work alongside the professoriate. At all levels, the integration of highly qualified practitioners from the field grounds our programs in practice and in local context, and provides a “voice from the ground up” in the development of programs and initiatives while concomitantly providing additional opportunity for tenure-track faculty to engage in research.

The core activities in the Faculty of Education include:

- **Undergraduate Education**: We serve more than 840 FTE students through a combination of the newly developed Bachelor of General Studies in Education, the Bachelor of Education degrees, and service courses to the University. In addition, the Faculty piloted the highly successful Foundations of Academic Literacy (FAL) program, which accounted for over 105 FTE students in 2009-2010. We plan to use the BGS to further refine the academic and professional preparation of those entering the teaching profession, as well as to provide opportunities for students to develop career paths in education that may not involve teaching within the K-12 school system.

- **Teacher Preparation**: The unique Professional Programs (PP) build on a tradition of experiential learning, critical and reflective practice, and the integration of theory and practice. On an annual basis, more than 625 students complete the Faculty’s Professional Program and are recommended to the BC College of Teachers for Certification. The placement of our students in practica involves over 1200 teachers, in over 250 schools in 17 school districts throughout the province. In addition to the core
Professional Development Program, we have recently added a Professional Linking Program to provide interim teaching qualifications to paraprofessionals, and a Professional Qualifications Program for foreign-trained educators. The diversification of our flagship PDP, together with the two newer programs, positions us well to remain viable and relevant in a competitive market.

- **In-service Education:** Field Programs (FP), in response to the expressed professional development needs of teachers, provides programming to cohorts of practicing teachers in delivery locations across the province. Each year, FP enrolls more than 625 students in post-graduate diploma programs and an additional 70+ students in the Masters of Education (Educational Practice) programs.

- **Graduate Education:** The Faculty of Education (FoE) is, by far, the largest graduate program at SFU. We have 75 MA/MSc, 152 PhD, 326 MEd and 100 EdD students, in addition to the graduate students served by Field Programs (see above). This suite of high quality, intellectually rigorous programs prepares scholars and scholar practitioners for academic and organizational leadership responsibilities in the public school, independent school, college and university sectors.

- **International Education:** The FoE has long been a leader in the development of cross-cultural awareness, the internationalization of curricula, the fostering of teaching excellence, the provision of programs for and to international cohorts, and the development of partnerships to foster a worldwide community of scholars. We offer unique MEd programs in Teaching English as a Foreign Language, and intense short-term, non-credit programs in international teacher education. The International Education (IE) office also works with the other program areas to promote international practicum opportunities in Professional Programs, and an opportunity for graduate education for specific cohorts of international students.

- **Research:** Currently, there are 15 formalized research centres/groups/institutes in the Faculty, with over 60% of our faculty membership associated with one or more of them. In addition, we have two Tier 1 Canada Research Chairs, and one of the most active (in terms of rate of scholarly publications per faculty member) educational research groups in the country. In 2009, members of the FoE held 52 external research grants.

- **Interdisciplinarity:** We have a proud history of fostering pedagogy and curriculum design and development as broad subsets within the discipline of Education. Recently, that strength was acknowledged with the inclusion of “Pedagogy” as a central research theme in SFU’s Strategic Research Plan. Our focus on pedagogy has encouraged an interdisciplinary approach to both research and program development; examples of the latter include unique program themes in Languages, Cultures and Literacies; Philosophy of Education; Educational and Counselling Psychology; Indigenous Education; Educational Technology; and the suite of MEd programs (e.g., International; Educational Practice; special cohorts, etc.). Furthermore, even though the Faculty is non-departmentalized, we are well known for unique and/or exceptionally strong disciplinary areas that are manifest across our various programs.
Examples include, but are not limited to, the suite of French-language programs, Arts Education, Mathematics Education, and Educational Leadership.

7.2 Faculty Budget

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<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
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7.3 Administrators

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<tr>
<td>Dean</td>
<td>Kris Magnusson</td>
</tr>
<tr>
<td>Associate Dean, Academic</td>
<td>Kelleen Toohey</td>
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<tr>
<td>Associate Dean, Administration</td>
<td>David Paterson</td>
</tr>
<tr>
<td>Director, Professional Programs</td>
<td>Stephen Smith</td>
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<td>Director, Field Programs</td>
<td>Michael Ling</td>
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<td>Director, Graduate Programs</td>
<td>Heesoon Bai</td>
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<td>David Paterson</td>
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<td>Director, International Programs</td>
<td>Ian Andrews</td>
</tr>
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<td>Director, Administration</td>
<td>Donalda Meyers</td>
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7.4 Number of Faculty and Staff (09/10)

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<th>Coordinators/Faculty Associates</th>
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<tbody>
<tr>
<td>62</td>
<td>54</td>
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7.5 Strategic Priorities

- Continuing to foster the scholarly profiles of our senior faculty, with more junior faculty assuming increasing responsibility for these trajectories.
- Promoting scholarly contributions in our five priority areas while concomitantly promoting interdisciplinary scholarship across the Faculty.
- Engaging students in such ways that foster their appreciation of and participation in Faculty research activities.
- Using leading-edge technologies to perform groundbreaking research and to develop effective modes of dissemination that will strengthen our relationships with the external constituencies.
- Developing streamlined, efficient and educationally enhanced (including interdisciplinary) curricula in all program areas.
• Developing pedagogical partnerships among faculty and seconded faculty (Faculty Associates), as an integral means of maintaining our position as excellent university teachers.
• Contributing to and harnessing of the resources of the University and the Faculty with respect to pedagogical improvement.
• Renewing the structure for Faculty Programs that honours our history of interdisciplinarity, and that provides administrative efficiencies.
• Maintaining our current relationships and creating new relationships with stakeholders in emerging areas of need.

7.6 Primary Goals (not broad based that may apply to all faculties)

• Support, promote and celebrate academic and scholarly diversity in the Faculty.
• Maintain our reputation as a Faculty of Education that supports groundbreaking scholarship in our well-established areas of strength and establish this position in emerging areas.
• Maintain relationships with the variety of individuals, groups, institutions and agencies the Faculty has traditionally served and create new relationships with constituents we have not directly served.
• Assist with the scholarly development and career progress of faculty and staff.
• Strengthen the Faculty’s capacity for attracting scholarly support for faculty members, graduate students and adjuncts, and institute efficiencies of scale that conserve support.
• Enhance our students’ and wider community’s experience of and appreciation for the importance and relevance of scholarly research.
• Consolidate and rationalize our curricula and program articulation.
• Foster teaching excellence in the Faculty and contribute to teaching excellence in the University.
• Collaborate more extensively across disciplinary boundaries within and outside the Faculty and incorporate this interdisciplinarity in teacher preparation, undergraduate, graduate, international and field programs.

7.7 Long term Goals

• Enhance financial sustainability through alternative funding sources and/or entrepreneurial activities.
• Program sustainability through curriculum review, coordination and integration with research.
• Continue to foster a culture of research excellence, and develop alternative research funding sources.
7.8 Issues & Challenges

- The proliferation of teacher preparation programs in the new universities across the province at the same time that demographics predict a softening of need for teacher preparation, urge us to remain creative and niche-oriented in the kinds of programs we offer.
- Increased competition from programs both within and outside of BC may pose a threat to the range of Faculty of Education offerings.
- Persistent restrictions on core budget increases will result in diminished capacity to deliver the range of very effective programs we have had in the past; inflationary costs as well as costs associated with progress through the ranks and annual merit processes will see a net deficit of approximately 3% per year over the next three years.

7.9 High Profile Examples of Major Outreach Activities to the Broader Community

- Surrey Counselling and Education Centre.
- Friends of Simon Tutoring Program.
- Your Education Matters TV Series.
- Our Professional Development Programs are featured in 12 school districts throughout the Lower Mainland, with Professional Linking Programs, consortia programs, and diploma and graduate programs extending across the province. We currently offer professional programs in Mexico, India, China, and Trinidad and Tobago.
8 ENVIRONMENT

8.1 Introduction

This new Faculty encompasses the School of Resource and Environmental Management, the Department of Geography, 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.

8.2 Faculty Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
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8.3 Administrators

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<tr>
<td>Dean</td>
<td>John Pierce</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Duncan Knowler</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Michele Black</td>
</tr>
<tr>
<td>Director, Advancement</td>
<td>Katharine Harrold</td>
</tr>
</tbody>
</table>

8.4 Number of Faculty and Staff (09/10)

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<th>09/10 Faculty</th>
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<tr>
<td>37</td>
<td>18</td>
<td>55</td>
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</tbody>
</table>
8.5 Strategic Priorities

- The new Faculty is well positioned to capitalize upon a number of strategic opportunities in teaching, research and outreach. Perhaps most importantly are the strong complementarities that exist in teaching and research within the Faculty among the founding units. In particular all the founding units have a number of opportunities to strengthen undergraduate teaching through various partnerships and joint programming initiatives. All of the IPs, identified in the FE&S Interdisciplinary Planning Committee Report (Global Systems; Biodiversity/Conservation; Environment/Development; and Water), are being incorporated into new strategic directions and will require active partnering of units both internal and external to the Faculty. We foresee important opportunities to integrate natural, social and SIS sciences in these initiatives. One way to integrate these opportunities is through the development of a new stand-alone degrees (e.g. Bachelor of Environment, Bachelor of Environmental Science). Beyond the IP directions, we have opportunities to offer a specialized minor in Environmental Literacy. (See Table 2 for more details and timelines.)
- At the graduate level there are opportunities for greater co-operation in Masters programming between REM and Geography in the area of GIS/SIS in monitoring, assessment and analysis of environmental trends.
- Given the increased interest in developing closer ties between Health and Environment and Business and Environment there are important opportunities for joint programming as there is between Environmental Science and Biological Sciences. At perhaps a more distant date we see growing interest and needs in the area of green technologies and design that would translate into yet other partnerships with Applied Sciences and FCAT. And of course no discussion of opportunities would be complete without reference to sustainable communities which would see greater co-operation in programming and research among CSCD, Geography, REM and Urban Studies in FASS.

8.6 Primary Goals (not broad based that may apply to all faculties)

- Continue to define and expand programming options and themes, conscious of the need to minimize overlap, and to encourage integration and interdisciplinary. We intend to build partnerships with Business, Health Science, FASS and Applied Science and strengthen ties with Science. (Table 2).
- Identify research commonalities among FENV faculty and possible new research foci. Define the role of research Centres and Institutes in helping to foster the integration of natural, social and GIS sciences.
- Develop a general hiring plan around basic themes without reference, in the first instance, to specific units.
• As part of executing the hiring plan, pilot a variety of cross-appointment, team teaching and secondment models.
• Strengthen our ties to First Nations programming.
• Bring to a successful conclusion the search for the Liber Ero Chair in Coastal Studies in cooperation with Faculty of Science.
• Execute a variety of outreach programs that serve the broader public in terms of environmental literacy and allow for partnerships with profit and not-for-profit organizations.
• Form an active external advisory group.
• Define our fundraising priorities and implement a development action plan.
• Develop a communication plan.
• Actively profile FENV for student recruitment and retention and to enhance profile within the University.
• Obtain common physical space for all of FENV, including student common areas.
• Establish standards, practices and governance models that ensure accountability, inclusion and transparency as FENV develops.

8.7 Long term Goals

• FENV will serve as the natural focal point for the co-ordination and promotion of environmental research and teaching at SFU.
• New programming needs to reflect the importance of the integration of knowledge of social, natural, policy and Spatial Information Sciences. GIS and SIS have the potential to be a binding glue for FENV.
• Physical Geography is a Science and is deserving of inclusion in all programs that require basic Science.
• Interdisciplinarity and collaboration will become accepted elements of FENV’s modus operandi.
• Scholarly activities in the Faculty are intellectually inspired to address environment issues, broadly defined. In its areas of expertise, future programming will emphasize core areas of basic research as well as applied and problem-solving studies.
• Secondments of faculty to support research and programming are to be supported if appropriate models for improved collaboration can be devised.
• Experiential learning including field classes, co-op, cohort programs, study abroad, practical workshops, special mentoring, and community based service learning, is to be encouraged where possible and an accepted part of the Faculty's pedagogy.
• Promoting environmental literacy is a critically important teaching and outreach mandate.
• Community service learning and the application of scientific knowledge to the resolution of environmental problems becomes an accepted part of knowledge dissemination and outreach.
• While BC should serve as our living laboratory we must not lose sight of international focus and expertise.
• Partnerships including student exchanges with other research institutions, within and outside BC, are to be encouraged.
• Engagement with First Nations and other communities should become an accepted practice of our mandate.

8.8 Issues & Challenges

• Universities are at important crossroads in their evolution as knowledge producers and learning centres. There are at least three challenges we must respond to which, implicitly at least, should be part of our thinking when we plan. Many more demands are now made upon universities - far beyond traditional knowledge generation and dissemination. This is particularly the case with more specialized Faculties such as Environment, Health, Applied Sciences and Business.
• To what degree are we prepared to directly serve external demands from the public, private and NGO sectors? Closely related to this is the question: should we become more applied in both research and programming? Are we for example prepared in teaching, research and outreach to confront head on and not obliquely the big questions relating to the long-term sustainability of society’s current actions? And third, to what degree do we wish to become more responsive to student demand particularly as it relates to student centred learning opportunities and experiential learning?
• If Universities choose to transition to address these new demands and expectations, the strategic academic planning process will become an increasingly important vehicle for change.
8.9 High Profile Examples of Major Outreach Activities to the Broader Community

- **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.

- **Cooperative Resource Management Institute (CRMI)** - 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.

- **FORREX in partnership with CRMI** - links people to knowledge, and facilitates continuous innovation and improvement in natural resource policy and management – practices that greatly influence the ecological, social, and economic well-being of our communities.

- **Centre for Coastal Studies** – promotes interdisciplinary research education and dialogue on Canada’s coastal ecosystems, particularly those in BC by linking social and natural science with local knowledge focussed on three key themes: marine conservation, sustainable coastal communities and economies, and building resource management capacity (government, community, academic).

- **Centre for Sustainable Community Development** - supports the sustainable development of communities through research, education (credit and non-credit), and community mobilization, and provides research, training and advisory services throughout BC and Canada as well as internationally.
9 FHS

9.1 Introduction

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. Our public health programs are in the final stage of review for accreditation by the US based Council for Education in Public Health. We will be the first Anglophone Canadian University to receive internationally recognized accreditation. A PhD program is also in the final stages of review. 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.

9.2 Faculty Budget

<table>
<thead>
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<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
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9.3 Administrators

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<tr>
<td>Dean</td>
<td>John O’Neil</td>
</tr>
<tr>
<td>Associate Dean, Education</td>
<td>Craig Janes</td>
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<tr>
<td>Associate Dean, Research</td>
<td>Tim Takaro</td>
</tr>
<tr>
<td>Program Director, Undergrad Programs</td>
<td>Kitty Corbett</td>
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<tr>
<td>Program Director, Graduate Programs</td>
<td>Michael Hayes</td>
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<tr>
<td>Director, Administration</td>
<td>Irene Rodway</td>
</tr>
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9.4 Number of Faculty and Staff (09/10)

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<th>09/10 Faculty</th>
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<tr>
<td>34</td>
<td>15.5</td>
<td>49.5</td>
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</table>
9.5 Strategic Priorities

- Engage in and support scholarship that embraces an overarching, interdisciplinary approach and understanding of health, recognizing the interactions and relationships among multiple determinants of health, which include molecular mechanisms.
- Enable students to reach their full potential and become ethical, responsible and informed citizens through creating an intellectually stimulating and socially responsible environment.
- Employ effective, efficient, and innovative approaches to teaching, research, service and administration and participate as a valued partner in the social, cultural and economic life of the community.
- Engage with the community, both locally and globally, in the effective transfer and application of knowledge.
- Consider the pursuit of social justice as a central value in our scholarship and educational programs.
- Advance understanding of:
  - Global determinants of health disparities in vulnerable populations.
  - Health risks associated with environmental threats and changes.
  - Molecular and epigenetic mechanisms underlying disease.
  - Health impact of policy and program interventions on health disparities over the life course.

9.6 Primary Goals (not broad based that may apply to all faculties)

- Continue to monitor our student experience to ensure program content relevance and satisfaction as we plan for program expansion at the undergraduate and graduate level.
- Continue to recruit additional faculty into tenure track and endowed chair positions as supported by the budget to advance research concentrations and strengthen curricular diversity.
- Encourage collaborative development of research Centres and Institutes involving researchers from across all Faculties at SFU and in the BC region.
- Develop external partnerships with the health and human service sector that ensure students have meaningful opportunities for learning and research.
- Strengthen partnerships with institutions in LMICs for the Global Health program.
- Complete the development of Indigenous Health program.
9.7 Long term Goals

- Develop a new model of medical education for primary care physicians, consistent with international best practices in physician training, that will advance medical education in Canada. The program will build on the many strengths at SFU in partnership with Fraser Health and UBC, and will seek to integrate health care and social services to improve the health of the Fraser Valley communities.
- Explore opportunities for innovative health-related programming in collaboration with community partners and across all SFU campuses
- Develop more exchange opportunities for students, especially in/from mid- and lower-income countries

9.8 Issues & Challenges

- There is growing awareness of the importance of population health and of health promotion and disease prevention, across the health and human service sector and within the public at large
- Governments and health professions and managers are recognizing that sustaining the publicly funded health system while meeting the needs of an aging population with increasing rates of chronic disease and complex care needs requires new thinking
- Establishment of public health research and education programs at other BC universities and across Canada has created both competition for excellent students as well as potential over-supply of graduates
- The FHS has experienced remarkable growth during the past five years. However, although the hiring trajectory of the past few years has slowed, there is still much internal development work to be done
- For its small size, the FHS offers a wide range of courses, including large first and second year courses and numerous third and fourth year and graduate courses. This places a large teaching responsibility on a relatively small number of faculty, many of whom also have extensive administrative responsibilities
9.9 High Profile Examples of Major Outreach Activities to the Broader Community

- Partnership with BCCDC on infectious disease control
- Partnership with BC Centre of Excellence for HIV/AIDS on vaccine development and highly active anti-retroviral therapy (HARRT) accessibility
- Partnership with Fraser Health Authority on health system strengthening
- Partnership with India, China, Zambia, Mongolia, Mexico on public health system development.
- Partnership with the provincially funded Pacific Institute for Climate Solutions.
- Partnership with Genome Sciences Center and new SFU curriculum on genome sciences
10 SCIENCE

10.1 Introduction

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.

10.2 Faculty Budget

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<thead>
<tr>
<th>2010-11 Budget</th>
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<tr>
<td>Dean</td>
<td>Mike Plischke, Claire Cupples from (1/9/2010)</td>
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<tr>
<td>Associate Dean</td>
<td>Rolf Mathewes</td>
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<tr>
<td>Director, Finance</td>
<td>Siamak Saidi</td>
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10.4 Number of Faculty and Staff (09/10)

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<th>09/10 Faculty</th>
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<tbody>
<tr>
<td>231</td>
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<td>332</td>
</tr>
</tbody>
</table>
10.5 Strategic Priorities

- Rebuild research programs in Statistics and Actuarial Science, Biomedical Physiology and Kinesiology and Chemistry
- Get the undergraduate B.Sc. program in Genomics up and running
- Get the BPK program “Exercise and Nutrition in Health and Disease” running at SFU Surrey, assuming FTE funding by the Ministry
- Institute a “cohort” option in Science at Burnaby for direct admits from grade 12

10.6 Primary Goals (not broad based that may apply to all faculties)

- The highest priorities continue to be Genomics and the Genome Sciences Institute and building out our program in Coastal Studies and Aquatic Conservation
- Strengthen the program in Soft Matter and Biological Physics in Physics and the Materials Science program in Chemistry and Physics
- New interdisciplinary graduate programs between FHS and Statistics as well as other Science departments

10.7 Long term Goals

- Establish lab science research programs at SFU Surrey
- Improve student retention and success to a six year graduation rate of 85%
- Raise funds for an astronomical observatory and outreach center at Burnaby

10.8 Issues & Challenges

- Lack of research lab space at SFU Surrey
- Shortage of research and teaching lab space at SFU Burnaby

10.9 High Profile Examples of Major Outreach Activities to the Broader Community

- Science Alive
- Let’s Talk Science
- EC4U (Experimental Chemistry for Us)
- Science in Action
- Starry Nights
- A Taste of Pi
11 CONTINUING STUDIES

11.1 Introduction

Continuing Studies provides a broad range of high quality educational programming and community outreach and engagement activities. The unit’s mission is to provide opportunities for adult learners and groups to achieve their intellectual, professional, aspirational and cultural goals through the development and delivery of lifelong learning programs and activities that link and build upon the strengths and academic capital of SFU and the resources of the various communities we serve.

It is one of the largest and most diverse continuing education units among Canadian universities: each year over 40,000 students take part in at least one continuing education activity. These activities and programs 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 our wider communities, and create a positive public image of SFU as an engaged and innovative university. Continuing Studies’ activities help build new and lasting partnerships locally, provincially, nationally, and internationally, incorporate the latest educational technologies, and are quick to respond to the changing needs of communities.

11.2 Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>$16,174,150</td>
<td>86%</td>
<td>14%</td>
</tr>
</tbody>
</table>

11.3 Administrators

<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 Deans</td>
<td>Drs. Tom Nesbit &amp; Yvonne Tabin</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>Ms. Susan O’Connor</td>
</tr>
</tbody>
</table>

11.4 Number of Faculty and Staff (09/10)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>113</td>
<td>113</td>
</tr>
</tbody>
</table>
11.5 Strategic Priorities

- As a largely cost-recovery unit, Continuing Studies must be attentive and responsive to changes in the external and internal university contexts. Both its organisation and the programs and services it offers should reflect changes in SFU’s administrative architecture, changing student demographics, and should acknowledge and address the needs of adult and lifelong learners. Its strategic priorities for 2010-2013 are designed to address these concerns:

  1. Foster the university’s provision of adult and lifelong learning opportunities and enhance support for adult learners.
  2. Coordinate and extend the university’s provision of online and distance education and identify, plan, develop and deploy courses and programs for delivery using online, mixed-mode, and/or new and emerging technologies.
  3. Foster and extend the university’s community outreach and engagement activities locally, nationally and internationally.
  4. Streamline administrative and programming systems and structures in order to maximize efficiency, effectiveness and flexibility and strengthen CS’ financial position.

11.6 Primary Goals

- Ensure that the range of CS programs and activities are responsive to changing demographic trends and attract learners from a variety of under-represented groups.
- Seek to develop “quick admit” and “university prep” systems for prospective adult and other “non-traditional” students.
- Enhance awareness of and explore ways to develop SFU’s provision of experiential learning.
- Increase international student enrolment and expand services for international students.
- Explore how various credit certificates, programs and courses might also be offered on a non-credit basis and how certain non-credit courses and programs might be more closely integrated with credit programming.
- Develop online and/or mixed mode non-credit courses and program offerings.
- In conjunction with other SFU units, develop a model (or models) for the development of online graduate programs at SFU.
- Explore opportunities for the use of mobile devices for course and program delivery.
- In conjunction with other SFU units and external organisations, seek to develop a "Centre for University/Community Engagement" that would connect community organizations and university resources and personnel to promote and deliver applied research, learning and knowledge exchange to address community-relevant issues.
In conjunction with other SFU units and external organisations, seek to develop a strategic plan, programs and services to address the needs of immigrant and transnational communities.

Develop community-driven language and cultural bridging programs for youth in ethnic communities.

Develop integrated programs that include a public health education component to promote resilient and healthy communities.

Enhance financial and budget planning, assessment, management and measurement strategies in order to better determine performance.

Develop a flexible, Internet-based, student-centered, administrative information system that is responsive to our diverse and complex programming goals.

Develop an enhanced and integrated marketing strategy and augment our abilities to communicate with adult learners.

Develop, integrate and execute cross-functional strategies for programs and units to achieve the goals set out above.

Improve systems of recruitment, retention and professional development for all levels of staff.

11.7 Long term Goals

1. Foster the university’s provision of adult and lifelong learning opportunities and enhance support for adult learners.
2. Coordinate and extend the university’s provision of online and distance education and identify, plan, develop and deploy courses and programs for delivery using online, mixed-mode, and/or new and emerging technologies.
3. Foster and extend the university’s community outreach and engagement activities locally, nationally and internationally.
4. Streamline administrative and programming systems and structures in order to maximize efficiency, effectiveness and flexibility and strengthen CS’ financial position.
11.8 Issues & Challenges

- Overall, Continuing Studies is in a reasonably healthy state. Its strengths lie in its strong reputation, the physical location of the University and the unit’s presence at all three SFU campuses, the institutional support it enjoys, the breadth and diversity of its programming and the high educational level, professionalism, values, and commitment of its staff. Its weaknesses are chiefly organizational, although compounded by outmoded systems, financial challenges, and a perceived lack of recognition of its work among the broader university culture. Despite this, Continuing Studies is well-positioned to take advantage of the many opportunities provided by changing regional demographics, social, economic and cultural changes, and increasing demands for more and broader varieties of post-secondary education. The threats it faces are related to the fortunes of the university, national and provincial economic trends, competition from nearby institutions, and the pressures to continue to provide a broad range of high quality lifelong learning programs in the most cost-effective way.

11.9 High Profile Examples of Major Outreach Activities to the Broader Community

All Continuing Studies programs can be regarded as community outreach. Some recent highlights include:

**Aboriginal Bridging Programs**
- Two Continuing Studies programs that prepare Aboriginal students for post-secondary education have recently been granted credit status and provide another important step in implementing SFU’s First Nations strategic plan which aims to recruit and retain more Aboriginal students. Aboriginal students who complete either of these programs will now earn university credit and gain conditional acceptance to SFU’s range of undergraduate degree programs.

**Business Program in Mandarin**
- A new Mandarin-language Certificate in Canadian Business Management Fundamentals is targeting Asian professionals in greater Vancouver. The five-course certificate program for Mandarin-speaking professionals begins this spring at SFU’s Surrey campus. The courses provide a comprehensive overview of key functional business areas such as marketing, human resources, accounting and business law.
Literacy Lives
• A two-year project called Literacy Lives will improve the literacy and essential skills of adults living in Vancouver’s Downtown Eastside. Funded with a $765,000 grant from HRSDC, the project will take a grassroots approach to creating learning opportunities to fit people’s real lives. It will integrate literacy and skills training into information materials on the area’s critical health concerns such as HIV/AIDS.

Stepping Stones
• Aboriginal adults living in remote B.C. communities have little access to programs that can give them the literacy and academic skills they need to succeed in post-secondary education and training. Stepping Stones, a Community Education program initiative is developing a new online model for delivering these skills. Funded with a $996,771 grant from HRSDC, the 24-month project includes member nations of the Lower Stl’atl’imx Tribal Council in B.C.’s interior, the First Nations Technology Council, Literacy BC, BC Campus and the Stó:lō Nation Human Resources Development.

Healthier Living for Seniors
• Continuing Studies’ Seniors Program has partnered with the B.C. Ministry of Healthy Living and Sport to promote awareness about educational and social programs and services for older adults. The partnership includes financial support for the program’s latest outreach DVD, A Place for Everyone: Age-friendly Communities and space on a new Ministry website, www.seniorsBC.ca, where seniors can find information on healthy living.

Thursdays Writing Collective
• SFU is contributing to the growth of an exciting pool of local creativity in Vancouver’s Downtown Eastside. The Thursdays Writing Collective, a program of free weekly writing classes, has attracted 50 participants, aged 18–83, whose education ranges from elementary to post-secondary. The program connects participants with other writing communities through public readings and a website and will publish the collective’s three anthology chapbooks. Thursdays was also part of the Vancouver 2010 Cultural Olympiad, with participants reading from their published works in conjunction with writer and artist Michael Turner, in the Candahar Art Bar installation which he co-curated.
Imagine BC

- Imagine BC, a showcase project of SFU’s Dialogue Programs, was profiled for 13 consecutive days in the Vancouver Sun in the series “Big Ideas for BC’s Future.” These articles featured such diverse topics as creativity in education and mental health plans to energy conservation and First Nations treaty processes and received a hugely positive response from readers and decision-makers. Imagine BC rounded out the year’s programming with a live radio dialogue on CBC Radio’s “BC Almanac” with Mark Forsythe that celebrated five years of public engagement on complex issues that our province is facing, such as livelihoods, health and habitat. The five-year Imagine BC project was funded by the North Growth Foundation with support from the Provincial Government, CBC, the Vancouver Foundation and Western Economic Diversification Canada.

Adult Education for Economic Development

- This project in South-east Asia helps develop Continuing Education Centers at universities in Laos and Cambodia. Through the CIDA-funded project, SFU helped local students receive an M. Ed. and who have now returned to their home institutions to further develop their pedagogical and administrative training and share new ideas with colleagues. As a result, the Centres at the Laotian and Cambodian universities have undergone significant renovations and are now fully operational. In an area of the world not accustomed to the concept of “lifelong learning,” SFU and its local partners have raised the profile of university continuing education within South-east Asia.
12 GRADUATE STUDIES

12.1 Introduction

The Office of the Dean Graduate Studies is responsible for the promotion of 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 for graduate students. Responsibilities are carried out via the Dean's role as Chair of the Senate Graduate Studies Committee which is responsible for the academic components of graduate programs including academic regulations, admissions, program modifications and graduation, and as Chair of the Senate Graduate Awards Adjudication Committee which selects recipients of awards funded from SFU's Graduate SBA budget. The Dean is a member of the Senate Policy Committee on Scholarships, Awards, and Bursaries which is responsible for setting the terms of reference for SFU internal awards, 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 also provides advising services to graduate students concerning financial aid from application through to selection stages. The unit also tracks, disburses and reconciles all awards from internal and external funding sources. The Dean's office is the academic home for the Special Arrangements graduate program. The unit also manages all thesis and project examination procedures.

12.2 Budget (from internal sources)

<table>
<thead>
<tr>
<th>2008-09 f.y.</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific Century Grad Schol (PCGS) $505,000</td>
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<tr>
<td>$1,517,998 (Operating)</td>
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<td>15%</td>
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<tr>
<td>Grad SBA - $6,772,236</td>
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</table>

12.3 Other scholarship sources: (funds administered by DGS from SFU Faculties/Schools)

<table>
<thead>
<tr>
<th>2008-09 f.y.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$278,750 Graduate Fellowships</td>
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</table>
12.4 Other scholarship sources: (funds administered by DGS from national, provincial and donor-designated sources)

<table>
<thead>
<tr>
<th>2008-09 fy</th>
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<tbody>
<tr>
<td>$5,594,050 (via Tri-councils, Ottawa)</td>
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<tr>
<td>$487,000 provincial (Excluding PCGS)</td>
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</tr>
<tr>
<td>$538,291 endowed, donor-designated, national-industrial, travel or research</td>
<td></td>
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</tbody>
</table>

12.5 Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Wade Parkhouse</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>George Agnes</td>
</tr>
<tr>
<td>Director, Administration</td>
<td>Thea Hinds</td>
</tr>
<tr>
<td>Director, Admissions &amp; Records</td>
<td>Mary Ann Pope</td>
</tr>
</tbody>
</table>

12.6 Number of Faculty and Staff (09/10)

<table>
<thead>
<tr>
<th>09/10 Faculty</th>
<th>09/10 Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<td>16</td>
</tr>
<tr>
<td></td>
<td>(includes Dean &amp; Assoc Dean)</td>
<td></td>
</tr>
</tbody>
</table>

12.7 Strategic Priorities

- To reposition Graduate Studies at SFU as a Faculty of Graduate Studies from an Office of Graduate Studies with corresponding adjustments to university policies to address issues of adherence to General Graduate Regulations and graduate student supervisory issues
- To promote an integrated vision for the nature of graduate programming at SFU and to align our services and resources with this vision.
- To enhance the graduate student educational experience
- To develop and implement a strategy for enrolment management as it relates to recruitment issues related to funding, admission offers, and retention
- Develop a plan for internationalization of graduate affairs at SFU including dual degrees, student exchanges, field schools and international recruitment
12.8 Primary Goals

- Develop new graduate student space on campus
- Develop joint and/or dual degrees
- Direct substantial resources to attract students to our research intensive graduate programs thereby increasing the relative percentage of graduate students pursuing research-intensive degrees, and to increase the number and quality of doctoral students in some research-intensive programs
- Develop a mechanism whereby graduates students can gain access to legal advice in regards to IP and NDA agreements related to their research
- Improve the management of graduate records through an electronic data management system linked to SIMS
- Improve the use of available funds, development of new awards, and decrease the number of internal award cycles
- Decrease the complexity of the graduate student tuition fee structure
- Develop training materials/workshops for new graduate chairs and graduate program assistants

12.9 Long term Goals

- Develop a graduate studies international/globalization strategy that includes a recruitment plan tied to financial support programs, plans to meet international student needs on campus in terms of language and cultural training
- To increase the relative percentage of graduate students pursuing research-intensive (primarily thesis-based master and doctoral) degrees.
- To increase the relative percentage of doctoral graduate students compared to masters students.
- To integrate all financial sources of income for graduate students into an electronic data management system.
12.10 Issues & Challenges

- Extreme competition for students across Canada and the world
- Demographics relative to the nature of other graduate programming. Older graduate students are looking for more career-oriented graduate programs that can be completed while working full-time.
- Lack of coherent planning on the academic side due to our largely decentralized graduate programs
- A culture of not specifically targeting certain programs/disciplines for growth
- Entrenched programs that are resistant to change
- Insufficient student funding
- Upcoming retirements and the possible loss of younger staff to more attractive opportunities elsewhere
- Lack of institutional discussion of a vision for the relative balance of different types of graduate programming
- Loss or reduction of administrative support at the faculty and department level for graduate students
- Growth of graduate programming and students is outpacing infrastructure support (people and operating funds) in the Office of the DGS resulting in more mistakes and declines in quality of service
- Workload issues leading to increasing stress and illness in the Office of the DGS

12.11 High Profile Examples of Major Outreach Activities to the Broader Community

- Participation through the Canadian Association of Graduate Studies in student mobility workshops (India), and International PhD recruitment fairs
- Sponsor many graduate student conferences/workshops including the SFU Exchange
13 STUDENT SERVICES

13.1 Introduction

Student Services has two major divisions: Enrollment Service and Student Affairs with several cross-functional units reporting directly to AVPSI.

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. Our vision is characterized by boldness, collaboration and innovation, is an international leader in services and programs. Our staff contributes to and benefits from a work place that respects and encourages personal and professional growth, initiative, collaborative decision making and leadership. We interact transparently and for the promotion of learning. Our actions demonstrate commitment to engaging and building an inclusive and diverse community through responsive services and programs. Our students and community will receive high quality and responsive services and programs that reflect integrity, accountability and personal respect. We collaborate openly and respectfully in striving for continuous improvement.

With an institutional focus on the student experience, Student Services takes on a structure to streamline and improve the quality of services to students. Our strategic approach aims to maximize the impact of our resources by increasing the efficiency and effectiveness of each of our services and programs, coupled with strengthened communications. We continue to realign communication plans and websites to improve outreach, implement software to improve quality and overall student satisfaction with service delivery, implement and promote SIMS self-service functions and expand services through collaborations, committees and cross functional teams. Performance details on a unit by unit basis are outlined in the Student Services 2009 Annual Report ([https://students.sfu.ca/source/report2009/](https://students.sfu.ca/source/report2009/)).

13.2 Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary &amp; Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>$29,021,260</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>Undergraduate Scholarship Awards &amp; Bursary $9,714,969</td>
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<td>n/a</td>
</tr>
</tbody>
</table>

13.3 Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. VP Students &amp; International <em>(pro tem)</em></td>
<td>Dr. Tim Rahilly</td>
</tr>
<tr>
<td>Executive Director, Student Affairs (Acting)</td>
<td>Dr. Nancy Jonhston</td>
</tr>
<tr>
<td>Registrar &amp; Senior Director, Student Enrollment</td>
<td>Kate Ross</td>
</tr>
<tr>
<td>Senior Director, Athletics &amp; Recreation</td>
<td>Dr. David Murphy</td>
</tr>
</tbody>
</table>
13.4 Number of Staff (09/10)

<table>
<thead>
<tr>
<th>09/10 Faculty</th>
<th>09/10 Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>257 Continuing FTE</td>
<td>257</td>
</tr>
</tbody>
</table>

13.5 Strategic Priorities

- Strategic priorities must focus not only on maintenance but on expansion and strengthening of core programs that support the student experience at SFU’s campuses. We will accomplish this in a time of grim financial constraints by re-aligning our organization and its priorities with strengthened business processes that result from experience and the consolidation of gains made to date in communications, software implementation, new and strengthened inter-unit cooperation and collaboration and the elimination or down-sizing of non-core, non-strategic programs and activities.
- The strategic research priorities of our unit are directly linked to issues of student enrolment, engagement and satisfaction. In addition to one-off customized and targeted surveys, various Student Services make very good use of the information provided by SFU’s Institutional Research & Planning department (e.g., the Fall Undergraduate Survey)
- We will also collaborate in the application of results from the National Survey of Student Engagement (NSSE) to improve the student experience at SFU. In addition, Student Services collaborates with IRP on the annual Canadian University Survey Consortium (CUSC) to track student satisfaction with the many services and programs we provide as well as with their overall undergraduate experience at SFU

13.6 Primary Goals

- Student Services’ on-going strategy is to maintain and strengthen commitments to the overall student experience at SFU with a focus on enrollment management (student recruitment and retention), student engagement and the on-going provision of essential student services. Working collaboratively with students and academic departments, we promote a positive student experience by engaging students in a variety of programs and events that help them develop both academically and personally.

13.7 Long term Goals

- Despite a climate of financial reductions, we remain committed to working toward our vision of becoming an innovative and international leader in the field of student service
13.8 Issues & Challenges

- We are funded on the basis of FTE however our operational reality is that we must serve the unique student headcount (i.e., each individual student). Further, we cannot turn away students seeking service in the way that academic departments can limit the number of sections and let students seek space in other departments. Maintenance of the status quo will result in decreased service standards which in some instances (e.g. academic advising) will mean declining retention rates and in others, decreased student satisfaction that will be expressed in the several student response-based surveys (NSSE, Globe and Mail) in which SFU’s reputation is already less than stellar.
- Providing equitable-access to student service at the three SFU campuses is challenging in the current fiscal environment. While we have historically provided transactional services (e.g., transcripts, tuition payment, etc.) and we have made some incremental improvements in developmental programs and services (e.g., Coop, Financial Aid, counselling, academic advising and student programming) further work is needed. As SFU Vancouver and Surrey expansion continues and former Burnaby students are migrated downtown (e.g. Contemporary Arts) inequity will become more evident.

13.9 High Profile Examples of Major Outreach Activities to the Broader Community

Student Services primary community activities take place on campus but there are several notable examples of outreach to the broader community:

- SFU has entered National Collegiate Athletic Association (NCAA), the world's largest intercollegiate athletics organization, as the first non-US based institution. Playing as part of the Great Northern Athletic Conference (GNAC) will give SFU greater publicity in the US.
- Our varsity sports teams and elite club teams have done very well. For example:
  - SFU won the Shrum Bowl for the second year in a row by a very wide margin. Finally three of our Football players were drafted into the CFL which is a testament to their skill and will reflect well on SFU.
  - Women’s Basketball (CIS) won the national championship;
  - a varsity wrestler won the Men’s national champion;
  - SFU’s track team (men’s and women’s) won the Achilles cup;
  - Men’s Hockey (elite club) won its league championship; and
  - Our Lacrosse team (elite club) is headed to nationals (at the time of writing this document).
Student Services has a number of programs that focus on community engagement and experiential learning.

- We offer a certificate in Innovative Leadership (non credit) to approximately 65 students. Students form teams and do a capstone community based project in the community. Recent projects have been done in with non-profit societies such as the Down Syndrome Research Foundation, Surrey Food Bank, Vancouver Adaptive Snow Sports, and the Downtown Eastside Neighbourhood House). In addition to a great experiential learning opportunity for our students, the program enhances our connection with these community organizations.

- Our Work Integrated Learning unit (Co-op, Careers, off campus volunteer placement) places over 2500 co-op students annually with outreach to 6,000 employers locally, nationally, and internationally. They have an Employer Advisory Board, have annual employer recognition events, and invite employers to campus for Career Fairs. Major employers include RIM, Canada Revenue Agency, CA firms and during the Olympics VANOC recruited over 120 students. Co-op students are also placed in the non-profit section with employers like Affiliation of Multicultural Societies & Services, Progressive Housing Society, Marguerite Dixon House, YWCA/YMCA, ArtStarts in Schools, MOSAIC, and Chinese Community Policing Centre. Recently an agreement was signed with CARE Housing Society who will provide up to 15 flights to co-op students working internationally on humanitarian projects, including a student who will be travelling to Ethiopia this summer to work with the Canadian Humanitarian Organization for International Relief. SFU has a strong history in Canadian Co-operative Education and our students have been named as Canada’s National Co-op Student of the year 4 times in the last 7 years.

An important group of individuals to SFU are High School Counselors. In recent years, we have placed significant effort on enhancing the relationship between SFU and the Counselors in major “feeder schools” and have invited them to form a “round table” that functions as an advisory group to SFU in matters related to student recruitment and retention. In particular we have solicited their advice on the clarity of our admission requirements as well as on issues of supporting students’ transition to SFU.

SFU International (SFUi) touches many communities outside Canada. For example, they work with 290 institutional partners in 64 countries. Of our partners, 42 are ranked in the top 200 universities (Times Higher Ed Rankings). These relationships enhance our brand, reputation, profile and opportunities for learning and research. These relationships are also critical to recruitment of faculty, staff and students in the global marketplace. In terms of more local work with International communities, SFUi has received a CIDA Public Education Fund grant ($175k) to work with BC diasporic communities that will explore how our migrant communities contribute to Canada’s international development goals through links to their home countries and communities. This project will be of great benefit in terms of SFU’s engagement with the myriad local communities with links abroad thereby enhancing our brand with the fastest growing population group.
14 SURREY CAMPUS

14.1 Introduction

Established in 2002, SFU Surrey offers undergraduate and graduate programs and courses in Applied Sciences, Arts and Social Sciences, Business Administration, Communication, Art, and Technology, Education and Science, as well as credit and non-credit continuing education courses and programs. SFU's Surrey campus is a 30,000 square-metre architectural masterpiece located at Central City in Surrey. The building, designed by acclaimed architect Bing Thom, has won numerous national and international awards. 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 5,200 students (2,500 FTEs) attend classes at SFU Surrey. Professors encourage the pursuit of academic excellence through first-year cohort programs and distinctive programs in computing science, interactive arts and technology, mechatronic systems engineering, entrepreneurship and innovation, management and technology, mathematics operations research, criminology, police studies, cybercrime and world literature. The breadth of first-year programs offered at SFU Surrey allows students to begin most SFU degrees at the Surrey campus.

SFU Surrey is strongly focused on building relationships with the diverse communities of the South Fraser region. An MOU was signed with City of Surrey in 2008 through which SFU and the City of Surrey agree to work together to communicate the need for additional capacity at the Surrey campus. SFU Surrey has been building linkages with leaders in local businesses, governments and community organizations through its prestigious India and Surrey Campus Advisory councils, which are co-chaired by the President of SFU and community leaders. SFU Surrey’s faculty and staff are members of the Surrey Board of Trade, the Downtown Surrey Business Improvement Association, and a joint liaison committee with School District #36. Relationships established with business leaders and members of the community have lead to six named rooms in recognition of major donations received in support of Surrey-based scholarships and research. SFU Surrey also collaborates with other South Fraser post-secondary institutions, such as Kwantlen Polytechnic University. The campus also hosts public lectures and summer camps.

14.2 Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,857,752</td>
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14.3 Administrators

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<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Joanne Curry</td>
</tr>
<tr>
<td>Manager, Administrative Services</td>
<td>Terri Chanyungco</td>
</tr>
<tr>
<td>Manager, Registrar &amp; Info Services</td>
<td>Anisha Chanana</td>
</tr>
<tr>
<td>Campus Librarian</td>
<td>Natalie Gick</td>
</tr>
<tr>
<td>Asso Director, Enrollment &amp; Marketing</td>
<td>Matthew Grant</td>
</tr>
<tr>
<td>A/Program Manager, FAS Co-op</td>
<td>Frances McLafferty</td>
</tr>
<tr>
<td>Manager, Facilities Services</td>
<td>Marie Schneider</td>
</tr>
<tr>
<td>Mgr, IT Client &amp; Research Services</td>
<td>Shelley Sluggett</td>
</tr>
</tbody>
</table>

14.4 Number of Faculty and Staff (09/10)

<table>
<thead>
<tr>
<th>09/10 Faculty</th>
<th>09/10 Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>132</td>
<td>129</td>
<td>261</td>
</tr>
</tbody>
</table>

14.5 Strategic Priorities

- Continue to achieve enrolment targets
- Support research across all areas by identifying community and industry collaborators, project opportunities and facilitating interfaculty collaborations at Surrey
- Support investigation of medical education and clinical training initiative (with the Faculty of Health Sciences and the Fraser Health Authority) and support investigation of energy engineering research and program (with the Faculty of Applied Sciences, the City of Surrey and industrial collaborators)
- Explore possibilities for new research and teaching space
- Extend the network of working community contacts in the South Fraser region, beyond Surrey, to the cities of Langley, Delta and White Rock
- Proceed on student housing with the Surrey City Development Corporation

14.6 Primary Goals

- Provision of quality service support for teaching and research at the Surrey campus
- Maintenance of good relations with community partners
- Identification of new teaching, research and community outreach opportunities
- Identification of alternative sources and of revenue and advancement opportunities
14.7 Long term Goals

- 5,000 FTEs by 2020 (4,500 UG, 500 G)
- Establishment of undergraduate and graduate energy systems engineering programs and new programs in health
- New science and technology building
- Establishment of a business incubator, with the City of Surrey

14.8 Issues & Challenges

- There is growing awareness of the importance of population health and of health promotion and disease prevention, across the health and human service sector and within the public at large
- Governments and health professions and managers are recognizing that sustaining the publicly funded health system while meeting the needs of an aging population with increasing rates of chronic disease and complex care needs requires new thinking
- Establishment of public health research and education programs at other BC universities and across Canada has created both competition for excellent students as well as potential over-supply of graduates
- The FHS has experienced remarkable growth during the past five years. However, although the hiring trajectory of the past few years has slowed, there is still much internal development work to be done
- For its small size, the FHS offers a wide range of courses, including large first and second year courses and numerous third and fourth year and graduate courses. This places a large teaching responsibility on a relatively small number of faculty, many of whom also have extensive administrative responsibilities

14.9 High Profile Examples of Major Outreach Activities to the Broader Community

- Partnership with BCCDC on infectious disease control
- Partnership with BC Centre of Excellence for HIV/AIDS on vaccine development and highly active anti-retroviral therapy (HARRT) accessibility
- Partnership with Fraser Health Authority on health system strengthening
- Partnership with India, China, Zambia, Mongolia, Mexico on public health system development.
- Partnership with the provincially funded Pacific Institute for Climate Solutions.
- Partnership with Genome Sciences Center and new SFU curriculum on genome sciences
15 VANCOUVER CAMPUS

15.1 Introduction

The Vancouver campus, now over 450,000 square feet (including Woodward's), has expanded several times to add instructional and office space. The university bookstore opened a downtown branch in 1995. The Morris J. Wosk Centre for Dialogue, created within a heritage bank building at 580 West Hastings, opened in September 2001. A 1916 heritage building at the corner of Granville and Pender, in the heart of the city's financial district, is the home of SFU's business faculty's graduate programs. Known as the Segal Graduate School of Business, it honors the university's former chancellor Joseph Segal. The School for the Contemporary Arts, in its new home at Woodward's, begins instruction of all of its graduate and undergraduate courses in September 2010. SFU is a major component of the Woodward's redevelopment with a spectacular cultural and performance complex and teaching and research facility for the School's faculty and students. The campus currently serves over 70,000 people annually. Approximately 10,000 are students enrolled in credit and non-credit courses. Enrollment figures for the Fall 2010 semester are; 2,642 undergraduates and 794 graduates. 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, international studies, liberal studies, public policy, publishing and urban studies. A unique program in liberal and business studies offers the opportunity for degree completion for those already in the work force. Thousands of other individuals, groups and companies attend SFU conferences, lectures, performances and exhibitions or are involved in courses, seminars and meetings organized externally, but held at Simon Fraser Vancouver.

15.2 Budget

<table>
<thead>
<tr>
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15.3 Administrators

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<th>Name</th>
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<tbody>
<tr>
<td>Executive Director (Acting)</td>
<td>Susan Jamieson-McLarnon</td>
</tr>
<tr>
<td>Operations</td>
<td>Velma Liland</td>
</tr>
<tr>
<td>Belzberg Library</td>
<td>Belzberg Library/Karen Marotz</td>
</tr>
<tr>
<td>Meeting, Events &amp; Conference Services</td>
<td>Lynda Hewitt and Anne McCaw</td>
</tr>
<tr>
<td>Information/Registration</td>
<td>Darren Francis</td>
</tr>
<tr>
<td>LIDC and Computing Services</td>
<td>Mark Jutras</td>
</tr>
<tr>
<td>Media and PR</td>
<td>Susan Jamieson-McLarnon</td>
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15.4 Number of Faculty and Staff (09/10)

<table>
<thead>
<tr>
<th>09/10 Department/Director</th>
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<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

15.5 Strategic Priorities

- Support the successful opening of Woodward’s; establish a portal for Community Engagement and capitalize on the University’s connection to the Talloires Network; explore synergies between the Faculty of Communication, Arts and Technology, Faculty of Education and Continuing Studies in developing community and summer programs at Woodward’s; promote public event programming at the Vancouver campus, by all faculties; initiate an electronic way-finding system at HC.

15.6 Primary Goals

- Support the teaching, research and public service mission of the University.
- Ensures infrastructure is in place to provide effective delivery of support services in the library, IT services, registrar and student services, continuing education and co-op education.
- Effective management of financial resources.
- Effective management of space at the Vancouver campus for teaching, research and offices, as well as public programming and external events.
- Maintain and enhance institutional relations with community groups, businesses, government, the media and the public.
15.7 Long term Goals

- Maintain SFU’s leadership in the delivery of university programs in the downtown core.
- Development of the Woodward’s site as a cultural and community engagement hub.
- Support and initiate community engagement activities.
- Develop new sources of funding for university-sponsored public events.

15.8 Issues & Challenges

- Balancing demands for space with facility limitation and available funding.
- Development of building management and operation systems at Woodward’s.
- Balancing requests for sponsored space with benefits to the university.

15.9 High Profile Examples of Major Outreach Activities to the Broader Community

- Creation and support of the director of community engagement through the arts (funding from the Vancouver Foundation).
- Performance programs/Audain Gallery/Woodward’s.
- Active participation in community organizations such as BOB (Building Opportunities for Business (on the Downtown Eastside), Vancouver Learning City, Downtown Vancouver Business Association, Board of Trade.
- Sponsorship/facilitation of community exhibitions such as the Ghandi Arraya Archive.
16.1 Introduction

Fraser International College (FIC) is a private institution established at SFU through a public-private partnership between SFU and the college’s parent company, Navitas Education Ltd. Navitas is a publicly traded company on the ASX specializing in university transfer for international students. Navitas colleges are operated on this partnering model around the world.

At FIC, international students with grades slightly below those required for direct admission to SFU study in a university transfer program with supplemental English supports, taught by sessional lecturers with credentials equivalent to lecturers at SFU. This is a private articulation agreement between SFU and FIC designed to provide SFU with an additional source of well-prepared international students. FIC students successfully completing 30 credits of 100 level courses pre-approved by various SFU Faculties and at a predetermined GPA level are subsequently guaranteed admission to those Faculties. An Academic Advisory Committee chaired by the VPA meets regularly for oversight of a range of issues. In addition to tuition from students admitted to SFU, the university receives a royalty amount based on semester enrollments at the college.

The Administration of the college liaises directly with the VP Academic’s office, which in turn facilitates the interactions of the College with academic and administrative units of SFU.

16.2 Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
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16.3 Administrators

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<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Director UCIL (SFU liaison in VPA office)</td>
<td>Sarah Dench</td>
</tr>
<tr>
<td>FIC College Principal &amp; Director</td>
<td>Bev Hudson</td>
</tr>
</tbody>
</table>

16.4 Number of Faculty & Staff (09/10)

- Staff and instructors at FIC are employed by FIC, not SFU. SFU faculty and academic departments provide supervision of the content and academic standards of FIC courses to ensure that the courses are delivered to SFU standards. In the VPA’s office, the Director of University Curriculum & Institutional Liaison, and the 2 staff members of her area, are involved in managing the SFU-FIC relationship.
16.5 Strategic Priorities

- The strategic priorities are to recruit and prepare international students for transfer to SFU, and to enhance SFU’s recruitment of students from a diverse range of countries.

16.6 Primary Goals

- Recruitment and successful transition to SFU of international students.

16.7 Long term Goals

- The long term goals shared by SFU and FIC are to provide a strong stream of well-prepared international students to SFU, from the broadest possible range of countries around the world. The college also seeks to grow by diversifying the number of academic programs for which it serves as a pathway.

16.8 Issues & Challenges

- Concerns have been expressed by some in the SFU community about the close nature of the public-private partnership and the potential risk of pressure to lower academic standards. This has not happened. An additional challenge has been the transition to the use of recruitment agents by SFU through FIC. Lastly, as is also the case for SFU, it has proven difficult for FIC to diversify student recruitment from countries outside Asia. FIC recruits from a broad range of countries, but the highest proportion of students come from China and other Asian countries, similar to SFU’s direct entry internationals.

16.9 High Profile Examples of Major Outreach Activities to the Broader Community

- The SFU-FIC partnership has been a matter of strong interest from other Canadian universities and others involved in the post-secondary sector. The Director, UCIL, and the FIC Principal have presented at a number of well-attended BC and Canadian events on the nature and results of the partnership.
17 OFFICE OF ABORIGINAL PEOPLES

17.1 Introduction

The Office for Aboriginal Peoples, in operation since January 2010, is the "coordinating umbrella" for all university Aboriginal activities with the goal of establishing SFU as a leader in First Nations research, teaching, and engagement with First Nations people and communities.

The SFU First Nations University-Wide Strategic Plan is the roadmap through which most initiatives are pursued by the Office for Aboriginal Peoples.

A First Nations University-Wide Steering Committee — made up of staff, faculty, and students from across SFU — provides direction to the Director, Office for Aboriginal Peoples regarding implementation of First Nations University-Wide Strategic Plan initiatives.

17.2 Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
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17.3 Administrators

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<th>Name</th>
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<tbody>
<tr>
<td>Director</td>
<td>William G. Lindsay</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Klahanie R. Rorick</td>
</tr>
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17.4 Number of Staff (09/10)

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<tbody>
<tr>
<td>N/A</td>
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17.5 Strategic Priorities

- The SFU First Nations University-Wide Strategic Plan was passed by SFU Senate in 2007. The eight major priority initiatives mentioned in the Strategic Plan are: (1) Academic program development (2) research development (3) student recruitment, retention, and support (4) liaison and outreach to the Aboriginal community (5) international engagement (6) Indigenous knowledge development (7) infrastructure and facilities development (8) Aboriginal leadership development.

17.6 Primary Goals

- To implement the many initiatives outlined in the First Nations University-Wide Strategic Plan. This key and comprehensive document is the Office for Aboriginal Peoples road map for action.

17.7 Long term Goals

- To develop long term, stable, positive, and productive relationships between SFU and Aboriginal communities re: programs, research initiatives, etc.
- To build an Aboriginal Peoples House on the SFU-Burnaby campus.
- To come up with and follow through on a plan to hire Aboriginal people in faculties across the SFU campus.
- To establish a position in the SFU Advancement Office strictly dedicated to Aboriginal fund raising initiatives e.g. for Aboriginal programs, facilities, and scholarships/fellowships.
- To increase Aboriginal student numbers at SFU.

17.8 Issues & Challenges

- The current fiscal climate is an issue. Any First Nations University-Wide Strategic Plan initiatives costing money are certainly a challenge to implement at this time.
- The budget for the Office for Aboriginal Peoples is very small compared to other departments. Hence, no initiatives costing money can be directly undertaken by the office.
- The closing of SFU-Kamloops is seen by many as a blow to First Nations momentum at SFU.
- Political will from above is needed to make key Strategic Plan initiatives a success i.e. those items listed under “Long Term Goals” (above).
17.9 High Profile Examples of Major Outreach Activities to the Broader Community

Regarding SFU’s overall outreach to the Aboriginal community, there are many initiatives taking place. A few examples:

- The First Nations Languages Program and the Faculty of Education have long offered programs to First Nations communities that are held in the communities themselves.
- The School of Business is involved in many First Nations community initiatives. One of the more prominent is the Leadership Exchange Program.
- The Faculty of Environment is involved in the Haida Gwaii Semester in Natural Resource Studies Program.
- Continuing Studies is involved in many Aboriginal community initiatives. These include the Aboriginal Pre-University Bridging Programs (the general program and the program for those interested in careers in Health). Also: upcoming *Literacy Lives, Stepping Stones*, and *Cross-Cultural Communication Skills for Aboriginal Students* program initiatives.

The Office for Aboriginal Peoples, although only in operation since January 2010, is currently involved in the following Aboriginal community outreach initiatives:

- Local First Nations communities — Chiefs, councils, and band education coordinators — are being visited by the Director, Office for Aboriginal Peoples and other relevant Aboriginal staff at SFU for the purpose of establishing long term, fruitful, and positive relationships between SFU and said communities.
- The Office for Aboriginal Peoples is taking on the role of liaison between SFU faculties and departments and local Aboriginal post secondary institutions — the Native Education College and the Nicola Valley Institute of Technology, Vancouver campus — for the purpose of pursuing program partnerships and arranging for transferability of courses.
- The Office for Aboriginal Peoples is taking the initiative at meeting and establishing relationships between the OAP/SFU and government leaders at the provincial and federal level, Aboriginal political leaders (First Nations and Métis), and local Aboriginal community groups e.g. the Aboriginal Front Door Society on Vancouver’s Downtown Eastside, for the purpose of establishing long term, fruitful, and positive relationships between SFU and said people and communities.
18.1 Introduction

Though a new unit will be formed by fall 2010, the LIDC’s current mandate is to provide faculty development, services and support needed to realize the vision of a culturally vibrant, intellectually engaging environment for teaching and learning at SFU. Educational Support and Innovation (ESI) can assist SFU faculties and departments in the design, development, and implementation of educational programs, courses, content, social learning environments, and professional development as well as helping instructors use SFU’s learning technology effectively for teaching. Media Design operates an in-house, full-service digital media studio for the SFU community. Their range of projects encompasses rich-media productions, websites, print communication design, video productions, and photography. This group serves both the educational and promotional needs for media.

18.2 Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
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<tbody>
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<td>$3,998,364</td>
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Note: In 2010-11, $702,051 is being transferred from LIDC to CIO

18.3 Administrators

<table>
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<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director (Interim)</td>
<td>Stephanie Chu</td>
</tr>
<tr>
<td>Associate Director, Operations</td>
<td>John Moore</td>
</tr>
<tr>
<td>Associate Director, Special Projects</td>
<td>Bill Glackman</td>
</tr>
</tbody>
</table>

18.4 Number of Faculty and Staff (09/10)

<table>
<thead>
<tr>
<th>09/10 Faculty</th>
<th>09/10 Staff</th>
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</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>
18.5 Strategic Priorities

- Realignment of the unit and its staffing to ensure that teaching support resources are effectively applied to meet institutional and community needs, and to establish cooperative and harmonious relationships within SFU and between the unit and other post-secondary institutions with respect to teaching and learning support.
- Support institutional directions in teaching and learning and the 2010-13 Academic Plan by collaborating with University Teaching Fellows and other service units on general and discipline-specific teaching development and support initiatives.
- In collaboration with others, facilitate networking, cultural change and communications on teaching and learning.
- Maintain and create where appropriate, our professional development programs such as the Graduate Certificate in Teaching and Learning and Instructional Skills Workshops.
- Evolve our ongoing support for SFU instructors regarding the use of SFU’s learning technology plus general pedagogical support as provided by programs like LIDC’s Partner Program.
- To selectively continue our award winning work in Media Design to meet SFU’s ongoing needs for educational and promotional media and to extend Media Design’s expertise to more teaching development activities.

18.6 Primary Goals

- In consultation with all relevant parties, to define the role of a central teaching support unit in the overall SFU teaching and learning support system and develop a new teaching support unit with phase 1 operational by September 2010. Broader re-conceptualization within SFU’s teaching and learning support system will continue through to 2011.
- To facilitate and participate within a new comprehensive teaching support network that includes the new University Teaching Fellows and teaching mentors in discipline areas.
- To co-ordinate the development of a community and communication plan for SFU’s teaching and learning community and participate in its implementation.
18.7 Long term Goals

- A strong institutional and external reputation for 1) facilitating teaching development, 2) enabling instructors and programming units to provide high quality learning experiences for SFU students and to engage in the scholarship of teaching and learning, and 3) collaborations in the design and development of excellent programs and courses.
- To facilitate strongly in the move towards a collaborative and sharing teaching culture rather than the emphasis on the individual teacher.
- To continue providing world class media promotion for SFU and at the same time increase the effective use of appropriate media in teaching.

18.8 Issues & Challenges

- The teaching and learning support system and a culture around teaching and learning are relatively new concepts and will take time to enact and foster. The unit’s role will become clearer over time.
- A balance needs to found between centralized support services and discipline specific needs.
- The incentives surrounding teaching improvement and program re-design need to be strengthened.
- Institutional measures for student satisfaction and program excellence need study and improvement.
- An atmosphere of working together and cooperating to achieve goals (rather than competing) with limited resources needs facilitation across the university departments.

18.9 High Profile Examples of Major Outreach Activities to the Broader Community

Selected awards for community-based projects:

- 2007 Columbus International Film and Video Festival – “Silver Chris Award” for best overall interactive online experience, "From the Heart: The Freeman Legacy" website http://www.burnaby.ca/fromtheheart (done with support and partnership of the City of Burnaby)
- 2010 Webby Awards Honoree in Education category, "A Journey into Time Immemorial" http://www.sfu.museum/time/ (Museum of Canada funded for all students across Canada)
- 2009 World Summit Award (UNESCO/UN), Winner in the e-Culture and Heritage category, "A Journey into Time Immemorial" http://www.sfu.museum/time/
• 2009 University and College Designers Association - Gold in Electronic Media Category for Video Work for "The Fraser River Journey: 200 Years of Discovery" documentary http://www.fraserjourney.ca (reaching out to the Aboriginal community)
• 2009 Horizon Interactive Awards - Best of Show, Gold in Video Documentary/Short film category for "The Fraser River Journey: 200 Years of Discovery" documentary http://www.fraserjourney.ca
• 2008 Summit International Awards - Gold for Educational Institution Website “¡Hola Canada! Latin American Collections from the Simon Fraser University Museum of Archaeology and Ethnology” http://www.sfu.museum/hola/
• 2005 VIDFEST Award (Vancouver International Digital Festival) – Best educational website "A Journey to a New Land" http://www.sfu.museum/journey/
19 OFFA

19.1 Introduction

OFFA’s mission is to develop, to coordinate and to promote post-secondary programs and courses taught in French in two Faculties (Faculty of Arts and Social Sciences & Faculty of Education) at Simon Fraser University in order to meet the post-secondary education needs of Francophone and Francophile communities in British Columbia. OFFA organizes academic program related activities as well as cultural activities designed to promote the value of French both on and off campus. OFFA also develops and maintains links to Francophone and Francophile communities in BC, Canada and internationally.

19.2 Budget

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<tbody>
<tr>
<td>Director (pro tem)</td>
<td>Claire Trépanier</td>
</tr>
<tr>
<td>Associate Director (FoE)</td>
<td>Danielle Arcand</td>
</tr>
<tr>
<td>Associate Director (FASS)</td>
<td>vacant</td>
</tr>
<tr>
<td>Manager, Administration</td>
<td>Stéphanie Sauro</td>
</tr>
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19.4 Number of Faculty and Staff (09/10)

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</thead>
<tbody>
<tr>
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<td>7</td>
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</tbody>
</table>
19.5 Strategic Priorities

**OFFA’s strategic priorities are to:**

- ensure that OFFA is properly staffed: search and fill the Director (Pro Tem as of May 2008) and Associate Director FASS positions (vacant as of May 2008);
- Implement the 2009-2013 OFFA Action Plan, as presented to the BC Ministry of Education and the Department of Canadian Heritage, Official Languages. The OFFA Action Plan includes initiatives in the Faculty of Arts and Social Sciences (FASS) and the Faculty of Education (FoE).

19.5.1 Planned Initiatives in FASS:

**French Cohort Program (FCP)**

- A four-year undergraduate multidisciplinary program offered primarily in French with a Major in Political Science, focusing on Public Administration, and an Extended Minor in French (or vice versa). Francophone and Francophile students in the FCP participate in a university exchange program (1 or 2 semesters) at a Francophone institution.

**COOL (Curriculum in the Other Official Language) Option**

- The COOL Option, part of a Certificate, is for Francophone and Francophile students graduating from the BC Programme francophone and French Immersion programs who wish to pursue studies in French at the university level. The COOL Option, a pilot project, will include courses offered in the French language in a variety of academic disciplines at SFU.

19.5.2 Planned Initiatives in FoE:

**Professional Development Programs**

- A 12-month Professional Development Program (PDP) offered in French to prepare Francophone students for employment primarily in BC’s Conseil scolaire francophone (CSF) schools, at the elementary or secondary level, as well as to prepare Francophile students for employment in schools in British Columbia at the elementary or secondary level, as teachers of French Immersion, Core French or Intensive French. University partnerships provide the option of studies and/or a practicum in a French environment.
- A 16-month Programme de lien professionnel (PLP) offered in French to Francophone students. This pilot project targets those who have accepted temporary teaching positions (with a BC College of Teachers letter of permission) as well as Special Education Assistants and other para-professionals working in BC’s Conseil scolaire francophone (CSF) schools.
Field Programs
• A series of non-credit curriculum workshops offered in French in partnership with school districts, to meet BC teachers’ professional development needs.

Undergraduate Programs
• A Minor in French Education, part of a Bachelor of Education -as a second degree, which includes a variety of Undergraduate courses (e.g. DFL Social Studies, DFL Mathematics, DFL Science) offered to Francophone and Francophile students.
• A Joint Certificate (Faculty of Education/ Department of French) offered to Francophone and Francophile undergraduate students before entering PDP.
• A Basic Core French training program offered to Francophile students in order to provide support to Elementary generalist teachers in training.

Graduate Programs
• A Master of Education (M.Ed.) program offered online to reach BC teachers (Immersion and Francophone programs) outside the Greater Vancouver area.
• A Doctorate in Educational Leadership (Ed.D.) focusing on Gestion de la diversité, offered in French in a hybrid format (online and face-to-face) to professionals in education and other related fields.

Primary Goals (not broad based that may apply to all faculties)
• Maintain the current number of initiatives (programs taught in French in FASS and FoE) and contribute to maintaining the number of students enrolled in programs and courses (2008-09 baseline) as indicated in the 2009-2013 OFFA Action Plan.
• Maintain and/or develop links with Francophone and Francophile communities to facilitate student mobility (student exchange program/practicum); help support FASS and FoE Faculty members’ research projects in Francophone and Francophile communities; help support FASS and FoE students’ field research projects in Francophone and Francophile communities.
• Continue to plan activities designed to promote the value of French both on and off campus.
19.6 Long term Goals

- OFFA wishes to consolidate its current strengths as well as develop new programs and courses offered in French at SFU in order to meet the growing post-secondary education needs of Francophone and Francophile communities in British Columbia.
- Through its initiatives, OFFA wishes to keep positioning SFU as a nationally recognized institution for its efforts towards the support of Canada’s linguistic duality.
- “At the university level, Simon Fraser represents a model of how to support students coming through immersion and French second-language programs, as well as French-speaking students, so that they can all pursue their studies in French with the full backing of the university. Through the OFFA, the university has shown its commitment to the Francophone community, as well as the importance of raising awareness among all British Columbians of Francophone culture in Canada.”
- Graham Fraser, Commissioner of Official Languages of Canada. Address to the Office of Francophone and Francophile Affairs at SFU, Harbour Centre, April 16, 2010.

19.7 Issues & Challenges

OFFA has a commitment to work with both federal and provincial governments to renew/extend the current 2009-2013 OFFA funding. Future funding would secure current and new tenure-track positions in FASS and FoE in order to reach long term goals.

19.8 High Profile Examples of Major Outreach Activities to the Broader Community

Twice a year, OFFA seeks input from the “OFFA Advisory Committee” which includes representatives from SFU (Associate-Dean of FASS & FoE and Dean of Continuing Studies; Chair of Department of French); both levels of government (fed. & prov.); Conseil scolaire francophone; Canadian Parents for French, Fédération des parents francophones de la C.-B.; Société de développement économique de la C.-B.; Fédération des francophones de la C.-B.

Each year, OFFA:
- welcomes a number of French speaking scholars (Canadian and international) and Francophone and Francophile guest speakers from the cultural and political world;
- attends numerous events and meetings/discussions regarding Francophone and Francophile issues, in B.C. and Canada;
- contributes to and/or hosts several events such the annual Semaine de la francophonie at SFU.
OFFA is a:
- Member of the Coalition en éducation en langue française de la Colombie-Britannique (which includes representatives from K to 12 Francophone and French Immersion programs, Collège ÉducaCentre and SFU-OFFA)
- Member-observer at the Presidents’ AGM of the Fédération des francophones de la C.-B.
- Member of the Consortium des établissements universitaires de l’Ouest canadien
- Member of the Association internationale d’études québécoises
- Member of the Agence universitaire de la francophonie

OFFA does not have a research mandate. However, the links that OFFA has developed with the Francophone and Francophile communities have helped connect SFU researchers and education/community members.

Examples of current research projects by FASS and FoE Francophone colleagues that reach a broader community:

**Governance of Francophones in British Columbia**
- Study examines the governance structures of Francophone minority communities in Canada and proposes a reflection on the governance structure needed for Francophones in BC.

**Francophone African community of BC**
- Study looks at the integration of children from African immigrant families in francophone schools in BC.

**Plurilingualism and Language awareness**
- Study focuses on the relevance of using « all » the languages present in the classroom in order to foster respect for diversity in BC.

**Teaching and Learning French**
- Study documents a number of practices relative to teaching French in a francophone school district in Western Canada. It follows an initial study documenting teaching and learning practices in French Immersion in Vancouver.
20 IRP

20.1 Introduction

Institutional Research and Planning (IRP) has the mandate to conduct analysis and research on all aspects of the University including students, courses, grades, space, classrooms, faculty, staff, tuition fees, budget and expenditures. Areas include utilization of FTE and classrooms, course availability, student and employee retention and attrition, graduation, grade distribution, student satisfaction, student experience, enrollment planning, new intake targets, faculty workload, graduate outcomes, etc.

IRP is dedicated to serving the information and planning needs of the University administration, faculty, staff, provincial and federal governments, peer reviewers, external institutions and agencies. Data on its website is also accessible by students and the general public.

In carrying out its mandate, IRP defines, collects, analyzes, maintains, and disseminates institutional research, information, and data. It also collaborates with the province and the other postsecondary institutions on system and provincial research and survey projects.

20.2 Budget

<table>
<thead>
<tr>
<th>2010-11 Budget</th>
<th>% Salary and Benefits</th>
<th>% Non-Salary</th>
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<tr>
<td>$693,982</td>
<td>96%</td>
<td>4%</td>
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20.3 Administrators

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tr>
<td>Director</td>
<td>Jacy Lee</td>
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20.4 Number of Staff (09/10)

<table>
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<tr>
<th>09/10 Faculty</th>
<th>09/10 Staff</th>
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<tr>
<td>N/A</td>
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<td>5</td>
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</table>
20.5 Strategic Priorities

- Migration to a new database platform (SQL Server).
- Redesign data source and database structure for Academic Information Reports for program reviews.
- Create performance measures reporting for the University Framework and Academic Plan.
- Create data programs and databases for Faculty Renewal reporting.
- Work on data needs for university initiatives including enrollment management, strategic planning, teaching and learning, fundraising, NWCCU Accreditation, and curriculum review.

20.6 Primary Goals

- To respond to requests for information accurately and in a timely fashion.
- To reduce production time for the electronic factbook.
- To produce relevant information to be used for strategic initiatives of the university.

20.7 Long term Goals

- To use more visuals in reporting.
- To balance data management/dissemination versus analytical research workload.

20.8 Issues & Challenges

- There is a backlog of requests. To manage this, IRP looks for ways to generate frequently requested data/reports as time efficiently as possible.
- The need to ensure consistency in data numbers grows with the increase in the number of persons accessing the data sources available.
20.9 High Profile Examples of Major Outreach Activities to the Broader Community

Projects completed in the last year include:

- Profile of BC College Transfer Students Admitted to Simon Fraser University 2003/04 to 2007/08. (Funded by the British Columbia Council on Admissions and Transfer, (BCCAT)).
- 2007 BC University Baccalaureate Graduate Survey, Report of Findings. The Class of 2002 Five Years After Graduation (Funded by the Research Universities’ Council of BC, (RUCBC)).

Collaborations completed in the last year include:

- Exploring Adult Learning in the Fraser Region. Prepared by the Fraser Region Consortium - Douglas College, Kwantlen Polytechnic University, Simon Fraser University, University of the Fraser Valley.
## 21 APPENDIX – 2010/11 VPA BUDGET

<table>
<thead>
<tr>
<th>Faculty/Support Area/ Admin</th>
<th>Budget Cut</th>
<th>Budget Grossed Up</th>
<th>Rev</th>
<th>Sal</th>
<th>Nsal</th>
<th>Total Exp</th>
<th>% Sal</th>
<th>% Nsal</th>
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<td>18,825,809</td>
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