

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

S.04-42

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: Three Year Academic Plan

DATE: May 20, 2004

For Information

On behalf of the Senate Committee on University Priorities (SCUP) I would like to submit to Senate for information the Simon Fraser University Three Year Academic Plan for the period 2004 – 2007. SCUP reviewed and approved the document at its May 12, 2004 meeting.

encl.

**THREE YEAR ACADEMIC PLAN
2004 - 2007**



SIMON FRASER
UNIVERSITY

THREE YEAR ACADEMIC PLAN

1. INTRODUCTION

As it approaches the 40th anniversary of its establishment Simon Fraser University's achievements reflect the development of a unique institutional culture forged in the tumultuous '60s and now defined in the University's Statement of Values and Commitments: SFU is distinctive in the depth of its commitment to intellectual and academic freedom; to openness and inclusion in order to assure these commitments; the value it places on responsiveness to the community; its belief in the interconnectedness of discovery, diversity and dialogue; and its willingness to encourage risk and innovation.

These values and commitments must anchor any agenda for the Academic Plan as we continue to find ways to provide

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

When doing so, we also must continue to champion the value of curiosity-driven, basic research in expanding the foundations of knowledge.

2. PLANNING PROCESS

This planning cycle consisted of three steps;

a) Planning Retreat.

A one day planning Retreat was held in April 2003. The Deans and the Vice President, Academic, the Associate Vice President, Academic and their staff developed a number of Operational Principles which would guide the planning process. Also confirmed was a time line for the planning process.

b) Achievements 2001 – 2004.

The last Academic Plan was reviewed and an assessment conducted of how the goals set out there had been achieved and/or addressed (see 3 below).

c) Faculty Planning 2004 – 2007.

In June 2003 each Faculty, plus other units that report to the Vice-President, Academic, were formally asked to prepare new academic plans for the period 2004 to 2007. In line with the guiding operational principles developed in step 1, Faculties were asked to identify academic areas of focus and priority that would guide the allocation of resources. These plans also had to conform to the Senate Guidelines for Academic Plans (S00.44a). Plans were

received in February 2004 and each Dean presented their Faculty plan at a one-day retreat. During the retreat the Vice President, Academic, with the input of the Deans, identified common problems, opportunities and general themes needing to be addressed by the University Academic Plan.

d) University Academic Plan

Inputs from all previous steps led to the development of an overarching Academic Plan for the University, which was presented for further discussion in a Workshop in April and May 2004. Following its endorsement by each Dean, the plan was presented to the Senate Committee for University Priorities and to Senate in June 2004, and formally adopted by the SFU's academic community.

e) Assessment and Review

It is expected that progress in implementing this plan will be reviewed annually each fall and changes made to the plan as needed.

The Goals and Objectives of this Academic Plan will integrate with the President's Agenda to become part of the University's comprehensive strategic direction.

3. ACHIEVEMENTS 2001 - 2004

This plan is built on the achievements of the Three-Year Plan of the Vice President, Academic 2001 – 2004 titled "Flexibility & Responsiveness." That plan outlined seven goals and, to a large degree, the goals set out therein have been realized. The University also took advantage of, and had to contend with, a significant number of unanticipated challenges and unforeseen opportunities that arose during this period.

Goal 1: *Reaffirm our commitment to the arts and sciences while enabling development of the applied and professional programs*

Performance expectations around this goal were generally met.

As a result of budget decisions taken in 02-03 and 03-04, the base budgets of the Faculties of Arts and of Science were improved.

Planning for modifications to the new undergraduate curricula, including new courses, and graduation requirements in the areas of Writing, Quantitative and Breadth, and admission standards are well under way. Agreement has been achieved at all levels and funding is in place to ensure a smooth implementation.

Many new interdisciplinary courses have been developed and/or enhanced, including those in the areas of Biotechnology, Business, Biomedical Engineering, Cognitive Science and International Studies.

New and applied programming has been achieved within a number of areas, including the Master's in Public Policy, the Global Asset and Wealth Management MBA and various courses in School of Interactive Arts and Technology.

Programming for the new Faculty of Health Sciences is well underway and the Faculty will become operational on September 1, 2004.

Goal 2: *Enhance our research excellence and profile*

Expectations around this goal have been met, although it was not possible at this time to sustain the Research Advisory Council.

Grant and Contract research funding has grown from \$27 million in 2000/01 to \$50 million in 2003/04. In addition CFI and KDF projects have reached \$23.8 million and SSHRC, INE and CURA grants reached \$11 million over three years.

We have been allocated 43 Canada Research Chairs and have successfully identified additional funding to cover both the direct and indirect costs of research. Grant funding has increased and a major CFI Project is nearing completion while others are in the early planning stage.

Goal 3: *Improve our ability to attract, retain, and support outstanding faculty.*

Activities introduced to support this goal have been successful and expectations have been met.

Various programs are in place to attract and retain outstanding faculty: these include market differential funding, the establishment of the retention fund, and a new faculty incentive fund. The President's Research Grant has been maintained, and funding is also in place to support new and existing scholars with regard to "startup" and retention.

Forty-four percent of new faculty hires have been attracted from outside of Canada.

A number of programs are in place to support faculty in instructional development. These include services provided by eLINC and LIDC. Orientation of new faculty and training for new Chairs have been improved, as has the flow of information to Chairs.

Goal 4: *Enhance our learning environments and instructional pedagogy so that they demonstrate our excellence, innovation, and our ability to engage our students.*

This objective is being met and various actions continue to ensure that SFU makes the most of opportunities to use the best technology for instructional delivery.

SFU's approach to instructional delivery and learning technologies have been evaluated and a new vision, strategy and structure are under discussion.

LIDC has been successful in developing programs to enhance the instructional skills of graduate students. Cooperative education opportunities need to be more fully explored, but economic conditions in BC are limiting at this time.

Increased opportunities for students to work and study internationally have been identified and employed.

Goal 5: *Attract, retain and support outstanding students and identify ways to enrich the learning experience of all students.*

This is an ongoing goal and it remains a priority to seek ways to attract, retain and support talented students.

Success has been achieved in a number of areas, including: the Senate action on improving student recruitment, the expansion of a First Nations Student Centre, and the increase in international student recruitment, with a target now set at 10% of undergraduate enrollment.

The SIMS implementation is well underway and, despite the predictable startup problems, it promises to meet expectations in providing web-based access for student registration and other improvements to student services.

A strategy is being prepared to expand the participation of First Nations students at SFU.

The proposal for the creation of a Centre for New Students outlined in the 2001/2004 plan has been re-evaluated and replaced with a Student Development and Programming Centre focused, in the initial stages, on new student orientation and mentorship programming.

The dynamic and aggressive approach taken in establishing a SFU presence in Surrey also testifies to the desire of the University to serve its communities.

Goal 6: *Extend the university more fully into its communities and reach out more effectively to our diverse community of learners.*

Activities associated with this goal have met with success.

SFU has continued to develop new collaborations with other universities; the Great Northern Way Campus and associated programming is an example of this.

SFU's involvement with the First Nations Advisory Council and the Chief Dan George Centre for Advanced Education demonstrate a commitment to enhance institutional partnerships with First Nations communities as does the development of a new PhD in Education.

Over the past three years, community outreach programs have been established at Harbour Centre, Kitimat and Maple Ridge.

Integrated Studies continues to expand the Liberal and Business Studies cohort program at Harbour Centre, with intakes each September.

Goal 7: *Develop an institutional context and infrastructure that will enable us to succeed in our other objectives.*

Activities supporting this goal are broad-ranging and include the establishment of "SFU International" and the agreement regarding fee-sharing for international FTEs.

Procedures have been developed for identifying graduate and professional program tuition levels and fee-sharing between the University and the Faculties.

Information technology services have been reorganized to better serve the University, a new Chief Information Officer has been appointed.

A new Student Information System is being implemented and a course scheduling framework and policy are in the process of being developed.

The report of the Ad Hoc Committee to Review and Develop Lifelong Learning Opportunities at SFU has not been completed, but is in progress.

4. PLANNING CONTEXT

A number of changes in the external environment and in our local conditions will have a significant impact on SFU over the next decade. The following issues have been identified by the President in his "SFU at 40" report:

- 40% of our current faculty and staff will retire within 10 years;
- a 20% increase in applications from high school graduates;
- competition in the academic labour market (both public and "for profit") will increase;
- competition from other post-secondary institutions in providing distance education through IT innovations will grow;
- Canadian research universities will compete for increasingly targeted and differentiated government funding;
- the political economy throughout North America, including the "New Era" in British Columbia, will change, entailing a greater reliance on private sources for improved funding; and
- increasing demand by governments for performance-measured accountability.

Simon Fraser University's academic planning processes need to address these (and other) environmental challenges by building upon a number of elements, including: new programs; expanded infrastructure; the best faculty, staff and students; and funding for growth.

A different kind of challenge is the changing demographic of the student body, many of whom use English as a second language and who must learn from faculty who, in many cases, come from different cultures and backgrounds from themselves.

In order to achieve its goals Simon Fraser University will have skillfully to balance the natural tensions that lie in pursuing development in multiple directions. There are two potential tensions that, in particular, will need to be managed.

First, within the larger society there is a pressure on the University to focus on innovation and applied research. At the same time we need to protect our social responsibility to pursue basic, curiosity-driven research and to be independent and critical. We must preserve the traditional research foundations of the University while remaining responsive to our public.

The second potential tension we face is that between the traditional pedagogical approaches to instruction and newer technology-enhanced learning. Simon Fraser University built its strong reputation on the excellence of its personalized educational delivery and programming. We now also have the opportunity to use new educational technologies to enhance our instructional delivery in some program areas, or to reach communities of learners who otherwise could not access our research and programming excellence. We must be careful to guard against "commoditization" of the education we provide.

A further challenge we face is to provide equally high service levels, both administratively and academically, at all three distinct campuses; Burnaby, Surrey and Vancouver.

4.1 The External Environment

SFU operates within a dynamic environment, and the demands continue for the University to deliver sustained service excellence to an ever-increasing constituency. The surging demand for post-secondary education reflects both the growing population and the increasing recognition that higher education is the key to success in a knowledge-based society. These factors are complicated by reduced Government funding, and universities are expected to do more with less. Our challenge is to adapt, to innovate and to continue to face these hurdles with confidence and enthusiasm. To do this we need a thorough understanding of the environment and the impact it has and will have on us. To give some depth to the broader understanding of our response, a summary of these conditions follows.

4.1.1 Demographic Changes

In the past five years, the Canadian population has grown by 3.6% and forecasts for the year 2011 predict that an increase to 33.6 million or by 8.5% is probable. Population growth in British Columbia continues to be high, fed by large-scale immigration, particularly from other Pacific Rim countries. Of particular importance to SFU is the projected number of young adults in the age group 18-29 years, which is expected to grow from 671,466 in 2003/4 to 697,057 in 2006/07 (3.81%), and by 2009/10 the forecast is 722,647, a total of 7.62% over the six year period. This growth trend is expected to continue until 2014.

A report to the Ministry of Advanced Education drafted by SFU and three other higher education institutions in the Fraser Region predicts an increase of 14,000 FTEs over the next eight years in our catchment area.

In response to these demographic pressures, the Ministry has awarded funding for the further development of the SFU Surrey campus. We envisage enrollment growing at both the Surrey and the Burnaby Campuses.

Taking this growth together with the increasing numbers of older students and the accepted notion of "life-long learning," we need to prepare for increased enrollment at SFU.

In line with this demographic change, the table below indicates that SFU is expecting to increase undergraduate and graduate enrollments by 3000 (18%) over the next six years.

SFU Campus	Current 2003/04	2004/05 Growth	2005/06 Growth	2006/07 Growth	2007/08 Growth	2008/09 Growth	2009/10 Growth	Total Growth	Total 2009/10
Surrey	650	210	235	328	359	359	359	1,850	2500
Burnaby	16200	429	182	109	142	142	146	1,150	17350
Total	16854	639	417	437	501	501	505	3,000	19850

The pressure to manage and accommodate this level of growth (i.e. 18% in seven years across three campuses, one of which is in its infancy) will greatly stretch the University's resources.

4.1.2 Knowledge-based Society

Canada and BC are moving towards a more knowledge-based society that will require an increased need for people with a post-secondary education. The Ministry of Skills Development and Labour estimates that by 2011 over 75% of projected occupational opportunities will require some degree of post-secondary education. This trend will amplify the impact of demographic changes on demand for access to the University.

4.1.3 Funding of Post secondary Education & Research

SFU is concerned about the prospect for appropriate funding of university education in British Columbia. The continuing lack of funding for graduate students and the declining per capita undergraduate grant means that, despite the current government's significant investment in increased access to medical and technical education programs, overall funding is inadequate to support the level of excellence both to which we aspire and which is expected of us. Increased public investment is urgently required to expand capacity (physical infrastructure and operating resources) and to fund graduate students if BC is truly to regain competitive status among the knowledge economies of the contemporary world.

While working toward increased public funding we need to continue to develop our "non traditional" sources of funds and to become less reliant on the Province. These funding sources include: federal CFI, CRC and IDC funding, as well as self-funding through the bond fund and growth in "cost recovery" programs and activities.

SFU has had to increase tuition fees for the past three years to help balance the University budget, while cost pressures and under funding continue. This year, despite a further 15% increase in fees, the University will have to absorb a cut in its operational budget of 1.3%. This "cost-squeeze" environment places extraordinary pressures on the Institution, and its faculty, staff and student body generally.

Students will be under additional financial pressures if this trend to reduce the per FTE grant funding continues and we should do what ever we can to limit further increases in tuition and assure access for the most disadvantaged. One question SFU may face in the next three years is whether, or to what extent, we are prepared to consider tuition fees that exceed the national norms in order to preserve the high quality of our programs.

SFU is strengthening its efforts to attract private, philanthropic support to fund University priorities through a five-year, \$100 million capital campaign. The campaign will conclude in 2006 -- in celebration of SFU's 40th anniversary.

The campaign will focus on three key areas:

- New buildings and facilities
- Academic endowments, new program development and innovation funding
- Student scholarships, bursaries and awards

4.2 Internal Conditions

Environmental pressures have also been magnified by the University attempting to take best advantage of the opportunities presented to it. In order to better serve its constituents, SFU has undertaken a number of initiatives to achieve increased efficiency and effectiveness in both the Academic and Administrative areas, and many of these projects will continue well into this planning period. These initiatives carry with them a high degree of change, which the institution and its faculty and staff will have to absorb.

These initiatives include among others;

- the establishment and integration of the new Faculty of Health Sciences;
- the development and integration of the Surrey Campus;
- the University curricula implementation plan to include courses relating to Writing, and Quantitative skills as well as adding Breadth;
- the management of major capital expansion;
- the DTO (Double The Opportunity) initiative;
- the pursuit of major research initiatives;
- the internationalization of the University's activities;
- the exploitation of IT systems (SIMS, HAP, FINS and the Budget module) and the accompanying high degree of change in business processes;
- systematic improvements to student services.

5. PLANNING THEME

In many ways the past three years have established the foundation for a major transformation of the University comparable to other times in its history when significant new directions were established. A third campus, a new Faculty, significant numbers of new faculty members, new admission and graduation requirements, a comprehensive international strategy and other initiatives have all renewed SFU's reputation as an innovative, dynamic and community-oriented institution. Looking ahead, we will need to concentrate on delivery, execution and completion of these projects. This is not to say that changes will stop. Much of the change that was begun over the last three years has merely laid the foundations and established directions for future evolution and growth. There is

a need now to focus attention and resources on effectively completing projects and on realizing the full potential of opportunities that will arise from them.

6. ACADEMIC GOALS

Goals, priorities and initiatives for this planning period have been identified by reaffirming our basic values and responsibilities to our students, to society and our immediate community. Accepting that the Vice President, Academic and his faculty will work closely with the Vice President, Research in developing and implementing a plan for Research activities, this plan concentrates on issues that most clearly fall within the purview of the Vice President Academic and Provost.

By overlaying academic priorities with the theme the following ten goals and associated activities were identified.

1. To successfully establish and integrate the **Faculty of Health Sciences** within SFU.
2. To develop and integrate the **Surrey Campus** into SFU
3. To optimize our **DTO** activities
4. To implement the new **undergraduate admission and graduation requirements**
5. To support and pursue **major research initiatives**
6. To support and pursue opportunities to provide educational opportunities for **First Nations**
7. To maintain and enhance our standing as a **major international University**
8. To manage the **major academic capital requirements**
9. To improve **service levels to students, faculty and staff**
10. To support **succession planning** initiatives

In achieving these ten Goals the University will be in an advantaged position to recruit and retain outstanding faculty and to provide a challenging learning environment for its students. The new entry and graduation requirements will distinguish SFU as a place of enhanced learning opportunities and will attract students of exceptional quality.

GOAL 1

- ***To successfully establish and integrate the Faculty of Health Sciences within SFU.***

Objectives

- Achieve the Faculty hiring plan and establish a faculty complement of 14 by 2007, which includes 4 CRCs

- Establish undergraduate, Masters and PhD programs, building towards 400 undergraduate FTEs and 150 graduate FTEs for a total of 550 FTE students by 2009
- Define and construct the space as required
- Increase health-related research funding by \$2 million annually by 2007
- Put the student work experience and affiliation arrangements in place
- Establish Continuing Studies programs regarding global health and rehabilitation studies

GOAL 2

- ***To develop and integrate the Surrey Campus into SFU***

Objectives

- Recruit and retain students, faculty and staff for the campus to 1423 FTE domestic students and 140 international students and approximately 70 faculty by 06/07.
- Ensure Student Services are provided at equivalent service levels to those on the Burnaby campus
- Develop distinctive undergraduate Surrey programmes in all Faculties and, in particular, establish integrated cohort base programs in the Arts and Sciences
- Establish research and graduate programming in Education, Arts and Sciences, as well as new research programs in Health Sciences and Business
- Ensure Library services are provided at suitable levels
- Establish a range of credit and non-credit course offerings and community outreach initiatives through Continuing Studies
- Expand the Applied Sciences research, graduate and undergraduate foundation programs

GOAL 3

- ***To continue activities to Support the Double The Opportunity (DTO) Program.***

Objectives

- Recruit and retain students and faculty to targeted levels of 944 undergraduates and 134 graduates
- Ensure all identified programming is classified as DTO where appropriate and develop new programs that will fit DTO criteria
- Facilitate construction and occupancy of TASC 1 by 2005/06
- Identify and support initiatives that examine technology in social context

GOAL 4

- ***To implement the new undergraduate admission and graduation requirements***

Objectives

- Support and fund efforts to develop and implement the Writing, Quantitative and Breadth courses into the regular curricula
- Establish a task force to consider whether a Student Learning Centre should be established and if so what its role should be.
- Consider and implement, where appropriate, the recommendations of the Language Coordinating Committee
- Enhance student career and counseling services

GOAL 5

- ***To work with the Vice-President, Research to enhance SFU's research capacity***

Objectives

- Identify and support major multidisciplinary and interdisciplinary research activities
- Encourage multidisciplinary and interdisciplinary research and teaching, particularly between the sciences/applied sciences on the one hand and the social sciences/humanities on the other
- Support the development of one or more internationally recognized research 'centres of excellence'

GOAL 6

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

Objectives

- Support new program development for First Nations
- Recruit and retain First Nations students to increase First Nations students by 50% by 2007
- Recruit First Nations faculty
- Improve access to University courses and programs by First Nations students by creating bridging opportunities
- Encourage and focus effort to advance First Nations cultural issues
- Support the Chief Dan George Centre for Advanced Education
- Support the Senate guidelines on First Nations
- Expand the capacity and improve University infrastructure to support First Nations initiatives
- Support continued programming in Kamloops

GOAL 7

- ***To maintain and enhance SFU standing as a major international University***

Objectives

- Support SFU International's strategic plan
- Encourage the development of international components to the curricula
- Support the establishment of the Centre and School for International Studies
- Support the creation of international research and education partnerships
- Encourage and support university-wide initiatives to engage in international development projects
- Increase enrollment of international students from a broad cross-section of countries to 10% of total enrollment by 2007

GOAL 8

- ***To effectively manage major academic capital requirements***

Objectives

- Address the space deficit at Burnaby Campus and focus on the teaching and research space requirements in relation to enrollment growth targets and increasing research needs
- Develop additional space at the Vancouver campus, particularly for Contemporary Arts

- Support the development and deployment of space at the Surrey campus
- Monitor opportunities that develop for the Great Northern Way campus

GOAL 9

- ***To improve service levels to Students, Faculty and Staff***

Objectives

- Exploit the potential of all new systems and technology to reduce workload in academic departments
- Optimize the use of teaching space by implementing recommendations made by the Course Accessibility Implementation Committee
- Improve service to students, potential students and faculty by utilizing the full potential of SIMS.
- Implement new financial planning and control processes

GOAL 10

- ***To support succession planning***

Objectives

- Encourage the mentoring of new and mid-career faculty in the full range of professional responsibilities
- Consider options to extend "post-retirement" opportunities
- Provide additional support for faculty who serve in administrative capacities
- Support conditions for retention and enhancement of support staff

7. IN CONCLUSION

As SFU approaches its 40th anniversary it has embarked on a remarkable transformation; there is a rebirth, a renaissance, in its people, its programs and its physical structure. While pursuing a broad range of new initiatives over the past three years, SFU has reaffirmed its commitment to its foundation values and ideals to provide:

- the best teaching and research in the liberal arts and sciences;
- the most innovative interdisciplinary and professional programs;
- the most creative community outreach and partnership; and
- innovative basic research that expands the foundations of knowledge.

In the next three-year period we will need to concentrate on delivery, execution and completion of the projects and initiatives of the last three years. There is a need now to focus attention and resources on effectively completing projects and realizing the full potential of opportunities that will arise from them.

By focusing on and realizing the ten objectives outlined above we will continue our renaissance and reaffirm our commitment to excellence in teaching and research, interdisciplinarity, community outreach and innovation.

SFU in the year 2007 will be a University with three strong, vibrant and fully integrated campuses. Its Faculty of Health Sciences will be a centre of research and educational excellence that integrates basic science and social science research with population outcomes and public policy.

SFU's academic programming will be uniquely interdisciplinary and integrative and will provide all students with foundational writing and quantitative skills and with an enhanced awareness of the breadth of the educational enterprise at work within universities. It will be a University that provides students, faculty and staff with international opportunities.

SFU will continue to reach out to aboriginal people and affirm its commitment to the First Nations Guiding Principles.

As it continues to provide an environment that supports basic, curiosity-driven research, SFU will develop one or more major new integrative research programs.

The most serious space deficits will have been corrected. Academic administration will provide better support for students and faculty. New faculty members will begin to provide important leadership to the University.

SFU of the year 2007 will have an enhanced reputation for quality in teaching, research and community outreach. It will provide an environment and support for students and faculty who wish to excel.