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MEMORANDUM

ATTENTION: Senate

TEL

FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP

A handwritten signature in blue ink, likely belonging to Peter Keller, the Vice-President, Academic and Provost, and Chair of SCUP.

RE: SFU Strategic Review 2018 (SCUP 19-06)

DATE: February 11, 2019

TIME

At its February 6, 2019 meeting, SCUP reviewed for information the SFU Strategic Review 2018 report.
It is attached for the information of Senate.



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SCUP 19-06

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ATTENTION Peter Keller, Chair
Senate Committee on University Priorities

FROM Wade Parkhouse, Vice Provost and
Associate Vice President, Academic
Co-chair, University Planning Committee

Alison Blair
Vice President, Finance
Co-chair, University Planning Committee

RE SFU Strategic Review 2018

DATE December 13, 2018

MEMORANDUM

SFU's Strategic Review demonstrates the University's commitment to Vision/Mission fulfillment and the achievement of its core themes, *Engaging Students*, *Engaging Research* and *Engaging Communities*. It provides substantive evidence that SFU is accomplishing the goals and desired outcomes as contained in the University Planning Framework and is achieving its Vision/Mission core themes' objectives.

This document has been discussed by the President and the Vice Presidents and will be submitted to Senate and the Board of Governors prior to being posted on SFU's website.

The SFU Strategic Review 2018 is being submitted to the Senate Committee on University Priorities for information.

Attach.



STRATEGIC REVIEW 2018

SFU

CANADA'S ENGAGED UNIVERSITY

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1. Purpose

SFU's Strategic Review demonstrates the University's commitment to Vision/Mission fulfillment. SFU regards the degree of Vision/Mission fulfillment as the extent to which the University's clearly articulated purpose and intentions are being achieved through its three core themes and fundamental theme. The purpose of this document is to provide substantive evidence that SFU is accomplishing its objectives and to provide recommendations regarding outcomes and indicators.

The adoption of best practices requires the review of institutional performance through the continuous improvement reflected in the performance of identified indicators. Regular, systematic, participatory, self-reflective, and evidence-based assessments of accomplishments are imperative in this endeavour. Assessments linked to quality and operational effectiveness reflect the degree of success in achieving the SFU objectives.

Specific objectives have been articulated for each of the University's three core themes, *Engaging Students*, *Engaging Research*, and *Engaging Communities*, and the fundamental theme, *Leveraging Institutional Strength*. All are documented in the University Planning Framework (UPF). A number of indicators of achievement have been identified for each objective. In this review and/or in the Theme Teams' Reports, each indicator has been analyzed and assessed. All indicators are then summarized and used to assess whether or not the core theme they are associated with is fulfilling the University's Vision/Mission.

Initially, SFU looked for trends in the data, with a positive trend as the goal. Having experienced using indicators in this manner, the University has begun to assign specific target or "target bands" for indicators, wherever possible.

This report is an overarching document that summarizes the findings of the four Theme Teams and their respective reports, which are attached as appendices. It provides the necessary evidence to demonstrate that SFU is achieving its core theme objectives, and synthesizes the findings into an overall assessment of how well SFU is achieving its Vision/Mission.

2. SFU's Strategic Vision/Mission

Following an extensive consultation process within and beyond the University, the SFU Vision/Mission was launched in February 2012. The Vision/Mission, which focuses on SFU's strengths and aspirations as an "engaged university," represents the culmination of a year-long consultation process that included thousands of students and community members and hundreds of SFU faculty, staff, and alumni. The Vision/Mission was reaffirmed in June 2016.

SFU's Vision/Mission

To be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement.

➤ ENGAGING STUDENTS

- *To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.*

➤ ENGAGING RESEARCH

- *To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.*

➤ ENGAGING COMMUNITIES

- *To be Canada's most community-engaged research university.*

The full details of the SFU Vision/Mission can be found at: <http://www.sfu.ca/engage.html>

In 2017, Simon Fraser University invited the SFU community to reflect on the impact of its Vision/Mission and to provide feedback on progress in realizing its goals. Similar to the initial consultations that launched the Vision/Mission in 2012, SFU invited community members to share their feedback in meetings and forum events, on social media, and through its website, asking the following three key questions:

1. How is the University community fulfilling its vision and achieving its goals for engaging students, engaging research, and engaging communities?
2. How can the University community improve its existing programs, initiatives, and activities to further its vision?
3. What new opportunities should the University community consider?

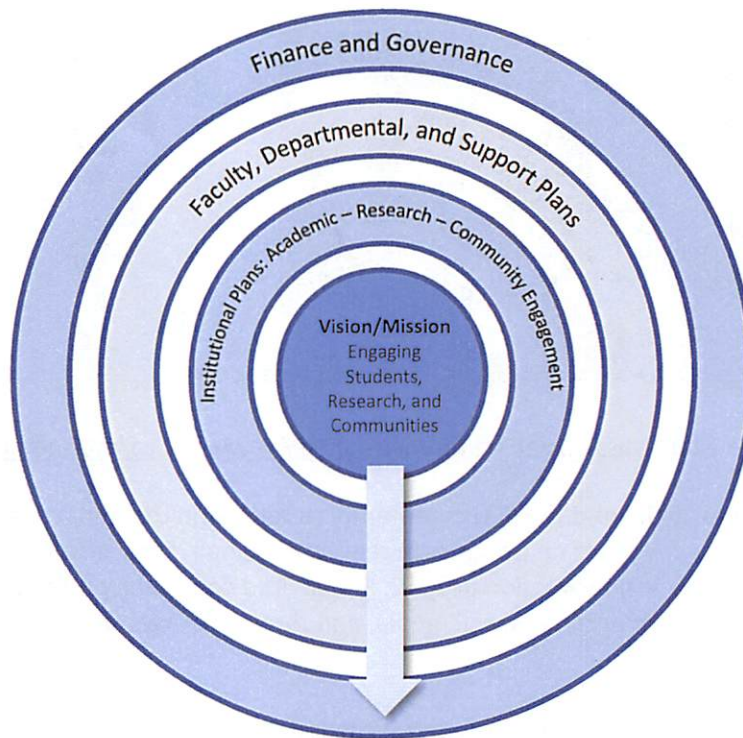
The engagement process offered suggestions on how the Vision/Mission could be enhanced and improved upon. The process and its results, as well as initiatives underway, were published in spring 2018, [Engaging the Vision: Community Consultation Report](#).

3. The University Planning Framework

The University Planning Framework (UPF) provides guidance to all institutional planning activities and includes mechanisms for monitoring progress and achievements. It is a dynamic document that reflects the University's response to its changing environment and is updated as required.

SFU's Vision/Mission is at the core of the Framework. The Vision/Mission as well as its principles and philosophy permeate their way throughout all aspects of the University's governance and culture. The Academic Plan, the Strategic Research Plan, and the Community Engagement Strategy, which represent Core Theme planning, form the main linkages between the Vision/Mission and the Faculty Plans, the Departmental Plans, and support plans. All plans are constrained by the outer circle—Financial Model and Governance Model.

Plans Originate from the Vision/Mission



4. Performance Reflected by SFU Planning Framework Indicators

For each of the core themes, the data are provided in the form of a table and a graph that show performance over a five-year period, with 2013/14 as the base year where applicable. This is followed by a brief discussion on performance and recommendations, and then a conclusion is drawn as to whether expectations/targets have been met.

4.1. Core Theme: Engaging Students

Goal

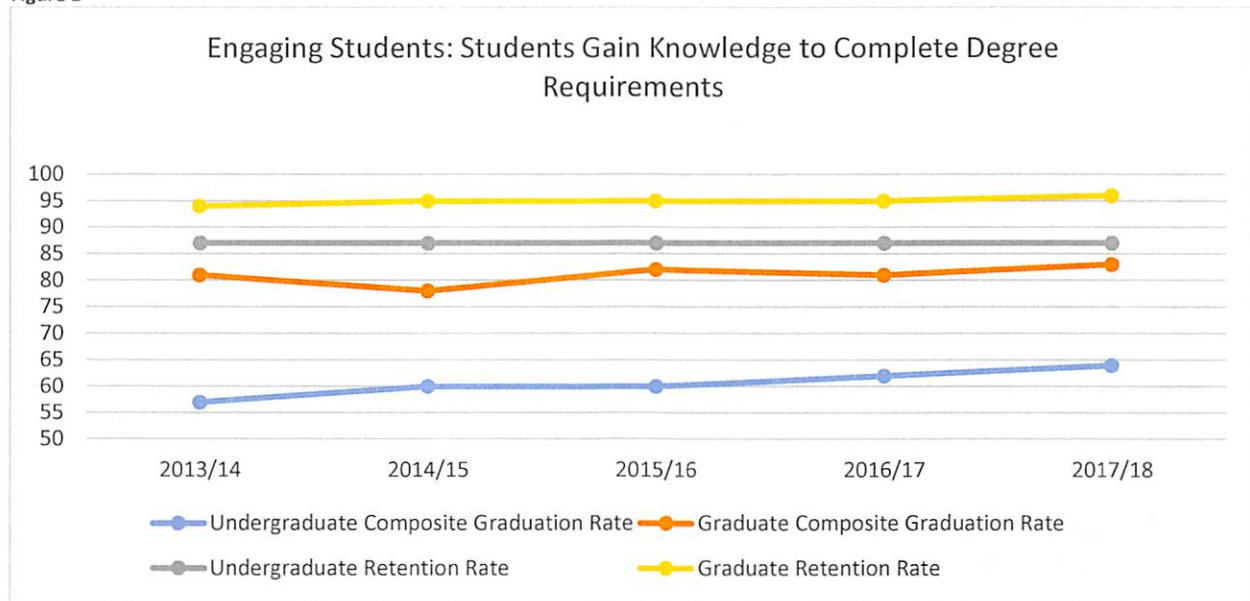
To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

4.1.1. Outcome 1 – Students Gain the Knowledge to Complete Degree Requirements

Table 1

Goal: To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.											Target for 2021
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
								Below Expectations	Meets Expectations	Exceeds Expectations	
1. Students gain the knowledge to complete degree requirements.	1.1	Undergraduate composite graduation rate (%) (6-year graduation rate for degree programs)	57%	60%	60%	62%	64%		✓		64%
	1.2	Graduate composite graduation rate (%) (6-year for master's programs and 8-year for doctoral programs)	81%	78%	82%	81%	83%		✓		85%
	1.3	Undergraduate retention rate (%) (year 1 to year 2)	87%	87%	87%	87%	87%		✓		87%
	1.4	Graduate retention rate (%) (year 1 to year 2)	94%	95%	95%	95%	96%		✓		96%

Figure 1



Indicators 1.1 to 1.4 – Graduation and Retention Rates

Since 2013/14, the composite graduation rate for undergraduate students has slightly increased, while the rate for graduate students has remained relatively stable with little fluctuation. SFU's undergraduate composite graduation rate is over a six-year time frame. Among other things, it recognizes that, in order for students to take advantage of the many co-operative education and field school opportunities that SFU offers, students will often take longer than the traditional four years to complete their degree. While SFU is keen to ensure timely credential completion, it sees the importance of students being able to graduate with the real-world work experience that its various integrated learning programs offer.

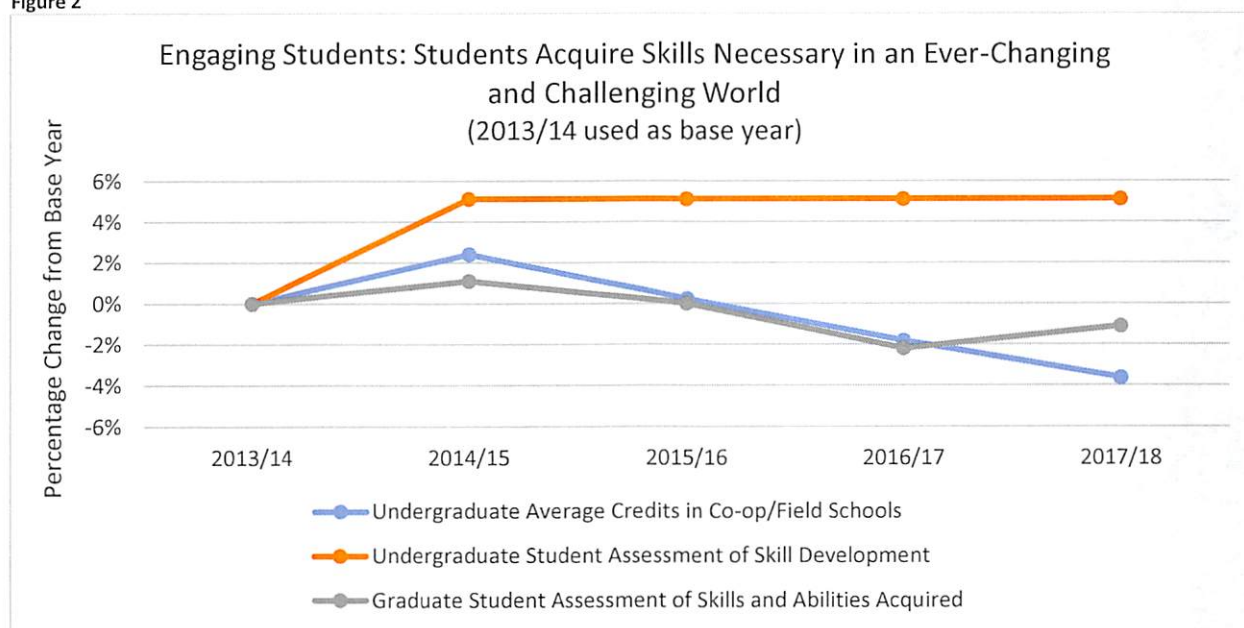
Retention rates at both the graduate and undergraduate levels are strong and are maintaining a consistently high level year over year. SFU has put considerable effort into achieving this retention rate, and recent data support this.

4.1.2. Outcome 2 – Students Acquire Skills Necessary in an Ever-Changing and Challenging World

Table 2

Goal: To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.										
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			Target for 2021
							Below Expectations	Meets Expectations	Exceeds Expectations	
2. Students acquire skills necessary in an ever-changing and challenging world.	2.1 Undergraduate average credits in co-operative education and field schools per graduating student	8.29	8.49	8.31	8.14	7.99		✓		8.00
	2.2 Undergraduate student assessment of skill development (average %), as measured by the BC Baccalaureate Graduate Survey	78%	82%	82%	82%	82%		✓		82%
	2.3 Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	91%	92%	91%	89%	90%		✓		90%

Figure 2



Indicator 2.1 – Undergraduate Average Credits in Experiential Learning (Co-op and Field Schools) per Graduating Student

Due to the recent downturn in this indicator, SFU will be monitoring this indicator closely. The University is planning on undertaking a review of academic advising services and looking to create clearer pathways for students to get involved in co-op education and field schools.

A 2017 Senate decision has changed the number of courses required for students to receive a co-op notation on their transcript from four to three. The University anticipates that this may cause the indicator to lower over the short term, but the hope is that this decision will increase student involvement in co-op education by making a designation more attainable, which could potentially encourage an eventual long-term uptrend for this indicator.

Indicators 2.2 and 2.3 – Undergraduate and Graduate Student Assessment of Skill Development and Abilities Acquired

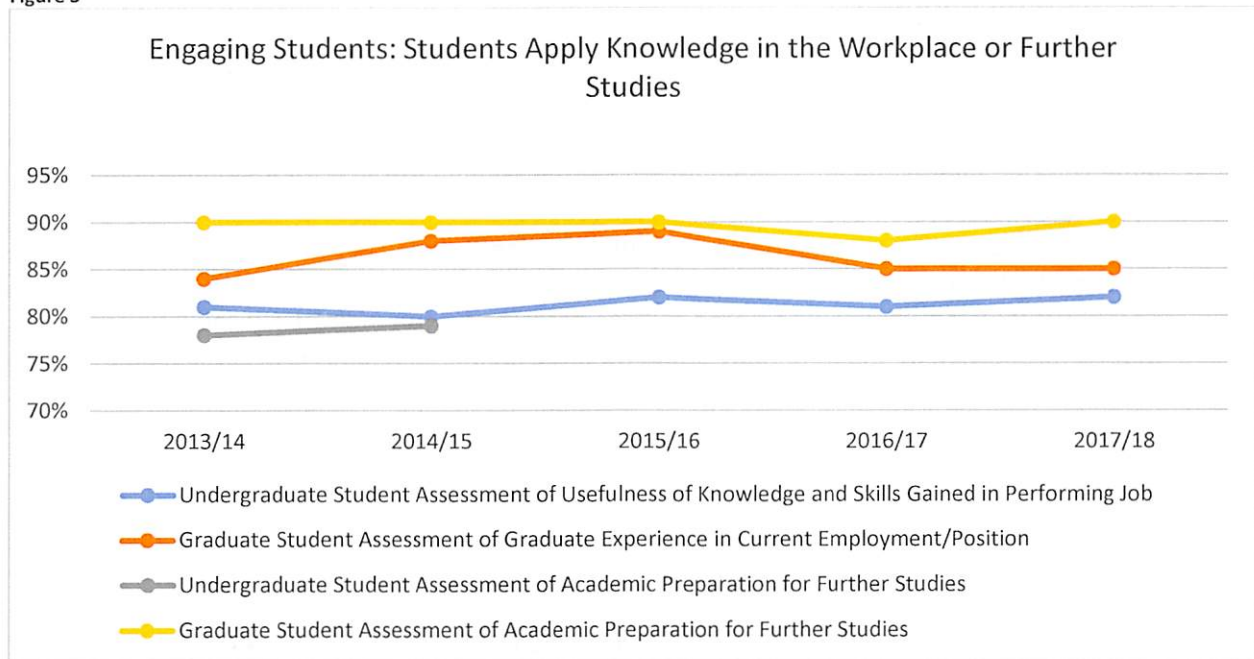
National, provincial, and SFU's own student surveys indicate that students are strongly satisfied with their education experience at SFU. Although there are slight fluctuations over the five-year period measured, the data show that SFU is maintaining a high level of student satisfaction with the skills they are acquiring, particularly at the graduate level. For these reasons, the targets have been set at the current achievement levels.

4.1.3. Outcome 3 – Students Apply Knowledge in the Workplace or Further Studies

Table 3

Goal: To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.										
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			Target for 2021
							Below Expectations	Meets Expectations	Exceeds Expectations	
3. Students apply knowledge in the workplace or further studies.	3.1 Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	81%	80%	82%	81%	82%		✓		82%
	3.2 Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	84%	88%	89%	85%	85%		✓		87%
	3.3 Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	78%	79%	no longer asked on survey			n/a			n/a
	3.4 Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	90%	90%	90%	88%	90%		✓		90%

Figure 3



Indicators 3.1 and 3.2 – Undergraduate and Graduate Student Assessment of Usefulness of Knowledge and Skills Gained in Performing Job

National, provincial, and SFU's own surveys indicate that a high percentage of students have found their education at SFU to be either useful or somewhat useful in their work/employment. In the most recent [British Columbia Outcomes Survey of Baccalaureate Graduates \(2017\)](#), skills associated with oral communication and group collaboration were rated the highest, with 96% of SFU graduates surveyed claiming they acquired these skills at SFU. Critical analysis, independent learning, reading and comprehending material, and writing clearly and concisely were also highly rated.

Indicator 3.3 – Undergraduate Student Assessment of Academic Preparation for Further Studies

This question is no longer asked on the survey. The Engaging Students Theme Team is considering possible alternatives for this indicator. One suggestion is "proportion of graduated undergraduate students in the labour force," which does not capture academic preparation but does indicate the employability of the University's bachelor degree graduates.

Indicator 3.4 – Graduate Student Assessment of Academic Preparation for Further Studies

National, provincial, and SFU's own surveys indicate that students feel well prepared to undertake further academic studies. Similar to the results that showed that students felt the oral communication and group collaboration skills learned at SFU helped them in work settings, the results from the British Columbia Outcomes Survey of Baccalaureate Graduates show that students feel these same skills are also preparing them for further academic studies.

4.1.4. Recommendations

No new indicators are recommended at this time. However, the Engaging Students Theme Team discussed three aspects of the current indicators for future consideration.

- 1) Indicator 3.3, “undergraduate student assessment of academic preparation for further studies,” needs to be replaced, as this question is no longer posed on the British Columbia Outcomes Survey of Baccalaureate Graduates. The addition of the question “proportion of graduated undergraduate students in the labour force” in the British Columbia Outcomes Survey of Baccalaureate Graduates could be used as a replacement for this indicator. It could be argued that the proportion of undergraduate students in the labour force does reflect that some knowledge from a degree is being used. This is not a position the Theme Team would argue strenuously, but the indicator is associated with an outcome (employment) that has been routinely shown to be the primary goal for students to seek credentials at SFU.
- 2) Some careful consideration needs to be given to the inclusion of students studying with SFU’s division of Lifelong Learning. Two outcomes currently identified as indicators of student engagement are relevant to Lifelong Learning: 1) “students acquire skills necessary in an ever-changing and challenging world;” and 2) “students apply knowledge in the workplace or further studies.” The existing indicators speak to undergraduate and graduate programming, but there is an opportunity in the future to include Lifelong Learning-specific information in these two categories, and an opportunity to contribute to a proposed new category that will report more specifically on student engagement outside of the classroom.

Lifelong Learning’s task is to refine and consistently implement the survey instruments that will enable the unit to collect and be informed by the relevant data. Additionally, there is an appetite across the institution to collect data about student mobility between for-credit and not-for-credit studies at SFU, with a view to better understanding the internal movement and engagement of the students.

- 3) The Theme Team believes that indicators that speak directly to levels of student engagement should be included. The Theme Team undertook some research into existing indicators that speak to the outcome of student engagement that can help SFU set goals. Many of the indicators (e.g., National Survey of Student Engagement, Canadian University Survey Consortium, and internal surveys) are not sufficiently outcome focused but are highly descriptive of the necessary experiences associated with the outcome. SFU is currently focused on, and investing in, the student experience and needs to find suitable indicators that reflect this while also being relevant to the fulfillment of its Vision/Mission. It is evident that much more research and deliberation are needed on this front.

4.1.5. Conclusion – Engaging Students

Overall, SFU is achieving satisfactory progress on its core theme of Engaging Students. In addition to the information collected related to SFU’s indicators, there is considerable evidence from institutional, provincial, and national surveys to substantiate the claim. Given that the majority of the indicators are high and have remained stable over the measured five-year period, SFU is confident in stating that it is achieving the goal for this core theme.

4.2. Core Theme: Engaging Research

Goal

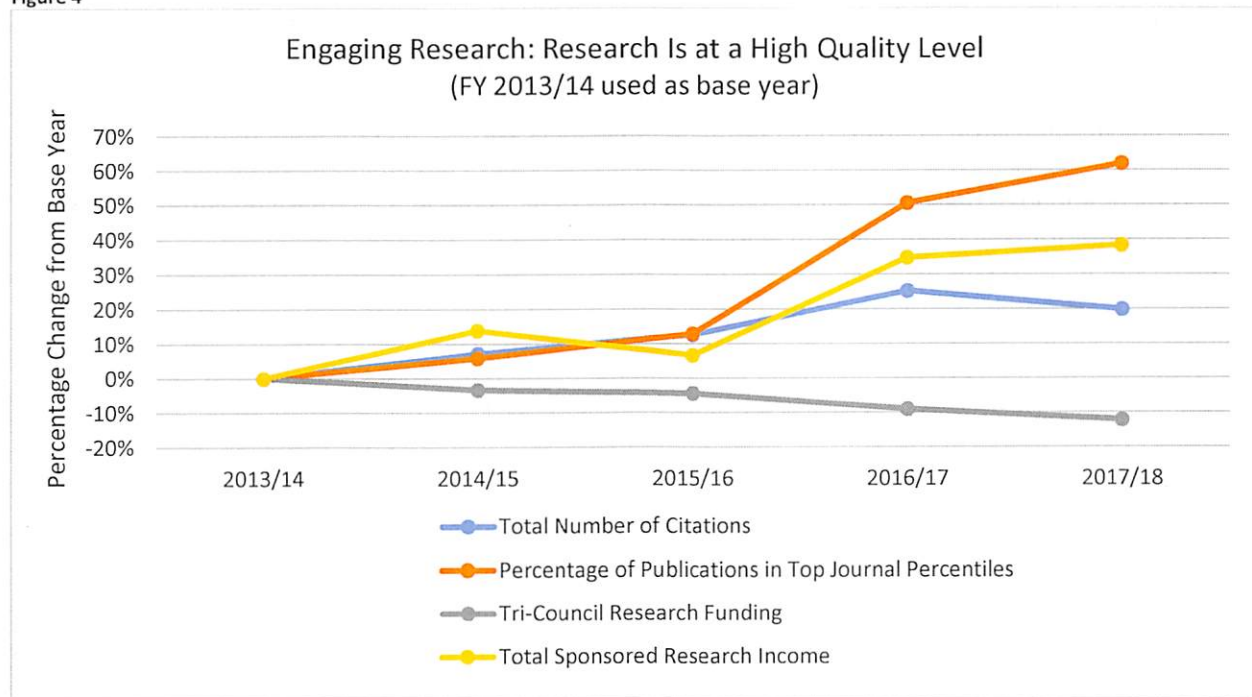
To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

4.2.1. Outcome 1 – Research Is at a High Quality Level

Table 4

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.											Target for 2021
							Assessment				
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations	
1. Research is at a high quality level.	1.1	Total number of citations	60,832	65,210	68,505	76,218	72,950		✓		75,000
	1.2	Percentage of publications in top journal percentiles	27.3%	28.9%	30.8%	41.1%	44.2%		✓		42%
	1.3	Tri-Council research funding (\$m)	\$42.0m	\$40.6m	\$40.1m	\$38.2m	\$36.9m		✓		n/a ¹
	1.4	Total sponsored research income (\$m)	\$103.1m	\$117.4m	\$109.9m	\$139.0m	\$142.6m			✓	\$145m

Figure 4



Indicator 1.1 – Total Number of Citations

It is standard practice by world university ranking systems, peer-reviewed journals, and for bibliometrics in general to rely on the total number of citations for research publications as a measure of research impact. In the latest [QS World University Rankings \(2019\)](#), SFU ranks #2 in Canada and #85 in the world for its number of citations per faculty. SFU consistently ranks among

¹ Engaging Research Theme Team recommends removing this indicator.

Canada's top research universities for research impact in various ranking systems, including Times Higher Education, ReSearch Infosource, and Maclean's.

Indicator 1.2 – Percentage of Publications in Top Journal Percentiles

In addition to count of citations, which is used as the primary indicator of research impact, quality of scientific research and scholarship can also be captured by the quality, reputation, and competitiveness of the journals in which the articles are published. For this indicator, the University monitors the percentage of SFU articles published within the top 10% of journals in fields where SFU research is active. Additionally, SFU compares this ratio to national, North American, and European averages.

Indicator 1.3 – Tri-Council Research Funding

In Canada, the Tri-Council agencies are the core source of operating funding for research at the federal level and account for approximately one third of total research funding in Canada. However, as the federal budget for Tri-Council agencies has mostly remained flat, there is little room for growth for research income from these sources alone.

Indicator 1.4 – Total Sponsored Research Income

"Total sponsored research income" is a more representative measure of the University's growing research enterprise than "Tri-Council research funding." In recent years, the University has enhanced its capacity in research in partnership with governmental, industrial, and non-profit organizations, leading to the expansion of its research infrastructure and improved resources and services for researchers, which has led to higher gains in the quality of research output, with broader social and economic impact. This growth is reflected by a 38% increase in total sponsored research income since FY 2014, reaching \$142.6m in FY 2018.

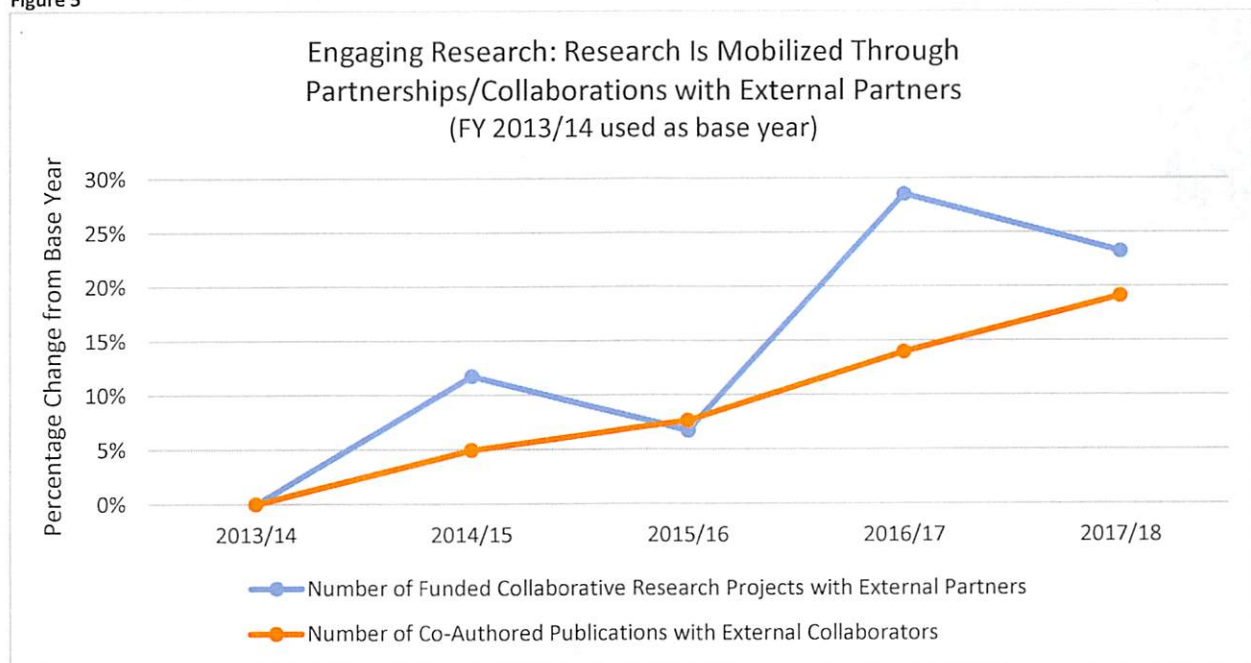
It is recommended that "total sponsored research income" replace "Tri-Council research funding" as an indicator for research quality going forward.

4.2.2. Outcome 2 – Research Is Mobilized Through Partnerships/Collaborations with External Partners

Table 5

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.											Target for 2021
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
								Below Expectations	Meets Expectations	Exceeds Expectations	
2. Research is mobilized through partnerships/ collaborations with external partners.	2.1	Number of funded collaborative research projects with external partners	357	399	381	459	440		✓		450
	2.2	Number of co-authored publications with external collaborators	1,517	1,592	1,633	1,729	1,807		✓		1,800

Figure 5



Indicator 2.1 – Number of Funded Collaborative Research Projects with External Partners

Over the past year, SFU was successful in leading five new research projects through the Canada Foundation for Innovation's (CFI) Innovation Fund program for new research infrastructure, with a total project cost of \$54.3 million, ranking 5th in Canada by total size of the award.

Over the past five years, SFU has seen an increasing trend in its number of research partnerships, and has been engaging the broader community with a high number of collaborations each year. The target for 2021 is set with the expectation that SFU will be able to maintain its high level of research partnerships.

SFU is *on course* with respect to this indicator and is achieving its objective.

Indicator 2.2 – Number of Co-Authored Publications with External Collaborators

This indicator is an amalgamation of the number of publications in which an SFU researcher has at least one co-author from an external organization outside of Canada (international), in Canada (national), or with a corporate organization (academic-corporate). This trend is steadily rising, which shows SFU to be an institution that actively seeks collaboration around the globe.

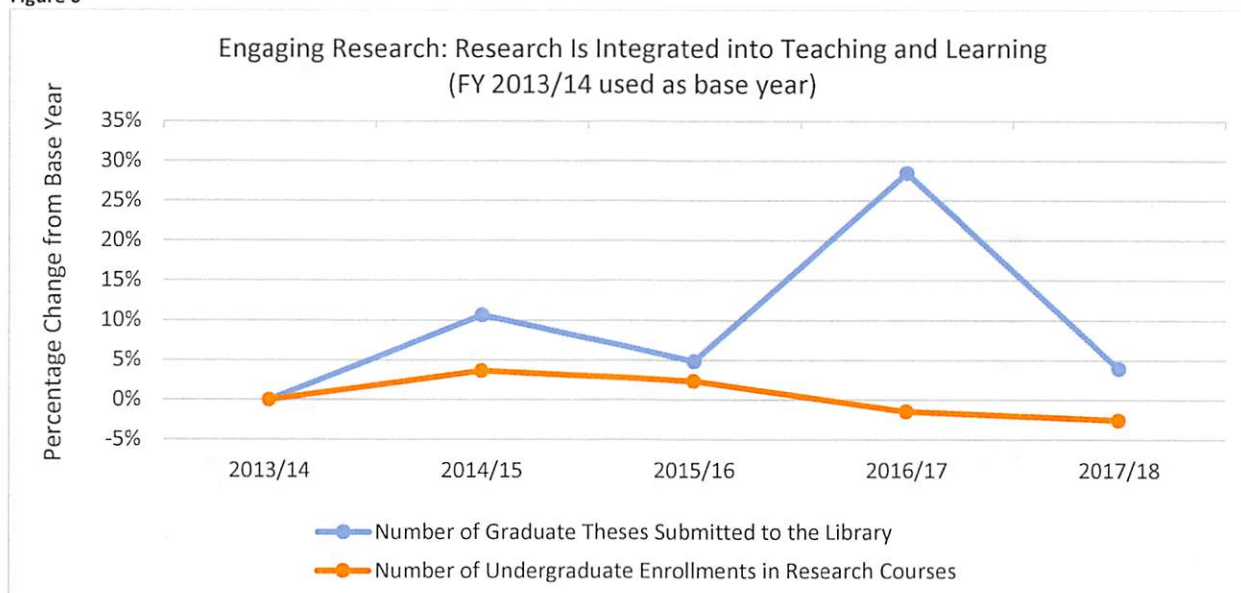
With respect to this indicator and Outcome 2, SFU is *on course* and achieving its targets in mobilizing research collaborations with external partners.

4.2.3. Outcome 3 – Research Is Integrated into Teaching and Learning

Table 6

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.											Target for 2021
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
								Below Expectations	Meets Expectations	Exceeds Expectations	
3. Research is integrated into teaching and learning.	3.1	Number of graduate theses submitted to the Library	534	591	560	686	555		✓		580
	3.2	Number of undergraduate enrollments in research courses (revised)	5,148	5,336	5,270	5,073	5,018		✓		5,050

Figure 6



Indicator 3.1 – Number of Graduate Theses Submitted to the Library

This indicator is intended to show the level of graduate student engagement in research at SFU. Since SFU graduate programs incorporate research training at every degree level, both doctoral and master's level theses are included in this measurement.

Indicator 3.2 – Number of Undergraduate Enrollments in Research Courses

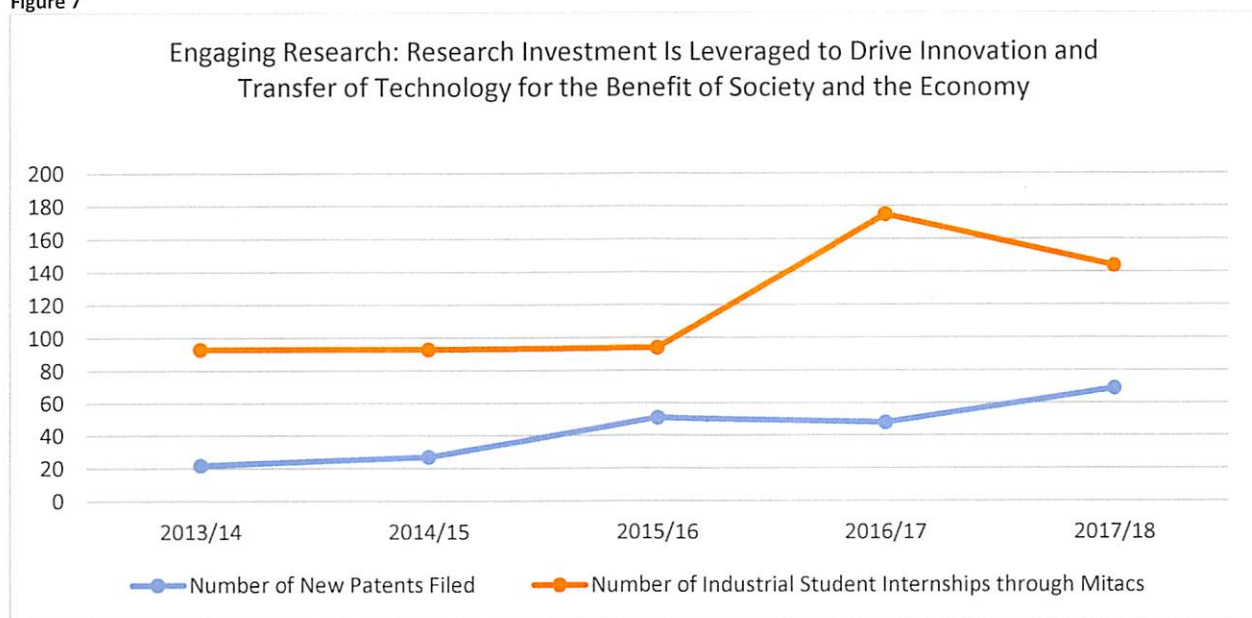
Indicator 3.2 was revised in 2016 to capture all undergraduate enrollments in courses involving research at the lower and upper division levels. Previously, this indicator had been restricted to courses that required one-on-one supervision, including undergraduate research awards. Under the new methodology, SFU captures research training more broadly to include all enrollments in courses involving research methods, field methods, directed readings, capstone projects, or honours theses/extended essays. The enrollment numbers are now reported by academic year. Under the new methodology, undergraduate research awards are not counted as part of this metric.

4.2.4. Outcome 4 – Research Investment Is Leveraged to Drive Innovation and Transfer of Technology for the Benefit of Society and the Economy

Table 7

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.										Target for 2021	
							Assessment				
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations		Exceeds Expectations
4. Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	4.1	Number of new patents filed	22	27	51	48	69			✓	50
	4.2	Number of industrial student internships through Mitacs	93	93	94	175	144			✓	140

Figure 7



Indicator 4.1 – Number of New Patents Filed

This indicator provides the number of new patents filed each year through the Industry Engagement Office (formerly known as the Innovation Office). Given SFU's flexible Intellectual Property Policy that does not require disclosing all inventions, these numbers do not represent all patents filed by SFU researchers, though the data are indicative of innovation activities at SFU and provide a good metric for this outcome.

The number of new patents filed each year shows a positive trend, and the data show that SFU is *on course* with respect to new patents.

Indicator 4.2 – Number of Industrial Student Internships through Mitacs

Mitacs is a national, Canadian, not-for-profit organization that supports research internships across academia and industry, with the goal of facilitating innovation. Mitacs internships are intended for graduate students and postdoctoral fellows, and are in effect a partnership between the University and industry.

Overall, the value of Mitacs awards has increased significantly since 2013/14, which is a sign of the success for both Mitacs and SFU graduate programs. As suggested by this indicator, SFU graduate programs are supporting innovation in research through Mitacs partnerships, with an expectation for incremental increase.

4.2.5. Recommendations

The Engaging Research Theme Team finds all current indicators to be valid, with the exception of "Tri-Council research funding," which the Theme Team proposes that it be replaced with "total sponsored research income."

4.2.6 Conclusion – Engaging Research

As evident by the research indicators, SFU researchers continue to meet institutional expectations on research quality, research training, external collaborations, and social and technological innovation. SFU's commitment to social innovation leadership has been recognized with a designation as an [Ashoka U Changemaker Campus](#). SFU is one of just over 40 global institutions to pass this rigorous process, and is the first university in British Columbia to be so designated.

4.3. Core Theme: Engaging Communities

Goal

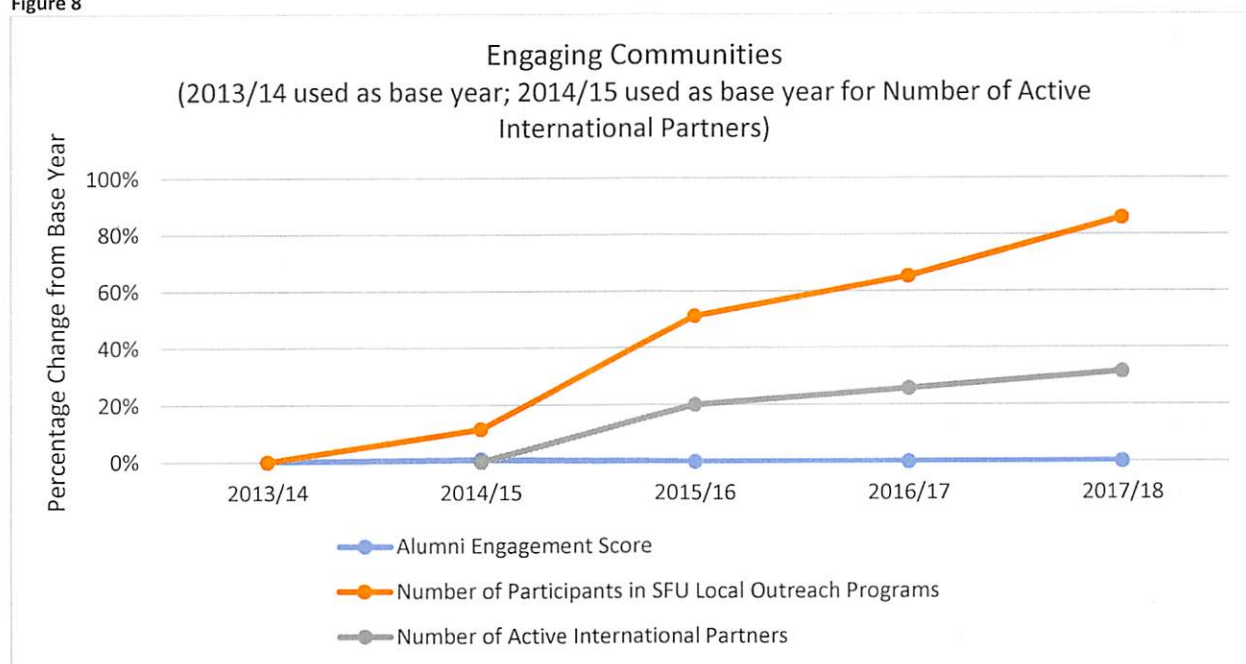
To be Canada's most community-engaged research university.

4.3.1. Outcomes

Table 8

Goal: To be Canada's most community-engaged research university.											Target for 2021	
Outcome		Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment				
								Below Expectations	Meets Expectations	Exceeds Expectations		
1. SFU is engaged with its alumni.		1.1	Alumni engagement score	1.15	1.16	1.15	1.15	1.15		✓		1.15
2. SFU is engaged locally.		2.1	Number of participants in SFU local outreach programs	52,834	58,901	79,927	87,334	98,232		✓		100,000
3. SFU is engaged globally.		3.1	Number of active international partners	n/a	210	252	264	276		✓		280

Figure 8



Indicator 1.1 – Alumni Engagement Score

SFU uses an engagement score that comprises the following categories and values:

- Informed (1 point):
 - Alumni are contactable: SFU has their phone number, address, and email.
- Involved (2 points):
 - Alumni are active or involved with the Blackbaud Internet Solutions (BBIS) online directory.
 - Alumni have attended an event in the last fiscal year.
 - Alumni are members of the SFU Board of Governors, SFU Senate, SFU Alumni

Association Board, or were former members of the SFU Alumni Association Board.

- Invested (3 points):
 - Alumni are donating or plan to make a gift in the current fiscal year.

All points are tallied and averaged over the total number of alumni to obtain the engagement score. The data are pulled from the Advancement and Alumni Engagement database and Blackbaud's eCRM and are provided to Institutional Research and Planning (IRP) to calculate on an annual basis.

The decision to adopt the categories "informed," "involved," and "invested" as indicators of alumni engagement was based largely on prevailing industry standards and current literature.

Indicator 2.1 – Number of Participants in SFU Local Outreach Programs

This indicator provides a measure of participation in community-focused activities, which shows whether there has been an increase or decrease in attendance from year to year. As a broad indicator of activity, it holds value.

Indicator 3.1 – Number of Active International Partners

SFU International tracks current agreements with partner institutions, including student exchanges, teacher education modules, international co-op placements, short-term research mobility, memorandums of understanding (MOU), letters of intent (LOI), dual degrees and certificates, and field schools. For each partner institution, SFU International tallies the number of agreements with one point for a MOU, one for a mobility agreement, one for an agreement for a dual degree, and so on. The data reveal an increase in international collaborations as reflected by the number of new agreements signed and those renewed.

Targets

Although targets for 2021 have been included within this report, each of these indicators is currently under review as SFU considers a more robust method of evaluating its community engagement efforts.

4.3.2. Recommendations

Indicator 1.1 – Alumni Engagement Score

A future model is being explored that may capture a wider assortment of engagement variables and classify alumni in more specific terms. The goal of the model is to track impact and outcomes versus output. Those with the highest number of points (total of 6) can be considered to be among the most engaged and may constitute a pool of alumni who could be cultivated for additional engagement and involvement opportunities. Scores can be generated for total population, for each alumni demographic segment, and for individuals.

Indicator 2.1 – Number of Participants in SFU Local Outreach Programs

This indicator provides a quantitative dimension to attendance, but it does not provide a useful indicator of participant satisfaction or impact. In addition, it does not offer the depth of information needed to make decisions that would lead to improvements in programming, events, or engagement. The Theme Team believes it may be useful to employ qualitative assessments to obtain indications of how a particular program or activity has made a difference in the lives of those

involved (participants, volunteers, teachers/staff/administration, and the partnership between the community and SFU).

With this in mind, several SFU groups are conducting assessments through surveys and other methods that measure participant satisfaction, learning efficacy, program impact, behavioural change, and initiative effectiveness as a function of learning and engagement goals. Some forms of partner analysis are also being used to better understand relationships and how to build more meaningful collaborations of mutual benefit. A partner-rating index is also under consideration as a way of depicting partner experience and satisfaction.

Indicator 3.1 – Number of Active International Partners

SFU International is investigating shifting from the current indicator to a multi-variable assessment of global engagement that reflects not only the number of international agreements, but also the number and variety of international activities, particularly with key partners, as indicators of engagement. This assessment would be informed by the new International Engagement Strategy, and indicators would be derived from a range of data, including international student mobility numbers, number of international degree-seeking students, number of jointly-organized events, global donor profile, engaged international alumni, number of joint research publications with international collaborators, number of international inquiries about SFU, etc.

Potential New Indicator (under consideration) – Fundraising Activity

A “fundraising activity” indicator is being considered to track the success of SFU’s engagement with its alumni. Charitable giving to University priorities is an indicator of alumni engagement (and is included in that indicator as one of several weighting factors), community engagement, alignment with external interests, and trends. Charitable gifts support the University’s Vision/Mission and strategic planning across all Faculties.

The Theme Team is considering the notion that a three-year average of fundraising activity by donor type is an indicator of both increasing alumni support and increasing community support, while a three-year average of fundraising activity by fund type is an indicator of how charitable giving contributes to University priorities.

4.3.3. Conclusion – Engaging Communities

SFU’s strong vision to be a leading engaged university has helped raise the profile of community engagement work and has helped to differentiate SFU from its peers, giving SFU a competitive advantage in recruiting, developing partnerships, and securing funding. Currently, the indicators for this theme are *on course* and moving in a positive direction as they support the continued growth and stability of SFU’s community engagement practices and footprint.

SFU has been nominated as the lead institution for post-secondary institutions in Canada to identify and coordinate a Carnegie Community Engagement Classification in Canada during 2019. This initiative will likely add to the way SFU assesses its community engagement activities and will assist in determining the outcomes and the success of such activities more effectively.

4.4. Fundamental Theme: Leveraging Institutional Strength

Goal

To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.

4.4.1. Outcomes

Table 9

Goal: To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.											Target for 2021
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
								Below Expectations	Meets Expectations	Exceeds Expectations	
1. SFU is financially sound.	1.1	Net operating assets as a % of consolidated revenues	4.2%	2.9%	2.8%	3.4%	4.4%		✓		2%-9%
2. SFU has IT services that support its priorities.	2.1	IT client satisfaction across core IT service areas	n/a	n/a	n/a	n/a	63%		✓		67%
3. SFU attracts and retains the best people.	3.1	Canada's Top 100 Employers	Yes	Yes	Yes	Yes	Yes		✓		Yes
SFU has facilities that meet its needs.	4.1	Facilities Condition Index	0.47	0.47	0.46	0.45	0.48		✓		0.48

Indicator 1.1 - Net Operating Assets as a Percentage of Consolidated Revenues

As can be seen above, this indicator has remained at an appropriate level over the past five years. The introduction of new public sector accounting standards, together with the prudent and measured release of reserves, led to a reduction in the indicator over fiscal years 2013 to 2016. However, the indicator has increased in the last two years. At the end of the 2017/18 fiscal year, net operating assets were \$31.7 million, representing 4.4% of consolidated revenue. The University uses the range of 2% to 9% to represent a reasonable level of operational reserves, given that other factors, such as the University's operating contingency, also contribute to the overall financial health of the University.

Note: SFU's carry forward guidelines limit the level of cumulative carry forward in units, with a differentiated threshold of 9% of the operating budget for Faculties and 6% for support units. Consistent with this guideline, and based on comparatives with other Canadian universities, a positive net operating asset balance of up to 9% of consolidated revenues represents a reasonable and appropriate balance of net operating assets.

Indicator 2.1 – IT Client Satisfaction Across Core IT Service Areas

As there is no "industry standard" single metric for the performance of IT services, the Theme Team has considered various options for this indicator. For the 2015 Strategic Review, the Theme Team adopted a "joint availability of core IT services" indicator, which was replaced in 2016 with the current indicator, "IT client satisfaction across core IT service areas."

To determine IT client satisfaction, the University will be conducting regular surveys. The first surveys conducted were in 2017/18. They showed an overall IT client satisfaction rating of 63% (the survey results, and supporting documentation, can be found in the “Theme Team Report—Leveraging Institutional Strength” in the appendices). SFU IT conducted another survey in fall 2018 and is targeting an increase in overall IT client satisfaction of 3-4%.

Indicator 3.1 - Canada’s Top 100 Employers

SFU consistently ranks in the top 100 rankings of employers by Mediacorp Canada, the country’s leading employment periodicals publisher. Mediacorp assesses employers using eight criteria:

1. Physical workspace
2. Work atmosphere and social atmosphere
3. Health, financial, and family benefits
4. Vacation and time off
5. Employee communications
6. Performance management
7. Training and skills development
8. Community involvement

Employers are compared to other organizations in their field to determine which offers the most progressive and forward-thinking programs. SFU has been included in Mediacorp’s list of Canada’s Top 100 Employers every year since 2008, which reflects the University’s ongoing commitment to its employees and its ability to provide them with a positive work environment and culture.

SFU was also named by Mediacorp as one of Canada’s Top Family-Friendly Employers and British Columbia’s Top Employers for 2018.

Indicator 4.1 - Facilities Condition Index

In 2012/13, SFU adopted the Facilities Condition Index (FCI) for all of its campuses. FCI is an accepted industry metric (and utilized by most British Columbia post-secondary institutions) for determining the relative condition of constructed assets at a specific point in time. It is the ratio of the cost of deferred maintenance and capital renewal to current replacement value. For example, an FCI of zero means that a building is brand new, while an FCI of 1.00 means that a building has no useful life left.

The last comprehensive FCI assessment was completed in 2018 and showed an increase from 0.45 to 0.48 from the previous review in 2016/17. The change in the index from 2016/17 to 2017/18 is primarily due to increased FCI of the University’s academic buildings located at the Burnaby campus. The 2018 FCI includes an additional year of building deterioration, but does not include all of the University’s efforts at addressing its deferred maintenance needs. While major facilities improvements are in progress, much of this work will not be reflected in the FCI until the projects are completed. With buildings having a total current replacement value of over \$2 billion, it is extremely difficult to make major shifts in the index.

4.4.2. Recommendations

Indicator 1.1 - Net Operating Assets as a Percentage of Consolidated Revenue

This indicator was updated in June 2014 and was previously expressed as the dollar value of net unrestricted assets. The updated indicator is considered more representative of the financial health of the University as it is now directly linked with consolidated revenue and provides for a better year-over-year comparison.

SFU is currently satisfied with this indicator (recent results lie within the acceptable 2-9% range) and has no immediate recommendations to change it.

Indicator 2.1 – IT Client Satisfaction Across Core IT Service Areas

Since the adoption of this measurement in 2017/18, SFU has considered ways to improve it and/or increase its relevancy. Building upon the measurement survey results, an extensive consultation process was conducted. From out of this consultation, two critical performance indicators were identified: login time to access infrastructure and performance across network services. To address these two related indicators, SFU completed a Campus Network Renewal project in 2017/18 and embarked upon initiatives to streamline the authentication processes.

Indicator 3.1 - Canada's Top 100 Employers

This continues to be an effective measure in determining whether or not SFU attracts and retains the best people. However, the metric is broad-based and does not provide specific usable feedback. For these reasons, metrics that are more detailed are needed.

SFU piloted an engagement survey in November 2017 aimed at understanding the aspects within the University's work environment that impact employee engagement. Departments throughout the University are currently engaged in developing and implementing specific strategies in response to the survey's findings. Since this is a pilot survey, overall University targets cannot be determined at this time.

SFU has identified and started tracking a series of recruitment and retention measures, including number of internal versus external applicants hired, attrition rates (including demographics of departing employees and their reasons for leaving), sick leave statistics, and number and types of grievances. All measures are in their early stages of assessment, and targets will be developed once appropriate measures are confirmed and an adequate level of data is captured to determine baselines.

Indicator 4.1 - Facilities Condition Index

The FCI is an effective tool of measurement and can be used to make a political statement regarding deferred maintenance. However, it is more complex than just a single average FCI. If all buildings had an FCI of 0.53, this would be acceptable. In reality, many essential buildings have an FCI of 0.70, which is not acceptable. A policy goal may be to not have any buildings with an FCI over 0.80 and an overall average FCI target of 0.35. This could be adopted as an SFU policy with a concerted effort to implement this as a system-wide Ministry of Advanced Education, Skills and Training policy.

While the FCI remains the best singular measure for the assessment of SFU's physical infrastructure, additional indicators continue to be under development to further assess the degree to which the facilities meet the needs of the University.

4.4.3. Conclusion – Leveraging Institutional Strength

These measurements reflect SFU's overall financial strength, the strength of ITS resources, the strength in human capital, and the condition of SFU's facilities. These indicators can drive where and how the University allocates resources. Based on the measurements for the documented five-year period, SFU is meeting its goals and objectives for this fundamental theme.

5. Conclusion

This Strategic Review has determined that the goals and indicators within the Planning Framework are reasonable and provide a consolidated measurement reflecting SFU's Vision/Mission fulfillment. Based on the Theme Team reports and this overall assessment, SFU is confident that all objectives and outcomes are being achieved. Therefore, it can be said that SFU is fulfilling its Vision/Mission.

Table 10

Theme Assessment for 2018		
Theme	Outcomes	SFU is fulfilling its Vision/Mission
Engaging Students	<ul style="list-style-type: none"> Students gain the knowledge to complete the degree requirements. 	
	<ul style="list-style-type: none"> Students acquire skills necessary in an ever-changing and challenging world. 	
	<ul style="list-style-type: none"> Students apply knowledge in the workplace or further studies. 	
Engaging Research	<ul style="list-style-type: none"> Research is at a high quality level. 	
	<ul style="list-style-type: none"> Research is mobilized through partnerships/collaborations with external partners. 	
	<ul style="list-style-type: none"> Research is integrated into teaching and learning. 	
	<ul style="list-style-type: none"> Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy. 	
Engaging Communities	<ul style="list-style-type: none"> SFU is engaged with its alumni. 	
	<ul style="list-style-type: none"> SFU is engaged locally. 	
	<ul style="list-style-type: none"> SFU is engaged globally. 	
Leveraging Institutional Strength	<ul style="list-style-type: none"> SFU is financially sound. 	
	<ul style="list-style-type: none"> SFU has IT services that support its priorities. 	
	<ul style="list-style-type: none"> SFU attracts and retains the best people. 	
	<ul style="list-style-type: none"> SFU has facilities that meet its needs. 	

6. Appendices (Theme Team Reports)

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Engaging Communities Theme Team Report - 48

Leveraging Institutional Strength Theme Team Report - 61



Engaging Students Theme Team Report

Theme	Engaging Students
Theme Goal	To equip SFU students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

Step 1: Theme Assessment

Undertake an assessment of your theme's performance.

1:1: Below are the indicators identified by the Theme Team in 2016 to measure performance. Please review the data and assess each indicator's performance as "Below," "Meets," or "Exceeds" expectations.

Outcome	Indicator	Institutional Research and Planning					Theme Team Assessment		
		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations
1. Students gain the knowledge to complete degree requirements.	1.1 Undergraduate composite graduation rate (%) (6-year graduation rate for degree programs)	57%	60%	60%	62%	64%		X	
	1.2 Graduate composite graduation rate (%) (6-year rate for master's programs and 8-year rate for doctoral programs)	81%	78%	82%	81%	83%		X	
	1.3 Undergraduate retention rate (%) (year 1 to year 2)	87%	87%	87%	87%	87%		X	
	1.4 Graduate retention rate (%) (year 1 to year 2)	94%	95%	95%	95%	96%		X	

2. Students acquire skills necessary in an ever-changing and challenging world.	2.1 Undergraduate average credits in co-operative education and field schools per graduating student	8.29	8.49	8.31	8.14	7.99		X	
	2.2 Undergraduate student assessment of skill development (average %), as measured by the BC Baccalaureate Graduate Survey	78%	82%	82%	82%	82%		X	
	2.3 Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	91%	92%	91%	89%	90%		X	
3. Students apply knowledge in the workplace or further studies.	3.1 Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	81%	80%	82%	81%	82%		X	
	3.2 Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	84%	88%	89%	85%	85%		X	
	3.3 Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	78%	79%	No longer asked on survey			n/a		
	3.4 Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	90%	90%	90%	88%	90%		X	

1.2: Provide an overall assessment and a conclusion of how well this theme is contributing to SFU fulfilling its Vision/Mission. Please add additional information or attach documents that support your assessment, if necessary.

This review has determined that the goals and indicators SFU has selected for the theme of Engaging Students are reasonable and provide a robust overall measurement of Vision/Mission fulfillment. The goals and indicators reflect the Theme Team members' shared belief that SFU, overall, is meeting expectations on the core theme of Engaging Students. In addition to the outcomes-based measurement included in this process, there is an abundance of information collected related to SFU student satisfaction (e.g., institutional, provincial, and national surveys) that both supports the assertion of Vision/Mission fulfillment and serves as assessment data for the University's programs and services. SFU has recognized that students want more opportunities to engage in "student life;" this is noted as an area for improvement. The institution remains committed to improving in this area with particular emphasis on those programs, services, and activities that support the Vision/Mission.

The main goals of the 2019-2024 Academic Plan are aimed at improving student success in a variety of ways, including fostering supportive curricular and co-curricular environments to ensure timely degree completion, reviewing and revising the curriculum to improve innovation in design and delivery, and fostering interdisciplinary and innovative academic credentialing. The various projects identified under these overarching goals aim to broaden and strengthen the skills of SFU graduates in order to prepare them for the knowledge economy of the future. The combination of new and more streamlined curricula and more thoughtful assessment of student learning is expected to improve many of the indicators under the Engaging Students theme, such as graduation and retention rates, skill development, and readiness for employment or further studies beyond SFU.

Step 2: Review the Indicators and Set Targets for 2021

2.1: Review the indicators used in this assessment and consider whether they are still **valid** and **applicable** and whether it would be useful to add new indicators for the next assessment in 2021.

Please make any suggested changes (and/or edits), including additional indicators if necessary, to the table below.

Indicators	Definition and Source	Rationale for Indicator	Notes
Undergraduate composite graduation rate (%) (6-year graduation rate for degree programs)	<p>The graduation rate is the percentage of SFU degree students who are graduating within the expected time frames set by the University Planning Committee. The measure is based on undergraduate students who were in degree programs in their first term at SFU.</p> <p>Exchange, study abroad, irregular, special entry, English Bridge Program, visiting, visiting research, postdoctoral, and Great Northern Way students are excluded from the measure.</p> <p>The graduation rate for each year is based on the entry cohort that started in a degree program 6 years before, and the cohort is only followed for 6 years. For example, the 2014/15 graduation rate is the percentage of students from the 2008/09 fiscal year admission cohort (admitted in summer 2008, fall 2008, or spring 2009) that completed their SFU degree within the expected time frame. Each SFU degree student is followed for the specified amount of time to determine whether they graduated.</p> <p>Graduation is based on the completion term in the Student Information Management System, not convocation date.</p> <p>Graduation is defined as completion of an</p>	This indicator enables SFU to measure graduation rates of the various types of degrees the University offers as composite indicators for undergraduate and graduate studies, respectively. The selected time frames are based on the average completion time for the respective types of degrees.	<p>After careful consideration of the correct duration to measure graduation rate, 6 years is an appropriate length of time.</p> <p>Reasons why SFU students may exceed a 4-year, full-time attendance degree: These include high numbers of part-time students who finance their education by working and participating in experiential education endeavours that SFU recommends students join (e.g., co-op, student leadership roles, varsity athletics).</p>

	undergraduate degree from SFU. Source: Institutional Research and Planning		
Graduate composite graduation rate (%) (6-year rate for master's programs and 8-year rate for doctoral programs)	<p>The graduation rate is the percentage of SFU degree students who are graduating within the expected time frames set by the University Planning Committee (i.e., 6 years for master's students and 8 years for doctoral students). The measure is based on graduate students who were in degree programs in their first term at SFU. Exchange, study abroad, irregular, special entry, English Bridge Program, visiting, visiting research, postdoctoral and Great Northern Way students are excluded from the measure.</p> <p>The graduation rate for each year is based on the entry cohort that started in a degree program 8 years before, but each degree level cohort is only followed for their respective expected time frames. For example, the 2014/15 graduation rate is the percentage of students from the 2006/07 fiscal year admission cohort (admitted in summer 2006, fall 2006, and spring 2007) that completed their SFU degree within the expected time frame. Each SFU degree student is followed for the specified amount of time, depending on what type of student they are—master's, doctoral—to determine whether they graduated. Graduation is based on the completion term in the Student Information Management System, not convocation date. Graduation is defined as completion of a master's</p>	This indicator enables SFU to measure graduation rates of the various types of degrees the University offers as composite indicators for undergraduate and graduate studies, respectively. The selected time frames are based on the average completion time for the respective types of degrees.	This indicator is appropriate and reflects the associated goal and the outcome.

	<p>degree or doctoral degree from SFU for master's students, and completion of a doctoral degree from SFU for doctoral students.</p> <p>Source: Institutional Research and Planning</p>		
Undergraduate retention rate (%) (year 1 to year 2)	<p>Year 1 to Year 2 Retention Rate: The retention rate of students transitioning from 1st year to 2nd year. The methodology is the same for each year, but using 2014/15 as an example, the following applies: the cohort under consideration consists of all new undergraduate students admitted in the 2012/13 fiscal year (term summer 2012, fall 2012, or spring 2013), who were in a degree program in their first term. (Exchange and irregular students are excluded.) The retention rate is then the percentage of these students who either registered at SFU during their second year (in terms 4, 5, or 6 following admission), or else graduated with an SFU undergraduate degree by the end of their second year. So, for example, undergraduate degree students who were admitted in fall 2012 (1127) will count as "retained in 2nd year" if they registered again in fall 2013 (1137), spring 2014 (1141), or summer 2014 (1144), or if they graduated with an SFU undergraduate degree by summer 2014 (completion term).</p> <p>Source: Institutional Research and Planning</p>	Retention of students in the critical first two years of study is a good indicator of future degree completion.	This indicator is appropriate and reflects the associated goal and the outcome.
Graduate retention rate (%) (year 1 to year 2)	<p>Year 1 to Year 2 Retention Rate: The retention rate of students transitioning from 1st year to 2nd year. The methodology is the same for each year, but using 2014/15 as an example,</p>	Retention of students in the critical first two years of study is a good indicator of future degree completion.	This indicator is appropriate and reflects the associated goal and the outcome.

	<p>the following applies: the cohort under consideration consists of all new graduate students admitted in the 2012/13 fiscal year (term summer 2012, fall 2012, or spring 2013), who were in a degree program in their first term. (Exchange and irregular students are excluded.) The retention rate is then the percentage of these students who either registered at SFU during their second year (in terms 4, 5, or 6 following admission), or else graduated with an SFU graduate degree by the end of their second year. So, for example, graduate degree students who were admitted in fall 2012 (1127) will count as “retained in 2nd year” if they registered again in fall 2013 (1137), spring 2014 (1141), or summer 2014 (1144), or if they graduated with an SFU graduate degree by summer 2014 (completion term).</p> <p>Source: Institutional Research and Planning</p>		
Undergraduate average credits in co-operative education and field schools per graduating student	<p>This measure is the average number of credits completed in co-operative education and field schools prior to graduation by graduating undergraduate students by year. For undergraduate students, completion is defined as a passing grade in any of the following courses: co-op and field schools.</p> <p>Source: Institutional Research and Planning</p>	Co-operative education and field schools are direct on-the-job and practical training experiences where students acquire “real world” working skills.	This indicator should be monitored closely. SFU is planning on undertaking a review of academic advising services, and the creation of clearer pathways may help. Recent decisions are important to note: the number of courses required for co-op notation on a parchment recently shifted (2017 Senate decision) from 4 to 3 courses. SFU can anticipate that this may affect this indicator. While the University anticipates the number will be lower in the future, it is possible it could increase should students perceive the lower requirement for co-op designation more attainable.
Undergraduate student assessment of skill development (average %), as measured by the	<p>Average percentage of survey respondents who felt that SFU was “very helpful” or “helpful” in developing their skills to write clearly and concisely, verbally express opinions</p>	Student self-assessments help SFU to determine if students are acquiring the necessary skills from their studies.	This indicator is appropriate and reflects the associated goal and the outcome.

BC Baccalaureate Graduate Survey	<p>or ideas clearly or concisely, read and comprehend material, work effectively with others, analyze and think critically, resolve issues or problems, use mathematics appropriate to their area of study, conduct research appropriate to their area of study, and learn on their own.</p> <p>Source: Baccalaureate Graduates Survey (BGS), 2-year out results</p>		
Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	<p>Percentage of respondents who were “very satisfied” or “satisfied” with the skills and abilities acquired in their graduate program.</p> <p>Source: Graduate Exit Survey</p>	Student self-assessments help SFU to determine if students are acquiring the necessary skills from their studies.	This indicator is appropriate and reflects the associated goal and the outcome.
Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	<p>Percentage of respondents who felt that the knowledge, skills, and abilities acquired during their program were “very useful” or “somewhat useful” in their work.</p> <p>Source: Baccalaureate Graduates Survey (BGS), 2-year out results</p>	SFU alumni most likely apply the knowledge gained at SFU in their employment after graduation.	This indicator is appropriate and reflects the associated goal and the outcome.
Graduate student assessment of graduate experience in current employment/ position, as measured by the SFU Graduate Exit Survey	<p>Percentage of respondents who felt that their SFU graduate experience was “very useful” or “somewhat useful” in their current work.</p> <p>Source: Graduate Exit Survey</p>	SFU alumni most likely apply the knowledge gained at SFU in their employment after graduation.	This indicator is appropriate and reflects the associated goal and the outcome.
Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	<p>Percentage of respondents who felt that their degree at SFU academically prepared them “very well” or “well” for the degree that they took since graduation or are currently enrolled in.</p> <p>Percentages are based on respondents who undertook or are currently</p>	SFU alumni most likely apply the knowledge gained at SFU in their further studies after graduation.	This question is no longer asked on the survey. One possible alternative is “proportion of graduated undergraduate students in the labour force.” This does not capture academic preparation but does indicate that they are employable.

	<p>enrolled, full-time or part-time, in formal post-secondary education or training. Formal post-secondary education or training includes an undergraduate degree (including Doctor of Medicine, Doctor of Dental Medicine, education/teacher training, or law), master's degree, doctoral degree, applied program certification, professional association certification, diploma, or other formal post-secondary education or training.</p> <p>Source: Baccalaureate Graduates Survey (BGS), 2-year out results</p>		
Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	<p>Percentage of respondents who felt that their SFU graduate experience prepared them "very well" or "somewhat well" for the current degree or post-doctoral fellowship that they are currently pursuing.</p> <p>Percentages are based on respondents who are currently pursuing a further academic degree or a post-doctoral fellowship.</p> <p>Source: Graduate Exit Survey</p>	SFU alumni most likely apply the knowledge gained at SFU in their further studies after graduation.	

Additional indicator(s), if necessary.

No new indicators are added at this time. However, the Theme Team discussed three aspects of the indicators for future consideration.

- 1) Indicator 3.3 needs to be replaced as this question is no longer posed on the British Columbia Outcomes Survey of Baccalaureate Graduates (BCGS). While not identical to the specific indicator, the addition of the BCGS question "proportion of undergraduate students in the labour force" may be argued to reflect that some knowledge from the degree is being used. This is not a position the Theme Team would argue strenuously, but the indicator is associated with an outcome (employment) that has been routinely shown to be the primary goal for students to come to SFU (e.g., Canadian University Survey Consortium (CUSC)).
- 2) Some careful consideration needs to be given to the inclusion of students studying with SFU's division of Lifelong Learning. Two outcomes currently identified as indicators of student engagement are relevant to Lifelong Learning: 1) "students acquire skills necessary in an ever-changing and challenging world;" and 2) "students apply knowledge in the workplace or further studies." The existing indicators speak to undergraduate and graduate programming, but there is an opportunity in the future to include Lifelong Learning-specific information in these two categories, and an opportunity to contribute to a proposed new category that will report more specifically on student engagement

outside of the classroom. Lifelong Learning's task is to refine and consistently implement the survey instruments that will enable the unit to collect and be informed by the relevant data. Additionally, there is an appetite across the institution to collect data about student mobility between for-credit and not-for-credit studies at SFU, with a view to better understanding the internal movement and engagement of the students.

- 3) The Theme Team believes that indicators that speak directly to levels of student engagement should be included. The Theme Team undertook some research into existing indicators that speak to the outcome of student engagement that can help SFU set goals. Many of the indicators (e.g., National Survey of Student Engagement, Canadian University Survey Consortium, and internal surveys) are not sufficiently outcome focused but are highly descriptive of the necessary experiences associated with the outcome. SFU is currently focused on, and investing in, the student experience and needs to find suitable indicators to reflect its desire to fulfill its Vision/Mission. It is evident that much more research and deliberation are needed on this front.

2.2: SFU has been cited in the past for not setting targets for its indicators. Please set targets to be reached by 2021 for each indicator. The target may be depicted as a single number or as an expected level of performance within a band of two numbers.

Outcome	Indicator	FY 2015/16	FY 2016/17	FY 2017/18	Target for 2021
1. Students gain the knowledge to complete degree requirements.	1.1 Undergraduate composite graduation rate (%) (6-year graduation rate) for degree programs	60%	62%	64%	64%
	1.2 Graduate composite graduation rate (%) (6-year rate for master's programs and 8-year rate for doctoral programs)	82%	81%	83%	85%
	1.3 Undergraduate retention rate (%) (year 1 to year 2)	87%	87%	87%	87%
	1.4 Graduate retention rate (%) (year 1 to year 2)	95%	95%	96%	96%

2. Students acquire skills necessary in an ever-changing and challenging world.	2.1 Undergraduate average credits in co-operative education and field schools per graduating student	8.31	8.14	7.99	8.00
	2.2 Undergraduate student assessment of skill development (average %), as measured by the BC Baccalaureate Graduate Survey	82%	82%	82%	82%
	2.3 Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	91%	89%	90%	90%
3. Students apply knowledge in the workplace or further studies.	3.1 Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	82%	81%	82%	82%
	3.2 Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	89%	85%	85%	87%
	3.3 Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	No longer asked on survey			n/a
	3.4 Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	90%	88%	90%	90%

Step 3: Please include theme team membership – list name and title.

Erin Biddlecombe – Director, Operations, Planning and Projects for the Vice-Provost, Students and International Office

Steve Birnie – Associate Registrar, Information, Records and Registration

Julia Denholm – Dean, Lifelong Learning

Jeff Derksen – Dean and Associate Provost, Graduate and Postdoctoral Studies

Elizabeth Elle – Vice-President, Teaching and Learning

Karen Munro - Associate Dean of Libraries, Learning and Research Services

Tim Rahilly – Vice-Provost and Associate Vice-President, Students and International (Chair)

Wayne Sun – Institutional Research and Planning



Engaging Research Theme Team Report

Theme	Engaging Research
Theme Goal	To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

Step 1: Theme Assessment

Undertake an assessment of your theme's performance.

1:1: Below are the indicators identified by the Theme Team in 2016 to measure performance. Please review the data and assess each indicator's performance as "Below," "Meets" or "Exceeds" expectations.

Outcome	Indicator	Institutional Research and Planning					Theme Team Assessment		
		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations
1. Research is at a high quality level.	1.1 Total number of citations	60,832	65,210	68,505	76,218	72,950		X	
	1.2 Percentage of publications in top journal percentiles	27.3%	28.9%	30.8%	41.10%	44.20%		X	
	1.3 Tri-Council research funding (\$M)	\$42.0m	\$40.6m	\$40.1m	\$38.2m	\$36.9m		X	
	1.4 Total sponsored research income (\$M)	\$103.1	\$117.4	\$109.9	\$139.0	\$142.6			X
2. Research is mobilized through partnerships/ collaborations with external partners.	2.1 Number of funded collaborative research projects with external partners	357	399	381	459	440		X	
	2.2 Number of co-authored publications with external collaborators	1,517	1,592	1,633	1,729	1,807		X	
3. Research is integrated into teaching and learning.	3.1 Number of graduate theses submitted to the Library	534	591	560	686	555		X	

	3.2 Number of undergraduate enrollments in research courses (revised)	5,148	5,336	5,270	5,073	5,018		X	
4. Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	4.1 Number of new patents filed	22	27	51	48	69			X
	4.2 Number of industrial student internships through Mitacs	93	93	94	175	144			X

1.2: Provide an overall assessment and a conclusion of how well this theme is contributing to SFU fulfilling its mission. Please add additional information or attach documents that support your assessment, if necessary.

Step 2: Review the Indicators and Set Targets for 2021

2.1: Review the indicators used in this assessment and consider whether they are still **valid** and **applicable** and whether it would be useful to add new indicators for the next assessment in 2021.

Please make any suggested changes (and/or edits), including additional indicators if necessary, to the table below.

SFU's research performance in recent years has been steadily growing stronger. The University has enhanced its capacity in research infrastructure, improved its resources for researchers, and made higher gains in the quality of its research output, with broader social and economic impact. This growth in strength is reflected by the 38% increase in the total sponsored research income since FY 2014, reaching \$142.6m in FY 2018.

Over the past year, SFU was successful in leading five new research projects through the Canada Foundation for Innovation's (CFI) Innovation Fund program for new research infrastructure, with a total project cost of \$54.3 million, ranking 5th in Canada by total size of the award. The University was also successful in recruiting two world-class research leaders as part of the Canada 150 Research Chairs program: Mathematician Caroline Colijn, from London's Imperial College joined SFU as the Canada 150 Research Chair in Mathematics for Infection, Evolution, and Public Health, and Wendy Hui Kyong Chun, Professor of modern culture and media at Brown University, joined SFU as the Canada 150 Research Chair in New Media.

As evident by its research indicators, SFU researchers continue to meet institutional expectations on research quality, research training, external collaborations, and social and technological innovation. SFU's commitment to social innovation leadership has been recognized with a designation as an Ashoka U Changemaker Campus. SFU is one of just over 40 global institutions to pass this rigorous process, and is the first university in British Columbia to be so designated. Ashoka U is the world's largest network of social entrepreneurs and change makers.

Indicators	Definition and Source	Rationale for Indicator	Notes
Total number of citations	For each reporting year, the total number of citations for the preceding five years are counted. The citation counts are based on the number of times SFU articles, published within each five-year publication period, have been cited during the same period. <i>Source: Previously InCites, now provided through Web of Science</i>	Citation analysis serves as an output and impact measure. The actual number of citations reflects research productivity, while the frequency of citations reflects the impact of the publications. As it takes several years for the research to be incorporated into work from other researchers, a five-year time window was chosen. The selected performance indicator incorporates both changes in output and impact.	Valid
Percentage of publications in top journal percentiles	Percentage of SFU articles published within the top 10% and top 5% of journals in fields where SFU research is active, using the Source-Normalized Impact per Paper (SNIP) metric in <i>SciVal</i> . <i>Source: SciVal</i>	While citation data are a widely-used indicator of research impact, publications in top journal percentiles provide a metric for benchmarking the quality of the University's research relative to regional averages.	Valid

Tri-Council research funding (\$M)	<p>Total dollars (in millions) of research funding per fiscal year. Research funding includes consolidated and non-consolidated entities.</p> <p>Source: <i>Canadian Association of University Business Officers (CAUBO)</i></p>	<p>Total research funding is a generally accepted KPI for university research. It is collected annually by CAUBO and is commonly used in university rankings (ReSearch Infosource, Times Higher Education Index, Maclean's, etc.). It is an input measure that serves as a good surrogate for research reputation and capacity.</p>	<p>Since the federal Tri-Agency budget has remained flat, this indicator does not capture SFU's overall research growth, as demonstrated by several recent successes across the campus, as exemplified by awards in Canada Foundation for Innovation Canada 150 Research Chairs, or industry research contracts. The Theme Team suggests that total sponsored research income be used instead.</p>
<i>Additional indicator(s), if necessary.</i>			
Total sponsored research income			
Number of funded collaborative research projects with external partners	<p>Number of collaborative research projects: all grants and contracts excluding the Canadian Foundation for Innovation (CFI), the BC Knowledge Development Fund (BCKDF), the Canadian Institutes of Health Research (CIHR), the Michael Smith Foundation for Health Research (MSFHR), Genome BC, Genome Canada, SFU Internal, Canada Research Chairs. For the Social Sciences and Humanities Research Council (SSHRC), include only the Social Rights in Canada Project (CURA), Major Collaborative Research Initiatives, Partnership Development Grants, and Partnership Grants. For the Natural Sciences and Engineering Research Council of Canada (NSERC), include only collaborative and partnership programs, networks, and strategic and partnership projects.</p> <p>Source: <i>Grant Track</i></p>	<p>Almost all research carried out in the University requires some funding. Collaborative research is funded by contracts or grants from partner organizations (business, foundations, government branches, etc.) or through special programs by the Tri-Council set up to support partnership grants.</p>	Valid
Number of co-authored publications with external collaborators	<p>Number of publications in which an SFU researcher has at least one co-author from an external organization outside of Canada (international), in Canada (national), or a corporate organization (academic-corporate). The total number of co-authored</p>	<p>Number of co-authored publications with external collaborators provides a concrete measure of research productivity with partners, which showcases the degree of SFU engagement in research with collaborators across</p>	Valid

	<p>collaborations is equivalent to the total number of publications, minus all single-author publications. In each reporting year, the number of publications are reported for the prior calendar year to ensure all publications are counted.</p> <p>Source: <i>SciVal</i></p>	multiple levels: national, international, and corporate.	
<i>Additional indicator(s), if necessary.</i>			
Number of graduate theses submitted to the Library	<p>Number of PhD and master's theses submitted to the Library within a calendar year, separated by degree type. In each reporting year, the number of theses for the prior calendar year are reported.</p> <p>Source: <i>SFU Library</i></p>	Writing a graduate thesis involves extensive research under the supervision of a senior supervisor and a thesis committee. The number of theses submitted to the Library is indicative of the degree of graduate student engagement in research.	Valid
Number of undergraduate enrollments in research courses (revised)	<p>Number of undergraduate enrollments in a research methods/field methods course, capstone project, directed reading, and honours thesis/extended essay within a calendar year. In each reporting year, the number of enrollments for the prior calendar year are reported.</p> <p>Source: <i>Undergraduate Enrollment data (IRP)</i></p>	SFU provides an immersive and supportive environment for undergraduate students to engage with faculty-directed research projects through various activities, including research-intensive courses and funding support for dedicated semesters in research. As such, active participation of undergraduate students indicate the University's integration of research into teaching and learning.	Valid
<i>Additional indicator(s), if necessary.</i>			
Number of new patents filed	<p>Total number of new patents filed each year through the SFU Innovation Office. In each reporting year, the number of patents for the prior calendar year are reported.</p> <p>Source: <i>The Leading Association in Technology Transfer (AUTM)</i></p>	As an indicator of the application of transformative ideas for the benefit of society and the economy, and the integration of innovation in research, the University offers support to its researchers in management of intellectual property and transfer of technology. Filing new patents encourages commercialization of research results and external investment in University-led technology.	Due to the high cost of filing and maintaining patent applications, SFU will very likely take a more selective approach to new patent filings and may, therefore, not see a marked increase in new applications.
Number of industrial student internships through Mitacs	<p>Total number of Mitacs awards by fiscal year.</p> <p>Source: <i>Grant Track</i></p>	Mitacs is a successful national program to accelerate innovation across academia and industry through building partnerships that facilitate graduate student internships in industry. The number of Mitacs awards is indicative of the successful engagement of graduate students in pursuing innovative research with commercial opportunities.	Valid, though our recent numbers do exceed our expectations.
<i>Additional indicator(s), if necessary.</i>			

2.2: SFU has been cited in the past for not setting targets for its indicators. Please set targets to be reached by 2021 for each indicator. The target may be depicted as a single number or as an expected level of performance within a band of two numbers.

Outcome	Indicator	FY 2015/16	FY 2016/17	FY 2017/18	Target for 2021
1. Research is at a high quality level.	1.1 Total number of citations	68,505	76,218	72,950	75,000
	1.2 Percentage of publications in top journal percentiles	30.8%	41.10%	44.20%	42%
	1.3 Tri-Council research funding (\$M)	\$40.1M	\$38.2m	\$36.9m	This indicator has been recommended for removal
	1.4 Total sponsored research income (\$M)	\$109.9	\$139.0	\$142.6	\$145
2. Research is mobilized through partnerships/ collaborations with external partners.	2.1 Number of funded collaborative research projects with external partners	381	459	440	450
	2.2 Number of co-authored publications with external collaborators	1,633	1,729	1,807	1,800
3. Research is integrated into teaching and learning.	3.1 Number of graduate theses submitted to the Library	560	686	555	580
	3.2 Number of undergraduate enrollments in research courses (revised)	5,270	5,073	5,018	5,050
4. Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	4.1 Number of new patents filed	51	48	69	50
	4.2 Number of industrial student internships through Mitacs	94	175	144	140

Step 3: Please include theme team membership – list name and title.

Dr. Joy Johnson, Vice-President, Research and International

Dr. Dugan O'Neil, Associate Vice-President, Research

Morgan Mameni, Director, Research Intelligence



Engaging Communities Theme Team Report

Theme	Engaging Communities
Theme Goal	To be Canada's most community-engaged research university.

Step 1: Theme Assessment

Undertake an assessment of your theme's performance.

1.1: Below are the indicators identified by the Engaging Communities Theme Team in 2016 to measure performance. Please review the data and assess each indicator's performance as "Below," "Meets," or "Exceeds" expectations.

Outcome	Indicator	Institutional Research and Planning					Theme Team Assessment		
		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations
1. SFU is engaged with its alumni.	1.1 Alumni engagement score	1.15	1.16	1.15	1.15	1.15		X	
	1.2 Fundraising activity (<i>under consideration</i>)	n/a	n/a	n/a	n/a	n/a		n/a	
2. SFU is engaged locally.	2.1 Number of participants in SFU local outreach programs	52,834	58,901	79,927	87,334	98,232		X	
3. SFU is engaged globally.	3.1 Number of active international partners	n/a	210	252	264	276		X	

SFU Alumni Engagement Score

SFU uses an engagement score that comprises the following categories and values:

- Informed (1 point):
 - Alumni are contactable: we have their phone number, address, and email.
- Involved (2 points):
 - Alumni are active or involved with the Blackbaud Internet Solutions (BBIS) online directory.
 - Alumni have attended an event in the last fiscal year.
 - Alumni are members of the SFU Board of Governors, SFU Senate, SFU Alumni Association Board, or were former members of the SFU Alumni Association Board.
- Invested (3 points):
 - Alumni are donating or plan to make a gift in the current fiscal year.

All points are tallied and averaged over the total number of alumni to obtain the engagement score.

The data are pulled from the Advancement and Alumni Engagement database, Blackbaud's eCRM, and are provided to Institutional Research and Planning (IRP) to calculate on an annual basis.

Validity of Existing Alumni Engagement Score

The decision to adopt the categories "informed," "involved," and "invested" as indicators of alumni engagement was based largely on prevailing industry standards and current literature.

The Theme Team recognizes that these categories are broad, that they include limited components, and that the system of weighting different categories may be somewhat simplistic. Now, in the fifth year of having data to compare, this indicator will undergo review and assessment to ensure the components are being accurately captured within each category and that the respective weighting and tabulation correctly reflect alumni engagement.

The current model, while practical to execute, was designed to serve as a breadth (binary) model to measure alumni engagement across the institution. The model was also developed prior to the introduction of the central alumni engagement database, Blackbaud's eCRM, which now captures additional engagement metrics. Consequently, there may be additional factors that could contribute to a more sophisticated weighting model for this indicator.

For example, the present model does not account for alumni who participate in surveys or focus groups or who meet with alumni or advancement staff (information that is currently being captured), data which could be considered high indicators of engagement. Data that could be informed by academic areas (e.g., alumni volunteers) are also not being included in the present indicator—largely due to lack of practical ability to regularly input and maintain consistent data from all academic areas.

Additionally, the present indicator provides fairly minimal insight into meaningful differences of alumni engagement. For example, if the aggregate alumni engagement score changes by a factor of 0.01 from one year to another, what can we interpret from that change and is it a factor of significance?

Potential Enhancement to Alumni Engagement Score

Two key initiatives are currently being stewarded by SFU's Office of Advancement and Alumni Engagement.

First, the University Advancement and Alumni Engagement portfolio is undergoing a strategic review, which is expected to inform necessary changes that should be made to the University's alumni engagement efforts and initiatives, as well as yield additional recommendations on how to better assess and measure alumni engagement.

Second, while the current alumni engagement measure is designed as a breadth model, SFU is exploring a segmented model that may allow constituents to be classified into distinct sub-populations, which may better gauge success in relation to strategic goals. This segmented model could generate a meaningful points score per individual graduate, which, in turn, may enable the University to more accurately identify which alumni are the most engaged.

The adoption of a more meaningful scale is expected to assist in the following potential goals:

- To assess both individual and overall engagement levels over a period of time.
- To identify which activities and initiatives yield the highest levels of participation and engagement.
- To better identify and articulate the various ways in which alumni can engage with the institution.
- To discover alumni who are champions and ambassadors and potentially cultivate them for numerous purposes that contribute toward the University's broader goals and objectives.

A Future Model for Consideration

A future model is being explored that may capture a wider assortment of engagement variables and classify alumni in more specific terms.

The goal of the model is to track impact and outcomes versus output. Those with the highest number of points (total of 6) can be considered to be among the most engaged and may constitute a pool of alumni who could be cultivated for additional engagement and involvement opportunities. Scores can be generated for total population, for each alumni demographic segment, and for individuals.

The points in this model are not designed to be assigned to each sub-item, as this would make it challenging to add/remove items in future and could skew future and retrospective reporting results. Flexibility to add/remove items without altering the score substantially is an important requirement.

Prior to finalizing the model, the top 100 donors will be tested using the model that is selected to ensure validity and that intended outcomes result from applying the model.

Fundraising Activity

A "fundraising activity" indicator is being considered to track the success of SFU's engagement with its alumni. Charitable giving to University priorities is an indicator of alumni engagement (and is included in that indicator as one of several weighting factors), community engagement, alignment with external interests, and trends. Charitable gifts support the University's Vision/Mission and strategic planning across all Faculties.

University Advancement's robust database software (Blackbaud's eCRM) enables reporting on fundraising activity by donor type, faculty, fund type, gift type, and a range of other criteria.

Year-over-year fundraising activity—defined as outright gifts and pledges to give—is reported monthly by the Vice-President, Advancement and Alumni Engagement (VPAAE) to SFU's Board of Governors. However, as an indicator of community engagement or leveraging institutional strength, a three-year moving average of fundraising activity will give a better indicator of long-term trends without the distraction of extraordinary gifts in a particular year.

A three-year average of fundraising activity by donor type is an indicator of both increasing alumni support and increasing community support, while a three-year average of fundraising activity by fund type is an indicator of how charitable giving contributes to University priorities.

Number of Participant in SFU Local Outreach Programs

SFU departments routinely count and keep records of the number of participants attending their outreach and engagement sessions. This makes the “number of participants in local outreach programs” indicator very practical as it is simple for each department to measure attendance.

This indicator is also easy to understand. It provides a measure of participation in community-focused activities, which shows whether there has been an increase or decrease in attendance from year to year. As a broad indicator of activity, it holds value.

With respect to relevance of the indicator as a stand-alone measure of community engagement, there is interest in evolving to a greater understanding of the impact of community engagement by further investigating and implementing qualitative research and assessment. The current “number of participants in local outreach programs” indicator provides a quantitative dimension to attendance, but it does not provide a useful indicator of participant satisfaction or impact. In addition, it does not offer the depth of information needed to make decisions that would lead to improvements in programming, events, or engagement. Instead, it may be useful to employ qualitative assessments to obtain indications of how a particular program or activity has made a difference in the lives of those involved (participants, volunteers, teachers/staff/administration, and the partnership between the community and SFU).

With this in mind, several SFU groups are conducting assessments through surveys and other methods that measure participant satisfaction, learning efficacy, program impact, behavioural change, and initiative effectiveness as a function of learning and engagement goals. Some forms of partner analysis are also being used to better understand relationships and how to build more meaningful collaborations of mutual benefit. A partner-rating index is also under consideration as a way of depicting partner experience and satisfaction.

Other Cautions of Participation as an Indicator of Success

- Many community engagement initiatives are funded through non-recurring funds or through one-time investments provided by external funders. Therefore, aspirational targets are recommended against as fluctuations arise due to the programming risk that results from an instable funding structure. Short-term funding structures also run counter to SFU’s ability to forge strong relationships with community because short-term and project-based funding are often incompatible with the length of time needed to build trusting, deep relationships that are likely to have real, mutual positive impact.
- Impact is more important than measuring the quantity of participants in attendance. Setting quantitative targets of numbers of participants provides an incentive to increase participation or reach a certain threshold of participants, which then act as a deterrent to the creation of programs with lower enrollment that may result in the deep impact desired for positive results.
- SFU’s distributed structure and university-wide IT systems are not particularly well developed for the purpose of university-community interaction and engagement. Without the adoption and implementation of a university-wide customer relationship management (CRM) system, SFU’s efforts at collecting data that would offer additional quantitative measurements and assist with relationship management are hampered.

Number of Active International Partners

SFU International tracks current agreements with partner institutions, including student exchanges, field schools, teacher education modules, international co-op placements, short-term research mobility, memorandums of understanding (MOU), letters of intent (LOI), dual degrees and certificates, and field schools. For each partner institution, SFU International tallies the number of agreements with one point for a MOU, one for a mobility agreement, one for an agreement for a dual degree, and so on. The data reveal an increase in international collaborations as reflected by the number of new agreements signed and those renewed.

Indicator Principles: Relevance, Practicality, Intuitive

The current “number of active international partners” indicator is practical and intuitive; however, it is likely not the most effective, nor the most relevant measure of international engagement. The weakness of the current indicator is clearly evident as SFU International strives for deeper and more multi-faceted engagement as opposed to a greater quantity of agreements. Under the current system, a reduced number of agreements that are more multi-faceted and potentially supportive of deeper engagement would result in a lower indicator and may suggest lower engagement when the opposite may be true.

With this in mind, SFU International is investigating shifting from the current indicator to a multi-variable assessment of global engagement that reflects not only the number of international agreements, but also the number and variety of international activities, particularly with key partners, as indicators of engagement. This assessment would be informed by the new International Engagement Strategy, and indicators would be derived from a range of data, including international student mobility numbers, number of international degree-seeking students, number of jointly-organized events, global donor profile, engaged international alumni, number of joint research publications with international collaborators, number of international inquiries about SFU, etc.

Additionally, global engagement would also be measured by capturing internationalization at home efforts, which includes internationalization of the curriculum, engagement with local diaspora communities, participation in locally-held international community engagement events, University efforts with respect to refugee and immigrant settlement, and others. Relevant data will be provided by each responsible office.

In both categories, indicators would be represented through quantitative measures and weighted against a scale of engagement in order to benchmark year over year.

1.2: Provide an overall assessment and a conclusion of how well this theme is contributing to SFU fulfilling its Vision/Mission. Please add additional information or attach documents that support your assessment, if necessary.

SFU’s vision is to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching **community engagement**.

The responsibility to work with and make a positive difference in communities has been a growing priority for higher education institutions in British Columbia and around the world (Hart & Northmore, 2011, p. 1; Singh, 2017, p. 2; CFICE Community Impact Symposium, 2017, p. 1; Dubb, McKinley & Howard, 2013, p. VII). The growth of university-community engagement and partnership is part of a

global recognition of the significant intellectual, human, financial, and relational resources that post-secondary institutions can bring to address urgent issues in our society. Addressing, and seeking to fundamentally impact, issues like climate change, poverty, income inequality, food and water scarcity, systemic discrimination and intolerance requires a fundamental shift in how we think about the role of universities in society (Strandberg, 2017). Universities must embrace a “transformative model of higher education” (Petter, 2017), which challenges the longstanding paradigm of educating students and producing knowledge for the global marketplace, and instead reimagines our mandate to have direct impacts on pressing issues through co-created knowledge, shared purpose, and responsive practice.

A transformative model of higher education is foundational and ambitious. It requires the development of strong and interconnected social infrastructure (Strandberg, 2017) through an approach to working with students, faculty, staff, volunteers, and communities as partners, collaborators, co-creators, and practitioners of knowledge.

The benefits of undertaking this work extend to gains in teaching, learning, and research. Working with communities for the purpose of positive social change allows for a deeper and more enriched experience for students, faculty, staff, and the institution as a whole.

SFU is seen as a leader and champion. We are still known as the “radical campus” even as we celebrate 52 years of academics and research. SFU’s eight-Faculty, three-campus model represents a strong and adaptive institutional structure within which community engagement has progressed in an organic, responsive, and distributed fashion. Each Faculty and campus develops and maintains very strong attention to local partnerships with government, businesses, boards of trade, non-profit, community groups, and even individual community members who are engaged across a diverse array of interests, issues, and learning goals.

SFU’s dynamic vision for the deep integration of these foundational strategies has set SFU apart. SFU is recognized as an international leader in community engagement, occupying a key role in the [Talloires Network](#) (an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education), and hosted a successful Community College and University Expo (C2U Expo) in 2017. That same year, SFU became the first university in British Columbia, and one of only 50 higher educational institutions around the world, to earn the Ashoka U Changemaker Campus certification. SFU’s deepened reputation for community engagement was recognized by the Northwest Commission on Colleges and Universities that noted in their [Initial Accreditation Peer-Evaluation Report](#) “...with commendation [as] a remarkably rich and varied array of community engagement programs that reflect and bolster the mission of the institution” (p. 30). SFU is a co-presenter and the Canadian institutional lead for the Carnegie Community Engagement Classification Canadian Pilot Cohort—an initiative designed to develop a multi-institution national learning community across Canada that will magnify impact nationally by supporting institutions and communities across the country in their university-community partnership initiatives.

The strong vision to be a leading engaged university has helped raise the profile of community engagement work and has helped to differentiate SFU from its peers, giving SFU a competitive advantage in recruiting, developing partnerships, and securing funding. The vision supports educational innovation with respect to programming and curricula, has helped launch and grow numerous innovative programs that have provided rich education for students, led to groundbreaking research and knowledge, and has had local and direct impact on community.

SFU's distributed structure has resulted in a solid foundation to advance the University's engagement mission. High levels of unit autonomy have helped grassroots community-engaged work to flourish. There is tremendous variability across a continuum of involvement represented by the varied ways in which those at SFU utilize community engagement. SFU's methodological innovations in research, teaching, and service make a principled approach to foundational relationships central to practice rather than peripheral to it.

Community engagement enhances SFU's Vision/Mission. SFU is a university that is a model institution for meaningful scholarship, teaching, and service that effectively mobilizes its core capacities in principled, accountable, and responsive ways to collaboratively address critical and complex societal issues.

SFU contributes to the public good by preparing educated, engaged citizens through innovative experiential learning, service learning, and engaged learning opportunities, by strengthening and growing community-based and community-engaged research and scholarship, and by working to strengthen the public's capacity and enable its expression of democratic values. The University further cultivates its civic responsibility by valuing inclusion and diversity, mutual trust, respect, accountability, sustainable approaches, healthy relationships, equity and knowledge creation, and mobilization.

Sidebar: The Aboriginal Reconciliation Council: an Illustrative Example of Deep Community Engagement.

In 2017, the Aboriginal Reconciliation Council (ARC) presented its final recommendations in a report entitled *Walk This Path With Us* at a witnessing ceremony that brought Indigenous practice right into the heart of SFU's Burnaby campus. The Council was comprised by diverse voices, including First Nations government and community leaders, SFU Faculty, SFU staff, and Indigenous students. The Report outlines an ambitious plan for implementing, in particular, the Truth and Reconciliation Commission Calls to Action for institutions of higher education. It advises the spending of \$9M in funding—the Aboriginal Strategic Initiative (ASI) funds—in ways that position SFU to courageously practice community engagement in all its capacities: academic, research, and service. The interdisciplinary, multi-vocal, and ambitious work called out by the ARC exemplifies the commitment SFU has to mobilizing its core strengths into deeply important work. But, perhaps most importantly, the ARC is a visible and remarkable moment that rests on a longstanding foundation of deep community-engaged work among SFU faculty with local Indigenous communities. SFU is deeply rooted in its commitment to courageous transformational work.

Step 2: Review the Indicators and Set Targets for 2021

2.1: Review the indicators used in this assessment and consider whether they are still **valid** and **applicable** and whether it would be useful to add new indicators for the next assessment in 2021.

Please make any suggested changes (and/or edits), including additional indicators if necessary, to the table below.

Indicators	Definition and Source	Rationale for Indicator	Notes
Alumni engagement score	<p>Every contactable alumnus is assigned a score based on their level of alumni engagement as follows: Informed (1), Involved (2) and Invested (3). Informed alumni are defined as those who have provided SFU an active contact (email, address, or telephone number). Involved alumni are those who are involved with SFU in some way, e.g., attend SFU events, volunteer, participate online or in the Alumni Directory, or on the Board or Senate, etc. Invested alumni are those who make an annual donation, pledge, or gift during the fiscal year. Contactable alumni exclude deceased and those who indicated they do not want any contact. The alumni engagement score is the sum of all points divided by the total number of contactable alumni (tentative). Data for 2011/12 are as of March 23, 2012 and data for 2012/13 are as of April 7, 2013. Starting in 2013/14, the data will be as of January 31 of each fiscal year.</p> <p>Source: University Advancement</p>	<p>This multi-level approach is based on research on best practices at several other universities. It allows us to evaluate the multi-faceted nature of alumni engagement.</p>	<p>Two key initiatives are currently being stewarded by SFU's Office of Advancement and Alumni Engagement. First, the University Advancement and Alumni Engagement portfolio is undergoing a strategic review, which is expected to inform necessary changes that should be made to the University's alumni engagement efforts and initiatives, as well as yield additional recommendations on how to better assess and measure alumni engagement. Second, while the current alumni engagement measure is designed as a breadth model, SFU is exploring a segmented model that may allow constituents to be classified into distinct sub-populations, which may better gauge success in relation to strategic goals. This segmented model could generate a meaningful points score per individual graduate, which, in turn, may enable the University to more accurately identify which alumni are the most engaged. The adoption of a more meaningful scale is expected to assist in the following potential goals:</p> <ul style="list-style-type: none"> • To assess both individual and overall engagement levels over a period of time. • To identify which activities and initiatives yield the highest levels of participation and engagement. • To better identify and articulate the various ways in which alumni can engage with the institution. • To discover alumni who are champions and ambassadors that can be cultivated for numerous purposes to contribute toward the University's broader goals and objectives. <p>A Future Model for Consideration</p> <p>A future model is being explored that may capture a wider assortment of engagement variables and classify alumni in more specific terms.</p>

			<p>The goal of the model is to track impact and outcomes versus output. Those with the highest number of points (total of 6) can be considered to be among the most engaged and may constitute a pool of alumni who could be cultivated for additional engagement and involvement opportunities. Scores can be generated for total population, for each alumni demographic segment, and for individuals.</p> <p>The points in this model are not designed to be assigned to each sub-item as this would make it challenging to add/remove items in future and could skew future and retrospective reporting results. Flexibility to add/remove items without altering the score substantially is an important requirement. Prior to finalizing the model, the top 100 donors will be tested using the model that is selected to ensure validity and that intended outcomes result from applying the model.</p>
Fundraising activity (under consideration)			<p>A “fundraising activity” indicator is being considered to track the success of SFU’s engagement with its alumni. Charitable giving to University priorities is an indicator of alumni engagement (and is included in that indicator as one of several weighting factors), community engagement, alignment with external interests, and trends. Charitable gifts support the University’s Vision/Mission and strategic planning across all Faculties. University Advancement’s robust database software (Blackbaud’s eCRM) enables reporting on fundraising activity by donor type, faculty, fund type, gift type, and a range of other criteria.</p> <p>Year-over-year fundraising activity—defined as outright gifts and pledges to give—is reported monthly by the VPAAE to SFU’s Board of Governors. However, as an indicator of community engagement or leveraging institutional strength, a three-year moving average of fundraising activity will give a better indicator of long-term trends without the distraction of extraordinary gifts in a particular year.</p> <p>A three-year average of fundraising activity by donor type is an indicator of both increasing alumni support and increasing community support, while a three-year average of fundraising activity by fund type is an indicator of how charitable giving contributes to University priorities.</p>
Number of participants in SFU local outreach programs	Number of participants in SFU local outreach programs, including SFU summer camps (2008/09); Friends of Simon Tutoring programs (2008/09);	The number of members of the community that participate in SFU outreach offerings is one measure of SFU’s community engagement. SFU offers a	There is interest in evolving to a greater understanding of the impact of community engagement by further investigating and implementing qualitative research and assessment. The current “number of participants in local outreach programs”

	<p>Philosophers' Cafés (2008/09); Continuing Studies lectures, events, and programs (2010/11); Public Square events (2012/13); Science Outreach programs (2013/14); Vancity Office of Community Engagement programs (2015/16); SFU Surrey—TD Community Engagement Centre programs (2015/16); and Burnaby Festival of Learning events (2016/17).</p> <p>Source: External Relations</p>	<p>spectrum of outreach programs that provide meaningful engagement with a range of British Columbia communities and age groups. SFU's youth outreach programs support not only the academic development of children, but also their aspirations. Community lectures and events provide opportunities to not only share University expertise, but also to learn from the community. Programs provide further opportunities to engage all levels of government and communities in topics that are important to the community and where SFU can add value.</p>	<p>indicator provides a quantitative dimension to attendance, but it does not provide a useful indicator of participant satisfaction or impact. In addition, it does not offer the depth of information needed to make decisions that would lead to improvements in programming, events, or engagement. It would be more useful to employ qualitative assessments to obtain indications of how a particular program or activity has made a difference in the lives of those involved (participants, volunteers, teachers/staff/administration, and the partnership between the community and SFU). With this in mind, several SFU groups are conducting assessments through surveys and other methods that measure participant satisfaction, learning efficacy, program impact, behavioural change, and initiative effectiveness as a function of learning and engagement goals. Some forms of partner analysis are also being used to better understand relationships and how to build more meaningful collaborations of mutual benefit. A partner-rating index is also under consideration as a way of depicting partner experience and satisfaction.</p>
Number of active international partners	<p>Number of active international partners such as exchanges, memorandums of understanding, letters of Intent, dual degrees/certificates, field schools, and similar. Please note that the number of agreements is currently under review by SFU International.</p> <p>Source: SFU International</p>	<p>The number of agreements with international organizations is an important indicator of SFU's global engagement. SFU enters into formal agreements with universities and other organizations around the world. These agreements cover a range of opportunities for SFU students, faculty, and staff, including student exchange programs, field schools, faculty exchanges, and research projects. Agreements are time limited and are not renewed if meaningful activity has not taken place. SFU's international strategy, currently under development, will ensure that new agreements are strategic and that resources are in place to support and deepen SFU's relationships with international partners.</p>	<p>SFU International is investigating shifting from the current indicator to a multi-variable assessment of global engagement that reflects not only the number of international agreements, but also the number and variety of international activities, particularly with key partners, as indicators of engagement. This assessment would be informed by the new International Engagement Strategy and indicators would be derived from a range of data, including international student mobility numbers, number of international degree-seeking students, number of jointly-organized events, global donor profile, engaged international alumni, number of joint research publications with international collaborators, number of international inquiries about SFU, etc. Additionally, global engagement would also be measured by capturing internationalization at home efforts, which includes internationalization of the curriculum, engagement with local diaspora communities, participation in locally-held international community engagement events, University efforts with respect to refugee and immigrant settlement, and others. Relevant data will be provided by each responsible office.</p> <p>In both categories, indicators would be represented through quantitative measures and weighted against a scale of engagement in order to benchmark year over year.</p>

<i>Additional indicator(s), if necessary.</i>			

2.2: SFU has been cited in the past for not setting targets for its indicators. Please set targets to be reached by 2021 for each indicator. The target may be depicted as a single number or as an expected level of performance within a band of two numbers.

Outcome	Indicator	FY 2015/16	FY 2016/17	FY 2017/18	Target for 2021
1. SFU is engaged with its alumni.	1.1 Alumni engagement score	1.15	1.15	1.15	1.15
	1.2 Fundraising activity (under consideration)	n/a	n/a	n/a	n/a
2. SFU is engaged locally.	2.1 Number of participants in SFU local outreach programs	79,927	87,334	98,232	100,000
3. SFU is engaged globally.	3.1 Number of active international partners	252	264	276	280

Although targets for 2021 have been included within this report, each of these indicators is currently under review as SFU considers the most robust methods of evaluating its community engagement efforts. The University has committed to participating in and co-leading a resource-intensive pilot of the Carnegie Community Engagement Classification in 2019-2021 that includes:

- Learning about the philosophy and logic of the existing Carnegie Classification.
- A year-long data-gathering process, including the completion and submission of the existing Classification application and hosting individual site visits from the existing U.S. Carnegie Classification Team.
- Contributing to the development of a Canadian specific version of the Classification.

Participation is expected to yield a robust and comprehensive set of institution-wide measurements and evaluation methods of community engagement, resulting in the modification of existing processes and systems at SFU that support community engagement, and providing opportunities to strengthen a culture of shared-ownership and collaboration for community engagement throughout the institution.

Step 3: Please include Theme Team membership – list name and title.

Joanne Curry, Vice-President, External Relations (Chair)

Amarjot Johal, Director, Vancity Office of Community Engagement, External Relations

Angela Flumerfelt, Project Coordinator, Friends of Simon Tutoring Project

Carol Zachs, Director, International Partnerships and Protocol, SFU International

Cynthia Henson, Manager, Outreach and Engagement, Faculty of Science

John Grant, Director, Alumni Relations

Janet Webber, Executive Director, Public Square, External Relations

Marc Pope, Director, Recreation

Pat Graca, Manager, Enrollment Services, Lifelong Learning

Rachel Nelson, Associate Director, Partnership and Programs, Community Engagement, External Relations

Tracy London, Director, Executive Director, University Campaigns, Advancement

Matthew Grant, Director, Community Engagement and Outreach, External Relations



Leveraging Institutional Strength Theme Team Report

THEME DESCRIPTION

FUNDAMENTAL THEME: LEVERAGING INSTITUTIONAL STRENGTH

GOAL – TO BECOME FINANCIALLY FLEXIBLE THROUGH CONTINUOUS IMPROVEMENT OF ADMINISTRATIVE SYSTEMS, STRENGTHENING OF INFRASTRUCTURE, AND RECRUITMENT AND RETENTION OF THE BEST PEOPLE.

The supporting activities that underpin this goal focus on:

- Improving administrative systems.
- Recruiting and retaining the best people.
- Strengthening infrastructure.

Successfully executing these activities is expected to produce the following outcomes:

- The University is financially sound.
- The University has IT services that support its priorities.
- The University attracts and retains the best people.
- The University has facilities that meets its needs.

The following assessment will test the veracity and completeness of the indicators related to these outcomes.

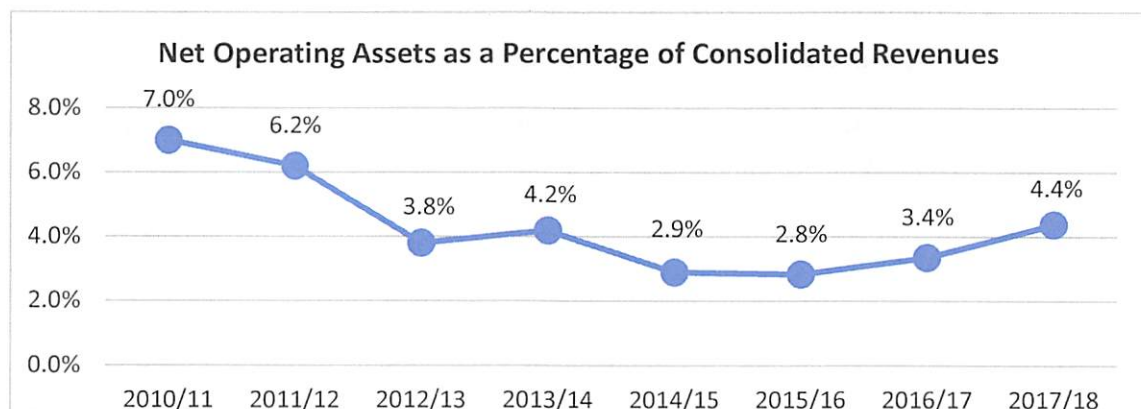
ASSESSMENT OF THEME INDICATORS

OUTCOME 1: SFU IS FINANCIALLY SOUND

INDICATOR 1.1: Net operating assets as a percentage of consolidated revenues

Net operating assets reflect the cumulative surpluses (losses) generated from the operating fund and are one indicator of the overall financial health of the University. A healthy balance sheet position provides the University with the ability to handle future unplanned liabilities and funding requirements. Operating assets include various components such as departmental carry forwards, investment surplus (loss) carryovers, and unfunded future costs (liabilities).

SFU's carry forward guidelines limit the level of cumulative carry forward in units, with a differentiated threshold of 9% of the operating budget for Faculties and 6% for support units. Consistent with this guideline, and based on comparatives with other Canadian universities, a positive net operating asset balance of up to 9% of consolidated revenues represents a reasonable and appropriate balance of net operating assets.



As can be seen above, this indicator has remained at an appropriate level over the previous eight years. The introduction of new public sector accounting standards, together with the prudent and measured release of reserves, led to a reduction in the indicator over fiscal years 2011 to 2016; however, the indicator has increased in the last two years. At the end of the 2017/18 fiscal year, net operating assets were \$31.7 million, representing 4.4% of consolidated revenue. The University uses the range of 2% to 9% to represent a reasonable level of operational reserves, given that other factors, such as the University's operating contingency, also contribute to the overall financial health of the University.

The 2016 Northwest Commission on Colleges and Universities Initial Accreditation Peer-Evaluation Report indicated that the low end of the 2%-9% range might not provide a significant enough buffer to protect against a surprise drop in revenue due to issues such as declining enrollment or a drop in the provincial operating grant. However, the report goes on to acknowledge that the University has access to additional reserves, such as a contingency fund and other designated internally restricted operating assets that do provide further

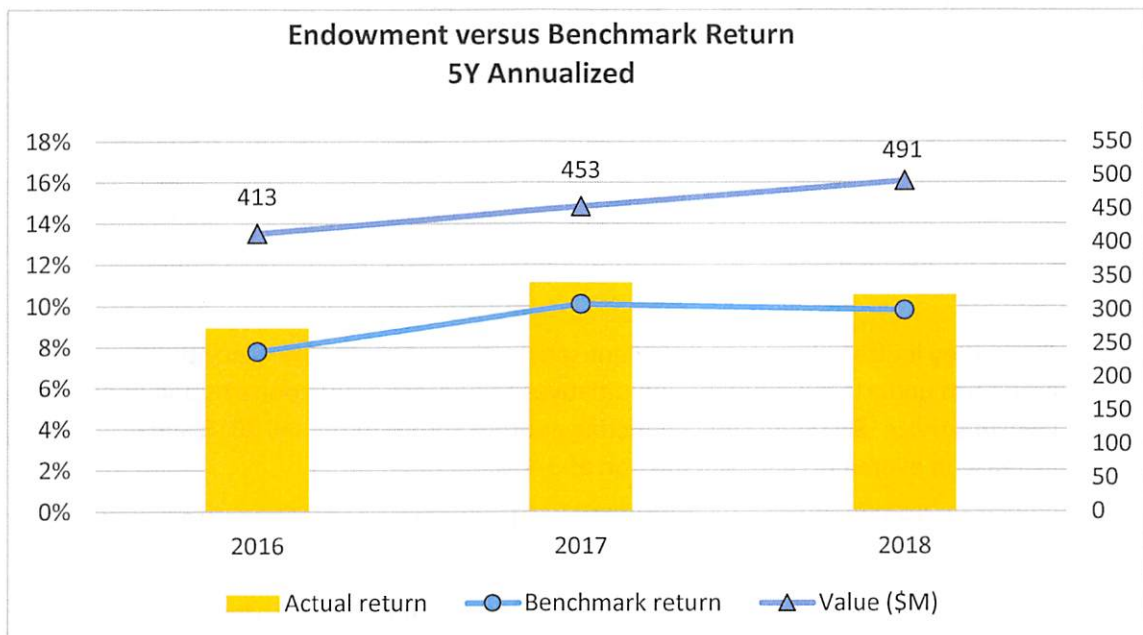
THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH

comprehensive support in maintaining core programs and services in a financially challenging environment.

Updates to the Current Indicator

Currently, there are no plans to change this indicator. However, the University has introduced an additional metric related to the growth and investment return on the endowment portfolio. This is particularly important in the current provincial post-secondary funding environment of domestic tuition increase caps and limited changes in the operating grant, since the strength of the endowment portfolio has a direct impact on the University's present and future financial position.

The Ellement Consulting Group provides the University's investment analytics. Ellement has composed a composite benchmark comprised of a weighted basket of Canadian and global equity and bond issues, as well as Canadian 91-day treasury bills. The University uses this benchmark to assess the performance of its endowment portfolio and considers any returns in excess of the benchmark an indication of positive investment performance.



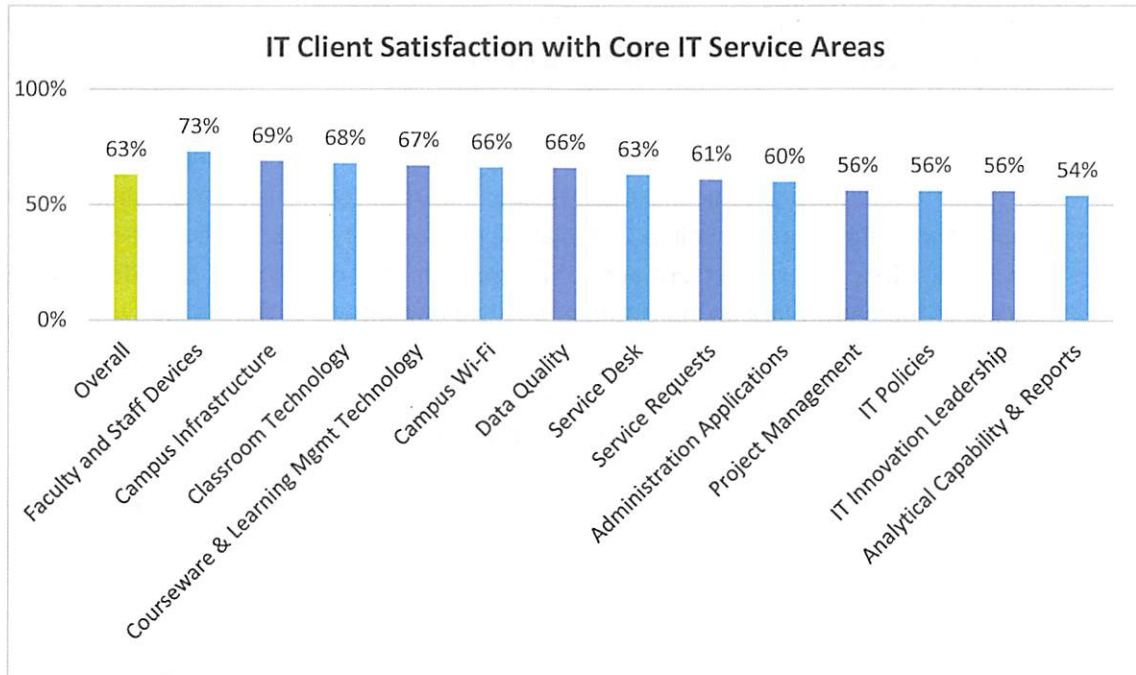
As can be seen above, the University has consistently outperformed the benchmark return in each of the annualized five-year periods ending June 30, 2016, 2017, and 2018. This has led to strong growth in the endowment portfolio, which was valued at \$491 million at the end of fiscal 2018.

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OUTCOME 2: SFU HAS IT SERVICES THAT SUPPORT ITS PRIORITIES

INDICATOR 2.1: IT client satisfaction across core IT service areas

This indicator was updated from the previous broad-based metric of “joint availability of core IT services.” Creation of SFU’s One I.S. vision set the context for a strategic planning exercise, which began in fall 2016. As a first step, SFU’s IT group conducted a university-wide IT client satisfaction survey. Below are the survey results:



The survey indicated an overall IT client satisfaction rating of 63%. Since that time, SFU’s IT group has undertaken a number of initiatives to address client concerns and improve the overall level of service. SFU IT will be conducting another survey in the fall 2018 and is targeting an increase in overall IT client satisfaction of 3-4%.

In addition to conducting the client survey, other major events in 2017/18 included:

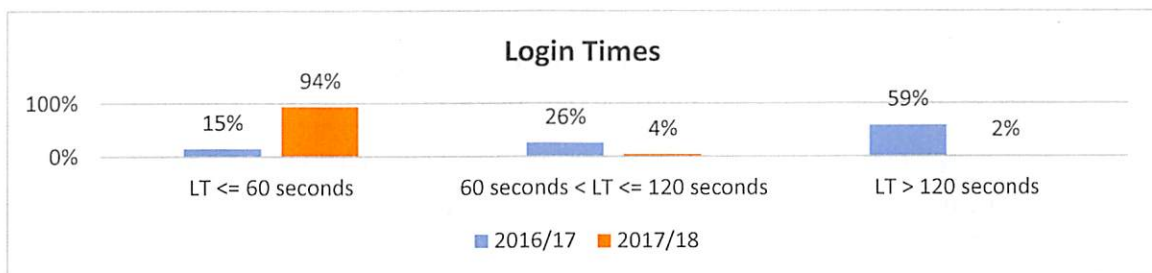
- Opening SFU’s new SFU Data Centre, the 13th most green data centre in the world.
- Activating SFU’s Cedar Advanced Research Computing Cluster, one of the top 100 supercomputers in the world – #86.
- Developing SFU’s One I.S. Strategic plan (preparing for the future).
- Completing an administrative review, aimed at improving processes, efficiency, and customer service.
- Renewing and modernizing SFU’s campus network.
- Expanding SFUVault to improve privacy compliance.
- Increasing the use of managed desktops to strengthen information security.

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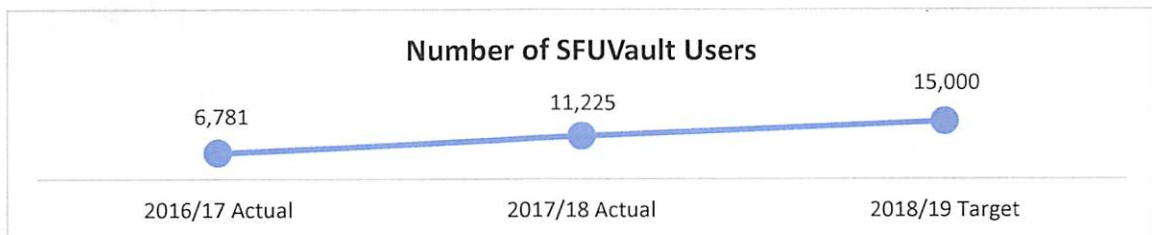
Other Updates to the Current Indicator

Building upon the survey results, an extensive consultation process with several hundred participants was conducted. These consultations shed further light on the University's specific IT needs. The consultation output became the foundation for the One I.S. Strategic Plan, which will guide the development and use of information systems at SFU over the next seven years. The Plan will ensure that SFU Information Systems and Services are aligned with the University's Vision/Mission and strategic priorities.

Based upon the stakeholder consultations undertaken as part of the strategic planning process, two critical performance indicators were identified: login time to access infrastructure and performance across network services. To address these two related indicators, in 2017/18, SFU completed a Campus Network Renewal project and embarked upon initiatives to streamline the authentication processes. The result has been a significant decrease in login times.

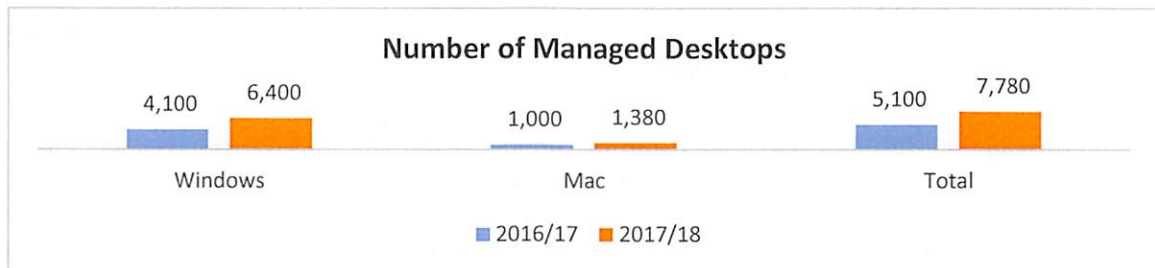


An additional IT client satisfaction-related performance indicator is SFU's ability to implement innovative applications systems that meet immediate customer needs. To meet client needs and the province's privacy requirements, the University developed a new service in 2016 called SFUVault, which is a BC's Freedom of Information and Protection of Privacy Act (FIPPA)-compliant in-house replacement for Dropbox. SFUVault has been recognized nationally within Canada, receiving third prize from the Canadian Association of University Business Officers Quality and Productivity Awards Program in 2017/18. SFUVault has seen tremendous growth, as shown by the upward trend in number of users in the graph below:



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Number of managed desktops used by faculty and staff and deployed in student labs across the University has been identified as a key indicator of the University's information security posture. An initiative was undertaken in 2017/18 to increase the number of managed desktops, with the results shown in the graph below:



OUTCOME 3: SFU ATTRACTS AND RETAINS THE BEST PEOPLE
INDICATOR 3.1: [Canada's Top 100 Employers](#)

SFU is one of the largest employers within the City of Burnaby and has a substantial employment presence in downtown Vancouver and the City of Surrey. The University is consistently recognized as one of the best employers, both in the province and in the country.

The Leveraging Institutional Strength Theme Team previously determined that having SFU included in a prominent list of Canada's Top 100 Employers is an effective measure of the University's ability to attract and retain quality staff and faculty. The measurement is taken from the country's leading employment periodicals publisher, Mediacorp Canada, which assesses employers using eight criteria:

- Physical workspace
- Work atmosphere and social atmosphere
- Health, financial, and family benefits
- Vacation and time off
- Employee communications
- Performance management
- Training and skills development
- Community involvement



Employers are compared to other organizations in their field to determine which offer the most progressive and forward-thinking programs. SFU has been included in Mediacorp's list of Canada's Top 100 Employers every year since 2008, which reflects the University's ongoing commitment to its employees and its ability to provide them with a positive work environment and culture.

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SFU was also named by Mediacorp as one of Canada's Top Family-Friendly Employers and British Columbia's Top Employers for 2018.



Updates to the Current Indicator

Mediacorp's Canada's Top 100 Employers list is a nationally recognized source for those desiring to work within the country's best organizations. Its evaluation criteria are multi-dimensional and its analytical techniques are comprehensive and systematic. However, the metric is broad-based and does not provide specific usable feedback. For these reasons, metrics that are more detailed are needed.

SFU piloted an engagement survey methodology in November 2017 aimed at understanding the aspects within the University's work environment that impact employee engagement. The survey ran in two divisions (Administration and Finance, and Advancement and Alumni Engagement) and involved more than 550 employees. Specific areas of strength as well as opportunities for improvement reinforced existing "people" strategies aimed at enhancing workplace learning, leadership, and recognition. Departments within the two divisions that were surveyed are currently engaged in developing and implementing specific strategies responding to the survey's findings. At the divisional level, senior leadership is working to identify key priority actions that will positively impact employee engagement.

Overall university targets cannot be determined at this point given that the pilot survey may not be considered an appropriate sample size reflective of the various other departments across the institution. A series of "pulse" surveys will be conducted in 2019 to assess the degree of influence the University's strategies and initiatives are having on various elements of employee engagement. Discussions are currently underway to determine an appropriate time to roll out the employee engagement survey process more broadly while factoring in timelines for upcoming collective bargaining in 2019.

SFU has identified and started tracking a series of recruitment and retention measures, including number of internal versus external applicants hired, attrition rates (including demographics of departing employees and their reasons for leaving), sick leave statistics, and number and types of grievances. Activity-based assessment indicators such as number of

THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH

organization restructures, time to complete job evaluations, and number of completed performance development plans are also in the process of being measured. The University's new Learning and Development Framework was launched recently, including SFU's first ever Leadership Development Program—the number of course offerings, participants, and dollars invested will be tracked. All measures are in their early stages of assessment, and targets will be developed once appropriate measures are confirmed and an adequate level of data are captured to determine baselines.

OUTCOME 4: SFU HAS FACILITIES THAT MEET ITS NEEDS

INDICATOR 4.1: Facilities Condition Index (FCI)

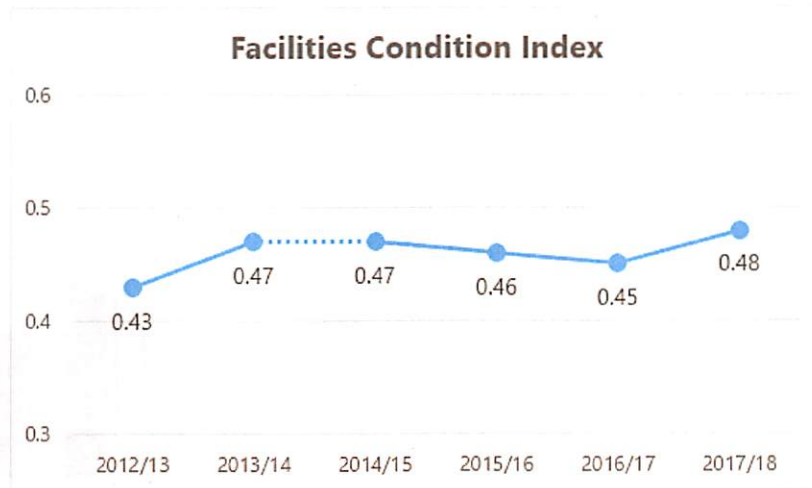
The SFU Burnaby campus is over 50 years old and suffers from ongoing deferred maintenance issues. The rehabilitation and renewal of aging facilities and infrastructure at the Burnaby campus are required to extend the useful life of facilities and to improve the sustainability and functionality of these facilities.

Using the Facilities Condition Index (FCI), an accepted industry metric (and utilized by most BC post-secondary institutions) for determining the relative condition of a group of facilities at a specific point in time, SFU is able to assess the condition of its buildings and facilities. The Theme Team confirmed that FCI continues to be an effective indicator in determining the relative condition of SFU's physical infrastructure. The measure is available for specific buildings or can be grouped by use or location, as shown in the illustration below (figures shown are for 2017/18):

Building/Asset Portfolios	# Buildings	Area (GASM)	Current Replacement Value (CRV)	Facility Condition Index (FCI)
Burnaby Academic	39	263,564	\$1,359,006,432.62	0.55
Burnaby Non-Academic	22	68,823	\$204,130,205.61	0.44
Burnaby Residences	17	46,295	\$219,640,735.04	0.34
Surrey	2	31,949	\$190,393,454.84	0.33
Vancouver	6	42,192	\$150,285,897.52	0.23
Total	86	452,823	\$2,123,456,726	0.48

A new building has an FCI of zero and a building with an FCI of 1.00 has no useful life left. SFU's FCI of 0.48 for 2017/18 falls just short of the range of "poor" condition (FCI > 0.50). However, this is a measure of the University's entire building portfolio, and, in fact, many individual buildings have an FCI far in excess of 0.48. From a statistical standpoint, the standard deviation of the FCIs for the building population is large, meaning that, although the average is 0.48, there remains a significant number of buildings with a very high FCI that are reaching (or have reached) the end of their useful life.

THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH



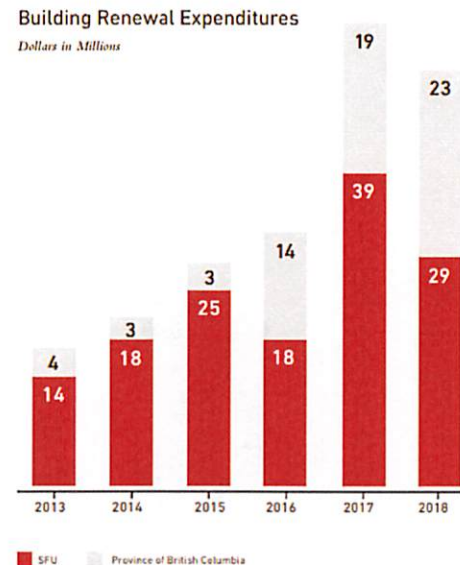
The above graph measures the building portfolio over the previous six years (the dotted line indicates that there was no review undertaken in 2014/15). The last comprehensive FCI assessment was completed in 2018 and showed an increase from 0.45 to 0.48 from the previous review in 2016/17. The change in the index from 2016/17 to 2017/18 is primarily due to increased FCI of the University's academic buildings located at the Burnaby campus. The 2018 FCI includes an additional year of building deterioration, but does not include all of the University's efforts at addressing its deferred maintenance needs. While major facilities improvements are in progress, much of this work will not be reflected in the FCI until the projects are completed. With buildings having a total current replacement value of over \$2 billion, it is extremely difficult to make major shifts in the index.

Update to the Current Indicator

Addressing issues of deferred maintenance and building renewal at the Burnaby campus continues to be a key priority. Projects are being undertaken to improve student study spaces, classrooms, building envelopes, and building systems infrastructure. Major new capital projects are also underway, including the construction of a new 100,000 square-foot student union building at the Burnaby campus and a new high-tech engineering building under development at the Surrey campus, each slated for mid-2019 completion. SFU is also undertaking significant renewal and expansion of its student housing facilities.

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While the FCI remains the best singular measure for the assessment of SFU’s physical infrastructure, additional indicators continue to be under development to further assess the degree to which the facilities meet the needs of the University. In recent years, with increased routine capital support from the Province of British Columbia (\$23M in 2018) along with SFU’s efforts toward building renewal, the University is beginning to make significant progress on the deferred maintenance issue. As seen in the graphic to the right, the results of this partnership continue to be an important indicator of SFU’s commitment to capital renewal.



CONCLUSION

The fundamental theme of “Leveraging Institutional Strength” underpins the success of the University’s three core themes related to students, research, and communities. The results of the indicators show that the University is continuing to undertake many initiatives to advance this theme.