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**MEMORANDUM**

ATTENTION Tom Nault, Registrar and Executive Director, Student Enrollment DATE June 17, 2025

FROM Peter Hall, Vice-Provost and Associate Vice-President, Academic PAGES 13

RE: Requested Agenda Item for Senate Meeting on July 7, 2025

*[Signature]*

I am writing to request the following agenda item for the Senate meeting on July 7, 2025:

SFU Academic Plan (2025-2030): Presentation on the Latest Draft (For Information)

The purpose of this agenda item is to provide an update to Senate on the focus areas, goals and resource assumptions of the latest draft of the SFU Academic Plan, as well as the plan's alignment with the priorities of *What's Next: The SFU Strategy*.

Please see the attached copy of the draft plan.

cc: Dilson Rassier, Provost and Vice-President Academic  
Carla Deresh, Executive Director, Office of the Provost  
Mary Holmes, Director, Strategic Projects and Analysis, Office of the Provost

**DRAFT #3 – AS OF MAY 15, 2025**

# **SFU ACADEMIC PLAN (2025-2030)**

We respectfully acknowledge the xʷməθkʷəy̓əm (Musqueam), Sḵwámesh (Squamish), səlilwətaɬ (Tsleil-Waututh), q̓íc̓əy̓ (Katzie), kʷikʷəƛ̓əm (Kwikwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose unceded traditional territories our three campuses reside.

# MESSAGE FROM THE PROVOST AND VICE-PRESIDENT ACADEMIC

Dear Colleagues,

I am pleased to present the **new SFU Academic Plan (2025-2030)\***, which upholds the vision, values and priorities outlined in *What's Next: The SFU Strategy* and places the university's academic mandate at the centre of all we do.

The SFU Academic Plan, along with individual faculty and unit multi-year plans, ensures SFU teaching, research, engagement and service activities are well-positioned to achieve our collective goals and address challenges and opportunities in the years ahead. This plan has been developed collaboratively with input and guidance from SFU academic leaders, senior administrators, senate committees and others across the university community.

As the higher education sector evolves, it is important that we consider how we will change and adapt to strengthen SFU's role and reputation as a research-intensive comprehensive university. In addition to the upcoming launch of the new SFU School of Medicine, areas of focus that will set SFU apart in the years to come include introducing new student pathways to learning, advancing research and innovation, strengthening our international connections and understanding, and continued commitments to Indigenization and decolonization as well as inclusion and improved accessibility.

We acknowledge that the planning process has taken place in a time of budget constraint. The Academic Plan is designed to guide our work and see us through changing and challenging times. As such, the academic planning model closely integrates student enrolment planning, renewal of our faculty complement, and budget projections to inform strategic resource allocations and support our long-term fiscal sustainability.

Thank you to all involved for the work that went into the development of the Academic Plan and the faculty and unit plans. I look forward to seeing these plans progress, guided by the hard work and valuable contributions of our faculty and staff.

Sincerely,

**Dilson Rassier**

Provost and Vice-President Academic  
Chief Budget Officer  
Simon Fraser University

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# PROCESS AND PURPOSE OF ACADEMIC PLANNING

The SFU Academic Plan (2025-2030) serves as a framework to align faculty and unit activities with *What's Next: The SFU Strategy*, advancing our academic mission as a leading research university.

This plan was developed through a consultative and iterative academic planning process carried out in accordance with Senate Guidelines for Academic Plans. It outlines high-level academic priorities at an institutional level and provides indicators of progress towards strategic goals. The planning model also integrates academic planning with undergraduate and graduate student enrolment, faculty renewal and budget planning to provide context for resource allocation decisions (see pages 10-11).

The Academic Plan outlines six focus areas that intersect with the priorities of the SFU strategy (see pages 4-9):

- Program Development and Curriculum Renewal
- Research Excellence
- Indigenization and Decolonization
- Inclusive Excellence and Access
- Internationalization and Global Engagement
- Institutional Effectiveness

The Academic Plan also embeds the priorities set out in the Strategic Research Plan to expand research activities, deepen engagement with communities, and grow the impact of our scholars.

As part of the planning process, each faculty and unit within the Provost and Vice-President Academic portfolio prepared a priorities matrix that considers the intersection between *What's Next: The SFU Strategy* and the focus areas of the Academic Plan. This work informed individual plans and helped develop a cohesive understanding of what each faculty, school/department or unit wants to achieve. These plans will collectively advance the university strategy.

The Academic Plan serves to align learning, teaching, research, engagement and support activities with planning priorities and to guide resource allocations by:

- Encouraging creative collaboration and alignment across faculties, units and the institution to achieve the specific goals outlined in the Academic Plan.
- Supporting new or experimental activities that complement and enhance the overarching aims of the Academic Plan while serving the specific goals outlined in the Academic Plan less directly.
- Reinforcing values set out in *What's Next: The SFU Strategy* and ensuring adherence to legal, governmental and accreditation mandates and requirements.

These forms of alignment are intended to advance the priorities identified through the academic planning process, while not infringing on academic freedoms regarding the conduct of teaching, research and dissemination of knowledge.

## WHAT'S NEXT: THE SFU STRATEGY

### VISION: WHO WE ASPIRE TO BE

We are a leading research university, advancing an inclusive and sustainable future.

### PURPOSE: WHY WE EXIST

We create and connect knowledge, learning, and community for deeper understanding and meaningful impact.

### VALUES: HOW WE DO IT

- Academic Freedom and Critical Thinking
- Excellence and Responsibility
- Respect and Reciprocity
- Equity and Belonging
- Engagement and Openness
- Resilience and Sustainability
- Innovation and Adaptability

### FRAMEWORK FOR ACTION

- Uphold Truth and Reconciliation
- Engage in Global Challenges
- Make a Difference for B.C.
- Transform the SFU Experience

Drawn from the [\*What's Next: The SFU Strategy\* website](#).

# FOCUS AREA

## PROGRAM DEVELOPMENT AND CURRICULUM RENEWAL

### COMMITMENT

Design and deliver coherent, innovative curriculum that is continually improved through assessment and adaptation to provide an exceptional student learning experience.

### GOALS

Launch the SFU School of Medicine and graduate the first class within the timeframe of this plan to add much-needed capacity to B.C.'s health care system and deliver community-embedded, socially accountable, and culturally safe health care.

*Develop and implement curriculum informed by Indigenous perspectives that emphasizes interdisciplinary case-based, team-based, and immersive clinical learning. Grounded in a competency-based approach centred on primary and community-level care, prioritize skills, knowledge, and attitudes that prepare students to meet diverse patient needs.*

Strengthen the multi-campus model that offers distinct learning and research opportunities at each campus while harmonizing support services across campuses.

*Define the unique academic identity of each campus, recognizing the Burnaby campus for its comprehensive program offerings; the Surrey campus for technology, health and innovation; and the Vancouver campus for professions, arts, performance, and policy. Establish an integrated framework of core programming, research and support activities, and deliver high-calibre instruction in-person and through flexible learning options that include seamless virtual connections between campuses.*

Streamline curricula, academic policies and pathways for program completion that enhance student access and improve student outcomes.

*Advance this goal through university-wide and faculty-specific initiatives, such as reducing redundancy of required and elective courses; offering students access to interdisciplinary courses; applying student-centered course scheduling that is more predictable and assists students with their planning; increasing coherency between in-person, hybrid and online delivery of courses and programs; and simplifying program requirements and pathways. Operationalize recommendations from the Academic Advising Review to better assist students with navigating curriculum.*

Develop and implement strategies for the critical understanding and ethical and effective engagement with new technologies in teaching, learning, writing, and research.

*Introduce university-level policies and guidelines on the innovative, transparent, safe and equitable use of new technologies by instructors and students, including generative artificial intelligence. Consider academic integrity, intellectual property, and data governance and privacy questions that arise when integrating AI and other technologies across disciplinary contexts.*

# FOCUS AREA

## RESEARCH EXCELLENCE

### COMMITMENT

Continue to expand SFU's research activities, deepen our engagement with communities, businesses and governments, and increase the impact of our scholars on the world.

### GOALS

Recognize and embed the priorities identified in the [Strategic Research Plan \(2023-2028\)](#), and support related implementation plans and initiatives including:

Advancing community-centred climate innovation: *Draw on research strengths across disciplines related to societal, health, justice and climate science issues to unlock the innovation potential of communities, develop climate solutions locally and regionally, and scale these solutions globally.*

Supporting health and wellness of individuals, populations and communities: *Respond to threats and burdens of disease with research into molecular and cellular processes, tests and treatments, as well as social and technological interventions that influence individual health throughout the lifespan and inform health policy.*

Expanding the foundations of knowledge and understanding our origins: *Push the boundaries of discovery and deepen our understanding of the world through research on fundamental questions about societies, cultures and knowledge systems.*

Strengthening democracy, justice, equity and social responsibility: *Engage in studies of media democracy; questions of equity in relation to economic, environmental, educational, health and wellness, and governmental systems; and the causes and consequences of poverty and inequality.*

Transforming industry and economies through technology, management and policy: *Design and investigate the adoption and use of new technologies, guided by management and policy research that investigates tradeoffs with incumbent and emerging alternatives.*

Support interdisciplinary research clusters and cross-centre collaborations to address complex societal problems on local and global scales.

*Cultivate team-based research funding applications in, for example, areas such as interactive computing, artificial intelligence, sustainability, and health-related fields. Develop new ways of connecting student learning to emerging research clusters.*

Enhance skills development in research-informed teaching and learning, knowledge mobilization, community-engaged scholarship, grant writing, and student mentorship and supervision.

*Optimize supports for more effective research planning in a changing funding landscape. Expand opportunities for undergraduate students to gain early exposure to research and for graduate students and post-doctoral fellows to engage in high-impact research in environments where they are supported socially and intellectually.*

# FOCUS AREA

## INDIGENIZATION AND DECOLONIZATION

### COMMITMENT

Create safe and welcoming campus spaces for Indigenous peoples, including academic pathways, supports, and decolonized teaching and research.

### GOALS

Advance the indigenization and decolonization of courses and programs, fostering teaching and learning environments that honour and amplify diverse Indigenous knowledge systems and world views.

*Open and establish operations of the new First Peoples' Gathering House. Expand professional development for non-Indigenous staff and faculty, including land-centred learning that deepens our understanding of the traditional territories on which our campuses reside.*

Expand program pathways and outreach activities (including K-12) that support Indigenous student recruitment, community-building and success.

*Work collaboratively with Indigenous staff, faculty, students, academic units, and communities to build on existing pathways and respond to the needs of Indigenous learners. Attract students to a broadened range of undergraduate and graduate programs across all faculties, and to the new SFU School of Medicine.*

Strengthen Indigenous partnerships and meaningful community engagement with a focus on addressing the educational goals of Host Nations.

*Cultivate respectful and reciprocal collaborations with Indigenous communities and organizations, including those that foster language revitalization and in-community teaching.*

Build scholarly knowledge on respectful and ethical research in and with Indigenous communities locally and globally.

*Indigenize and decolonize research tools, methods and networks, and increase access to research resources for Indigenous undergraduate, graduate, and lifelong learners. Facilitate partnerships with Indigenous scholars internationally to build understanding of decolonization in other countries and to inform this work at SFU.*

#### INDIGENIZATION

Led by and for Indigenous peoples, the enactment of Indigeneity in academic spaces involves meaningful inclusion of Indigenous ways of knowing and being that holds Indigenous cultural integrity intact.

#### DECOLONIZATION

A process that focuses on upholding the sovereignty of Indigenous lands and the rights of Indigenous people to that land, and disrupting the settler relationship with power, land, and sovereignty by not defining that relationship solely through the Western perspective.

Adapted from definitions provided in *Looking Forward... Indigenous Pathways To and Through Simon Fraser University: Wholistic understandings of access, transition, and persistence* (2021), co-authored by Dr. Michelle Pidgeon, Joe Tobin, Trina Setah, Andrea Leveille, Donna Dunn, Mindy Ghag, Karen Johnson, and Dr. Tania Bubela. Full definitions are available on page 12 of this report.

# FOCUS AREA

## INCLUSIVE EXCELLENCE AND ACCESS

### COMMITMENT

Embrace our differences while advancing inclusive systems, policies and procedures that remove barriers, improve access, and achieve opportunities for all to learn, teach, work, and flourish.

### GOALS

Introduce additional credentials and laddering pathways that leverage existing credit and non-credit offerings, and promote accessible learning and skills development across the lifespan.

*Implement the recommendations of the Additional Credentials working group to expand SFU's existing ecosystem of educational credentials with accessible in-person, online and blended learning options that facilitate pathways within and between non-credit, undergraduate and graduate studies (including micro-credentials; certificates and diplomas at the undergraduate, post-baccalaureate, and graduate levels; and non-credit credentials).*

Promote diversity in student recruitment and admission, and foster a more inclusive academic environment.

*Hone inclusion policies and practices that support diverse students in areas ranging from recruitment and admission to housing, wellness, academic studies, work-integrated learning, student retention, and program completion.*

Create more welcoming and equitable teaching, learning, research, and work environments that align with university accreditation, employment, and human rights standards.

*Challenge structures of inequity in policies, practices, and programs. Advance environments that are welcoming, and supportive of the diverse experiences of staff, faculty and students, with particular attention to the needs and voices of equity-deserving groups.*

Provide venues for evidence-informed dialogue and shared problem solving on critical issues.

*Convene and facilitate conversations that encourage democratic participation, create real-world impact for society's most pressing challenges, and promote continued and reciprocal exchange between academics, practitioners, and the public.*

#### ACCESSIBLE AND INCLUSIVE LEARNING

SFU strives to make accessible, quality education in welcoming environments available to the university community. Aligned with current legislation, SFU's commitment to this goal is embodied in the following expectations for achieving a culture of inclusive excellence:

- Upholding our SFU values
- Embodying a culture of inquiry
- Creating a positive and constructive environment
- Ensuring zero-tolerance for bullying and harassment
- Contributing personally and systematically to the prevention of all forms of discrimination
- Promoting the health, safety, and well-being of individuals and the community

# FOCUS AREA

## INTERNATIONALIZATION AND GLOBAL ENGAGEMENT

### COMMITMENT

Strengthen the university's connections, collaborations, and reputation across the globe.

### GOALS

Enhance and mobilize the global reach of SFU's teaching, research and community engagement.

*Develop and execute a global strategic plan for the university that forges impactful partnerships and enhances the university's international presence. Expand our global network, integrating diverse perspectives into academic and research programs, and positioning SFU as a leader in international higher education.*

Increase programming that investigates and addresses global challenges, attracts diverse learners, and promotes cross-cultural understanding.

*Build global partnerships with universities, industry leaders, and networks that facilitate multi-disciplinary approaches to global learning. Expand international program opportunities for students, and review and develop curricula that integrates global and decolonizing perspectives.*

Increase and diversify international student enrolment in a broadened range of programs through effective recruitment and student advising, support and retention activities, thereby enriching the global educational experience of all students.

*Develop and implement focused international recruitment strategies, including participation in global collaborations and industry-facing events that help attract outstanding students. Ensure the implementation of streamlined curricula, additional credentials, enhanced advising and other initiatives are attentive to the needs of international students.*

Expand engagement with alumni based internationally to cultivate local and global mentorship, donor and endowment support.

*Promote engagement initiatives on issues of local and global importance, such as wildfires, food systems, and climate innovation. Expand connections with alumni based internationally who may serve as SFU ambassadors to assist with international recruitment and provide international student support.*

# FOCUS AREA

## INSTITUTIONAL EFFECTIVENESS

### COMMITMENT

Ensure resource allocations and support activities directly and effectively promote the SFU academic mission.

### GOALS

Align multi-year strategic enrolment plans with SFU and provincial priorities as an integral component of multi-year academic and budget planning.

*Focus and more closely align domestic student enrolment with provincially funded levels. Direct a portion of revenue from other sources that exceeds multi-year financial projections into non-recurring strategic investments (e.g., teaching and research infrastructure, endowments, and enterprise systems that support the academic mission and create operating efficiencies).*

Increase the share of academic instruction delivered by continuing faculty.

*Develop faculty renewal plans that support increasing the faculty complement over the next five years alongside elevating the proportion of instructional activity delivered by continuing faculty. Maintain the proportion of research faculty among total faculty, and recognize the scholarly contributions of teaching faculty. Support the university's commitment to hiring 15 Black and 15 Indigenous scholars, and establish mechanisms to encourage faculties and departments to proactively identify opportunities and supports for such hires.*

Ensure technology, data, and facilities infrastructure and capital investments support and align with the academic mission.

*Introduce enterprise IT and related systems that focus on student recruitment, provision of student services, academic planning, enhanced operational effectiveness, and reduced administrative complexity. Consolidate space use at the Vancouver campus, expand the Surrey campus for the SFU School of Medicine, and limit capital projects at the Burnaby campus to those addressing academic priorities, such as renovating learning spaces and research labs.*

Establish resilient continuity plans that anticipate and mitigate potential disruptions to learning, teaching, research and operations caused by regional and global pressures.

*Informed by lessons from the COVID pandemic and the impact of recent government policy changes on international enrolments, renew strategic plans for maintaining operations when faced with such changes or events, identifying the actions needed to anticipate and respond to their impact on academic activities.*

# RESOURCE ASSUMPTIONS AND IMPLICATIONS

To fulfill the commitments and goals described above, the Provost, Deans and Unit Heads will face challenging strategic choices regarding resource allocation priorities.

Resources are expected to be constrained over the five-year duration of the SFU Academic Plan (2025-2030). When the academic planning process was initiated in 2024, there were already indications that resource growth would be limited, and faculties and units were asked to design multi-year plans that assumed only modest revenue growth. By early 2025 it was clear that even this assumption was too optimistic following federal government policy changes affecting international students introduced late in 2024, global economic instability, and indications of constraints on the provincial budget. The planning process was paused at that point to revisit and update the resource assumptions underpinning the Academic Plan.

Constrained revenues and increased cost pressures raise fundamental questions about how many students the university can educate within an environment of research excellence, and how the university will provide the resources to accomplish this in an effective way. The following table summarizes our *intentions* for 2030/31, relative to the baseline year of 2025/26 (projected), with respect to enrolment, budget, and faculty renewal. These *intentions* are simultaneously the commitments and goals as well as the underlying assumptions and modelled implications of the plan. They will guide future resource allocations, recognizing that they will need to be regularly assessed and revised as circumstances evolve.

KEY VARIABLES	PLANNING ASSUMPTIONS <sup>1</sup>	BASELINE: FISCAL YEAR 2025/26 <sup>1</sup>	INTENTIONS: FISCAL YEAR 2030/31 <sup>1</sup>
<b>Undergraduate Enrolment (Domestic)</b> <i>The domestic high school-leaving population in SFU's traditional student catchment areas is not expected to grow and, locally, will continue to shift south of the Fraser River.</i>	Contraction in domestic credit enrolment from current level to 3% above ministry-funded target. Growth limited to tech-seat expansion and SFU School of Medicine.	18,660 AFTE <sup>2</sup> 24,600 Headcount <sup>3</sup>	17,420 AFTE <sup>2</sup> 23,220 Headcount <sup>3</sup>
<b>Undergraduate Enrolment (International)</b> <i>International student recruitment is expected to continue to be challenging, while diversification of country of origin and program of entry is anticipated to be possible.</i>	Further contraction in international enrolment, while noting SFU's ongoing investment in international recruitment activities may deliver significant upside potential.	3,200 AFTE <sup>2</sup> 4,300 Headcount <sup>3</sup>	2,380 AFTE <sup>2</sup> 3,320 Headcount <sup>3</sup>
<b>Graduate Enrolment (Domestic and International)</b> <i>Research-based program enrolment is expected to remain at levels where coursework, supervision and student funding can be supported by existing resources. Non-thesis programs will begin welcoming new types of learners through ladder pathways.</i>	Stable enrolment over the next five years.	3,560 PFTE <sup>4</sup> 5,290 Headcount <sup>3</sup>	3,530 PFTE <sup>4</sup> 5,290 Headcount <sup>3</sup>

KEY VARIABLES	PLANNING ASSUMPTIONS <sup>1</sup>	BASELINE: FISCAL YEAR 2025/26 <sup>1</sup>	INTENTIONS: FISCAL YEAR 2030/31 <sup>1</sup>
<b>Tuition and Grant Revenue</b> <i>The provincial government is expected to continue restricting increases in tuition, while funding faculty/staff salary increases per the Public Sector Employers' Council (PSEC) mandate. Apart from new funding for the School of Medicine and technology-related programs, provincial operating grant funding is not expected to increase.</i>	Steady tuition. <sup>5</sup>	\$288M	\$290M
	Steady operating grant (includes expansion for technology-related programs only; School of Medicine and faculty/staff salary increases not included).	\$353M	\$356M
	Steady operating revenue.	\$647M	\$652M
<b>Continuing Faculty Line (CFL)<sup>6</sup> Complement and Faculty Renewal</b> <i>With lower overall enrolment projections and modest growth in the CFL complement, the overall instructional activity level per CFL is expected to remain stable as their proportion of instruction increases. Plans include maintaining the share of research-track faculty and meeting the commitment to hire 15 Black and 15 Indigenous scholars. Other allocations of operating budgets are expected to decline.</i>	Increase in CFL <sup>6</sup> faculty complement by 5%.	1,077	1,134
	Increase in share of instruction by continuing faculty members. <sup>7</sup>	72% overall, and at least 55% at faculty level	At least 80% overall, and at least 75% at faculty level
	Maintain proportion of CFL in research-track positions.	82% overall, and at least 77% at faculty level	At least 80% overall, and at least 75% at faculty level
	As an outcome of the above: - Increase in faculty share of primary operating revenues. <sup>8</sup>	49.5%	51.3%
	- Growth in CFL line <sup>9</sup> share in faculty budgets.	71.2%	73.1%

## NOTES

<sup>1</sup> Baseline (2025/26) reflects initial budget allocations and projected enrolment and CFL hiring for that fiscal year. Intentions (2030/31) are based on goals articulated in this plan and scenario modelling. All numbers should be read as indicative; enrolment and revenue numbers have been rounded to avoid conveying a false sense of precision. All enrolment, revenue and faculty hiring related to the School of Medicine is excluded from this table.

<sup>2</sup> AFTE (Activity FTE) refers to the number of full-time equivalent undergraduate students enrolled based on their course activity, excluding co-op enrolment.

<sup>3</sup> Headcounts are defined as the number of unique students who are registered in at least one term of the fiscal year, including co-op enrolment.

<sup>4</sup> PFTE (Program FTE) refers to the number of full-time equivalent graduate students enrolled by program, based on B.C. Ministry of Post-Secondary Education and Future Skills criteria for full-time and part-time status, excluding co-op enrolment.

<sup>5</sup> Tuition fees are assumed to increase at a rate of 2% for funded undergraduate, regular graduate, and co-op students; and at a rate of 4% for unfunded undergraduate and international differential-paying graduate students.

<sup>6</sup> CFL (Continuing Faculty Line) refers to the number of continuing professors, associate professors, assistant professors, instructors, university lecturers, senior lecturers, lecturers, and lab instructors.

<sup>7</sup> For faculty renewal planning purposes, instructional activity is defined as the sum of undergraduate non-co-op AFTEs and graduate non-co-op PFTEs, averaged over the two previous fiscal years.

<sup>8</sup> An increase in the CFL complement to match an increase in the share of instruction undertaken per CFL requires a reduction in the budget share allocated to other purposes. Here it is assumed that non-CFL Lines, including those within faculties, will be reduced by the same proportion across the university. Actual allocations will be based on the goals articulated in the SFU Academic Plan, as well as other strategic considerations.

<sup>9</sup> CFL Line is based on average base salary +21% to account for benefits as of September 30, 2024 and is assumed to increase at a rate of 1% per year, not including any negotiated salary increases per the Public Sector Employers' Council (PSEC) mandate.

Alignment with What's Next: The SFU Strategy						
SFU Academic Plan (2025-2030) Focus Areas	Strategic Goals	Uphold Truth and Reconciliation	Engage in Global Challenges	Make a Difference for B.C.	Transform the SFU Experience	(Co)Leads
<b>Program Development and Curriculum Renewal</b> <i>Design and deliver coherent, innovative curriculum that is continually improved through assessment and adaptation to provide an exceptional student learning experience.</i>	Launch SFU School of Medicine and graduate first class within this plan's timeframe	●		●		Dean of School of Medicine
	Strengthen multi-campus model				●	Provost
	Streamline curricula, policies and pathways	●			●	AVP Academic; Registrar; Dean of Graduate Studies; Deans
	Develop strategies for ethical and effective use of new technologies, including AI		●		●	AI Learning and Teaching Task Force
<b>Research Excellence</b> <i>Continue to expand SFU's research activities, deepen our engagement with communities, businesses and governments, and increase the impact of our scholars on the world.</i>	Advance Strategic Research Plan priorities and implementation plans	●	●	●	●	Strategic Research Plan Implementation Leads; Dean of Libraries
	Support interdisciplinary research clusters and cross-centre collaborations		●	●		VP Research and Innovation; Deans
	Enhance research-related skills development	●			●	VP Research and Innovation; AVP Learning and Teaching; Dean of Graduate Studies; Dean of Libraries, ED Community Engagement and Dialogue
<b>Indigenization and Decolonization</b> <i>Create safe and welcoming campus spaces for Indigenous peoples, including academic pathways, supports, and decolonized teaching and research.</i>	Advance indigenization and decolonization of courses and programs	●			●	Deans; Indigenous Executive Lead
	Expand program pathways and outreach	●		●		Deans; Dean of Graduate Studies; AVP Students
	Strengthen Indigenous partnerships	●		●		Indigenous Executive Lead
	Build scholarly knowledge on ethical research with Indigenous communities	●			●	VP Research and Innovation
<b>Inclusive Excellence and Access</b> <i>Embrace our differences while advancing inclusive systems, policies and procedures that remove barriers, improve access, and achieve opportunities for all to learn, teach, work, and flourish.</i>	Introduce additional credentials and laddering pathways	●		●	●	AVP Learning and Teaching; Dean of Lifelong Learning; Dean of Graduate Studies; Registrar
	Promote diversity in academic environments	●			●	AVP Students; ED Campus Services (Housing); AVP Communications
	Create more equitable teaching, learning, research and work environments	●			●	Provost; VP People, Equity and Inclusion; Deans
	Provide venues for shared problem solving on critical issues		●	●		ED Community Engagement and Dialogue
<b>Internationalization and Global Engagement</b> <i>Strengthen the university's connections, collaborations, and reputation across the globe.</i>	Enhance and mobilize SFU's global reach		●	●		Provost; Executive Lead, International Strategy
	Increase programming that investigates and addresses global challenges		●	●		Deans; Executive Lead, International Strategy
	Increase and diversify international enrolment in a broadened range of programs		●		●	Provost; Executive Lead, International Strategy; Registrar; AVP Communications
	Engage alumni internationally		●	●		VP Advancement and Alumni Engagement; Executive Lead, International Strategy
<b>Institutional Effectiveness</b> <i>Ensure all activities and resources are used to directly and effectively support the SFU academic mission.</i>	Align multi-year strategic enrolment plans with SFU and provincial priorities	●	●	●	●	Provost; AVP Academic; AVP Finance
	Increase share of academic instruction delivered by continuing faculty	●			●	AVP Academic; Deans; VP People, Equity and Inclusion
	Align technology, data and facilities infrastructure with academic mission				●	AVP Academic; CIO; Dean of Libraries; AVP Facilities and Campus Planning; AVP Students
	Establish resilient continuity plans				●	Provost; Chief Safety and Risk Officer