

PUBLIC POST-SECONDARY FUNDING REVIEW: SIMON FRASER UNIVERSITY

2022

SFU acknowledges the x^wməθk^wəy̓əm (Musqueam), Sk̓wx̓wú7mesh Úxwumixw (Squamish), sə́lilwətaʔł (Tsleil-Waututh), q̓íćəy̓ (Katzie), k^wik^wə́ləm (Kwkwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose traditional territories our three campuses reside.



Photo credit: City of Surrey

Introduction

British Columbia's public colleges, institutes and universities are an enormous educational asset that belong to every British Columbian. For generations, they have been powerful engines for social and economic mobility across the province. And today, in a world where knowledge is our most important economic asset, their contribution to the well-being of people and communities is more critical than ever. For this reason, we acknowledge the importance of the Funding Review's goal to align the province's post-secondary funding model to the changing needs of our economy and society.

Together with our post-secondary partners, SFU has benefited from stable and predictable provincial funding within a highly integrated and responsive system. With more than 80 per cent of new job openings over the next decade requiring a post-secondary credential, a renewed provincial funding model can help expand the reach and impact of post-secondary education to many more British Columbians, particularly from members of equity communities and groups—provided funding remains predictable. For SFU, this is a critical priority. More students than ever are applying to SFU, enrollment is growing and the university is operating well above capacity. Admission standards remain very high because of the funding limitations.

#1

WORLDWIDE

FOR ENTREPRENEURIAL SPIRIT

IN CANADA

FOR INNOVATIVE
UNIVERSITY
(18th in the world)

FOR INDUSTRIAL
APPLICATION
(24th in the world)

*(Source: World's Universities with
Real Impact rankings, 2022)*

ONE OF CANADA'S LARGEST CO-OP EDUCATION PROGRAMS

As one of Canada's leading research-intensive institutions, SFU has earned a reputation for innovative and relevant programming and work integrated learning opportunities that prepare students for the demands of a fast-changing world and economy. With three campuses in the Lower Mainland, SFU is the second largest receiving institution of students in BC. Eighty percent of first year students are able to live at home, making their education more affordable and taking pressure off the housing market. As a result, a reliable and effective public transit system is critical to our student body. 94-95% of SFU's students remain in BC two years after graduating. SFU students report high levels of satisfaction with their degrees, with the vast majority working in fields related to their education.

As SFU looks to the future, we are committed to marshalling these strengths to contribute to the economic, social, and environmental well-being of the province. To that end, SFU is working to extend the benefits of post-secondary education to more people from more backgrounds with an institution-wide commitment to equity, diversity and inclusion (EDI). We are helping to advance lasting and meaningful reconciliation with Indigenous Peoples by building safe and welcoming spaces for Indigenous students, creating pathways for admission and support and Indigenizing curriculum and research. And we are committed to improving our students' experience by responding to their changing educational requirements, supporting their well-being and involving them in their communities.

Across these and other priorities, SFU is guided by our commitment to collaboration and engagement, which has been a hallmark since SFU's founding in 1965. Today, it's reflected across the university, from our leadership in co-operative education and work integrated learning to the many partnerships we have established across the post-secondary sector and with the community to tackle some of our world's biggest challenges, from climate change and food security to democratic renewal and public engagement.

All of our work, like that of every public post-secondary institution in BC, is made possible by the ongoing support of British Columbians. We are grateful for the opportunity to engage in a review of the post-secondary funding model, and to offer recommendations for change.

#1

**CANADIAN
COMPREHENSIVE UNIVERSITY**

*(Source: Maclean's University Rankings
2015-2020, 2008-2013)*

TOP 10

WORLDWIDE

**FOR SUSTAINABLE CITIES
AND COMMUNITIES**

IN CANADA

**FOR CLIMATE
ACTION**

**FOR PEACE, JUSTICE AND
STRONG INSTITUTIONS**

*(Source: Times Higher Education
Impact Rankings, 2022)*

**CULTURE OF
CROSS-DISCIPLINE
COLLABORATION**

What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?

SFU makes an enormous contribution to the economic, social and environmental health of all British Columbians.

SFU is BC's second largest university, with eight faculties and more than 35,000 graduate and undergraduate students who study on three campuses in BC's three largest cities. Over half of BC's population is within a 1-hour transit commute to a campus.

SFU established a Surrey campus over 20 years ago with a commitment to fund 2,500 student FTEs and an agreement to expand to 5,000 students. Surrey is BC's second largest city, home to BC's future workforce given its population of youth and new immigrants and refugees. The Surrey School District 36 is BC's largest district and the top feeder district to all of SFU's campuses.

We award close to 5,500 undergraduate degrees, 1,200 masters degrees and more than 160 doctorates each year. Graduates are finding work related to their education, the vast majority in BC, based on the Baccalaureate Graduates Survey results. Our 180,000 alumni are spread across the world. And our researchers have produced more than 3,000 jointly authored publications with scholars from around the world.

SFU is distinguished by the extraordinary variety of education and learning opportunities offered to students. SFU is consistently ranked as Canada's top comprehensive university, is among the world's top 50 universities for its commitment to sustainability, and in June 2022, ranked once again as Canada's top university for innovation and entrepreneurial spirit. And our research mandate drives innovation across our economy in critical areas such as clean energy and agritech.

Examples of SFU's programs and initiatives that contribute to the economic, social, and environmental health of the province include:

- SFU students and faculty contribute to BC's economy by **founding companies that are based on university research**—including cleantech companies like IONOMR, quantum companies like Photonic and therapeutics companies like Alectos. These companies and many others are staffed by SFU graduate students, based on SFU research and maintain strong ties to the Lower Mainland and to SFU.
- SFU's **Masters of Business Administration (MBA) in Indigenous and Business Leadership**—a first of its kind in North America—integrates core concepts and knowledge of most MBA programs with traditional knowledge, cultural protocols and history specific to Indigenous communities. Graduates of this program over the past decade have gone on to contribute to Nation-building, self-determination and economic reconciliation in their organizations and communities.
- SFU's partnerships with industry allow us to make unique contributions to BC's economic health. The new **Quantum Algorithms Institute** at SFU Surrey will help anchor Surrey's hub on the Cascadia Innovation Corridor, positioning BC and Canada to play a leadership role in this important new field. The **AGTech Innovation Sandbox** will connect agricultural producers and companies to post-secondary institutions with relevant expertise. And specialized facilities such as **4D Labs** support industry to prototype their products with assistance of leading edge equipment and technical knowledge.
- SFU's **Faculty of Environment** and **School of Sustainable Energy Engineering** prepare students for jobs in cleantech, renewable energy, sustainable environmental management, climatology and more, training students with the skills they need to positively impact the environmental health of BC and the wider world.
- As a partner in the **Pacific Institute for Climate Solutions** and as host to initiatives like **Clean Energy Canada** and **Renewable Cities**, SFU has an ongoing commitment to contribute our research work and community engagement expertise to BC's fight against climate change.
- SFU students and alumni are fostering the next generation of big thinkers—more than 7,500 students have graduated from our **Faculty of Education**'s teaching programs in the past decade, with nearly 700 of those students qualified to teach in both French and English.
- SFU is a **pioneer in work-integrated learning** and today has one of the largest, broadest and most successful co-operative education programs anywhere in the country. Through co-op placements, students build their skills while contributing to the local community and economy, and organizations across the Lower Mainland gain access to much-needed talent.

- SFU's university-wide innovation strategy – **SFU Innovates** – engages SFU researchers, staff and students with the university's community partners to solve societal challenges through innovation and entrepreneurship. Our intellectual property policy supports inventor ownership to encourage inventions to move quickly to market.
- The **New Canadian Network for Modeling Infectious Disease** is led by SFU's Dr. Caroline Colijn. The network will greatly increase Canada's capacity for infectious disease modeling—a key part of public health and protecting our economy.
- SFU is nationally and internationally recognized for our strengths in computer science, data science and statistics. Our proposed **tech seat expansion** will address the fastest growing areas of demand in computing science, predictive analytics, qualitative and quantitative analytics in the business, social, health and environmental fields. We are also designing programs to develop the talent required in the emerging agritech field.

Through these and other forward-looking initiatives and programs, SFU is educating tomorrow's workforce to meet the most important economic and social challenges of our time, from low-carbon innovation, to advancing lasting and meaningful reconciliation with Indigenous peoples, to spurring innovation and mobilizing knowledge within our communities.

What is your institution doing to promote Reconciliation with Indigenous People and First Nations?

No endeavor is more important to Canada's well-being than reconciliation with Indigenous Peoples and First Nations. Guided by the 34 Calls to Action set out in the 2017 SFU Aboriginal Reconciliation Council Report, ***Walk this Path With Us***, and the principles of the United Nations Declaration on the Rights of Indigenous Peoples, SFU is fully committed to advancing meaningful and lasting reconciliation.

In collaboration with SFU Indigenous and First Nations partners, progress on reconciliation at SFU includes:

- Chris (Syeta'xtn) Lewis was appointed **Director of Indigenous Initiatives and Reconciliation** to guide and unify actions towards reconciliation across SFU campuses. We are also creating a new Associate Vice-President, Indigenous position within the Vice-President, Academic and Provost portfolio and are growing our Indigenous faculty and staff complement.
- The construction of a **First Peoples' Gathering House** on SFU's Burnaby campus will provide Indigenous students, faculty, staff and community members with a dedicated gathering and educational space. We have also recently doubled the space allocated to SFU's Indigenous Student Centre, which now has spaces across our three campuses.
- **Increasing pathways have been developed for Indigenous students** to attend SFU through **Aboriginal Admissions**, the Indigenous University Preparation program, dedicated bursary funding, the **Elder and Knowledge Keepers Program** and provision of Indigenous student housing. An Indigenous Student Recruitment team works directly with Indigenous students and communities, providing wrap-around support to navigate the admissions process.
- SFU has continued to **offer and expand programs** in areas such as Indigenous languages, First Nations studies, Indigenous population health, and a proposed medical program that will embed Indigenous perspectives and ways of knowing, including an MD Indigenous (MD-I) program.
- SFU researchers have developed **deep reciprocal relationships** with Indigenous communities across BC on topics including salmon management, archaeology, environmental issues and Indigenous health. Our partnership with the First Nations Health Authority and work with the Nuhchalnuth tribal council on maternal health are two of many examples.
- The **Indigenous Curriculum Resource Centre** was established in the SFU Library to collect books, articles, websites and audio-visual materials on Indigenous curriculum and Indigenous pedagogy. These materials will support the work of Indigenous and decolonizing curriculum at SFU.

- **Cultural training** through San'yas Indigenous Cultural Safety Online Training continues for staff and faculty and an **Indigenous Antiracism toolkit** for students is being developed, funded by the Ministry of Advanced Education and Skills Training.
- We continue to build and deepen reciprocal relationships with our **nine Host First Nations** as well as Indigenous communities throughout BC. A recent limited survey at SFU identified 50 examples of engagement initiatives with 55 Indigenous governments and communities and 16 other Indigenous organizations.

While much progress has been made, much more work remains. The consequences of colonialism run very deep. Lasting and meaningful reconciliation will take an ongoing commitment to concrete action across the university community.

What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?

SFU's commitment to lasting and meaningful reconciliation with Indigenous peoples is complemented by a commitment to equity, diversity, and inclusion and to supporting students historically excluded from post-secondary education. We recently hired SFU's inaugural **Vice-President People, Equity and Inclusion** in order to lead this work and develop an equity compass for the university. While that work is ongoing, SFU is also committed to expanding access to post-secondary education supports through:

- **Student Financial Aid:** SFU offers donor-funded bursaries, scholarships, emergency financial assistance and work study programs, as well as financial aid advisors to help students access programs. For example, the Uggla Family Scholars Program provides full ride scholarships (tuition, living expenses, books) and programming to support 10 students per year who otherwise would not attend post-secondary education. The number of student bursaries funded by the university and donors has more than doubled over the past five years to more than \$10M per annum. And in 2019/2020, more than 2,000 students received emergency financial funding from the university—a total of over \$2.1M—to assist with the impacts of the pandemic.
- **The SFU Student Affordability Working Group** was launched in 2020 with membership from SFU, the Simon Fraser Student Society (SFSS), and Graduate Student Society (GSS) to develop plans to improve affordability for students, including ways to reduce costs (such as digital textbooks), issues around food security and ways to improve financial assistance for those in need.
- **Diverse Qualifications Admissions Policy:** SFU welcomes applicants who meet our minimum admission requirements and have demonstrated commitment and/or excellence in other endeavors, or students who have succeeded in their studies despite difficult circumstances.
- **Mental Health Supports:** Across BC's post-secondary system, mental health has become a more acute concern. SFU's mental health strategy is aimed at addressing individual mental health issues while recognizing our responsibility to nurture a healthy campus culture in which our students can thrive academically and emotionally.
- **Accessible Learning:** The Centre for Accessible Learning provides disability-related information and support to the SFU community and campus visitors, and acts as a liaison between students and faculty in the implementation of disability-related services and accommodations. The Centre served 1,775 students in 2021.
- **Lifelong Learning:** SFU Lifelong Learning was established over 40 years ago to deliver programs and services that extend the accessibility of Simon Fraser University and reach populations not served by more formal academic pathways. SFU Continuing Studies offers flexible education for personal and professional development and delivers hundreds of non-credit courses and more than two dozen programs to help learners fulfill career goals and build and support sustainable communities.

What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?

As British Columbia emerges from the most severe health crisis and economic shock in decades, SFU is well-positioned to contribute to a sustainable, inclusive and lasting recovery. Demand for our programs continues to grow and we are deeply embedded within the communities we serve. Our sustained commitment to community engagement animates work across the university community.

For SFU to fully realize its potential to contribute to economic, social, and environmental health of British Columbia, we are working with our partners, each level of government and the wider community to address challenges such as:

- **Housing Affordability:** The lack of affordable housing in the Lower Mainland is an obstacle to faculty, staff and student recruitment. With the support of the province's [Student Housing Loan Program](#), new student housing projects are making a difference, but more housing needs to be built. Over 1,000 students are currently on SFU's student housing waitlist—the highest in our history.
- **Revenue Uncertainty:** SFU, like many post-secondary institutions in BC and Canada, relies on revenue from international student tuition to support the work of the university. Global uncertainty and increased competition for international students puts operating budgets at risk.
- **Aging Infrastructure:** SFU's Burnaby Campus is over 57 years old, and the original campus faces ongoing maintenance issues that impact the student learning environment and do not support flexible learning. SFU is grateful for our current deferred maintenance fund, which will serve us well going forward. However, some of our legacy buildings have deteriorated to a point of disrepair, and an asset replacement strategy and funding are needed to address these issues in addition to the deferred maintenance funding.
- **Global Competition for Faculty:** Faculty recruitment, particularly in areas of high demand such as computing, economics and finance, is a challenge given the cost of housing, salary levels and teaching and research infrastructure.

What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?

Collaboration is at the heart of SFU's vision. Partnering with colleges, universities and institutes across BC's post-secondary system is a key pillar of that vision. Currently, SFU has over a dozen collaboration agreements, including with the British Columbia Institute of Technology (BCIT), Douglas College, Fraser International College, Langara College, Native Education College and the Nicola Valley Institute of Technology. SFU also has partnerships with several BC school districts. Some of SFU's collaborative partnerships are:

- The [SFU-Langara Indigenous Transfer Pathway](#) supports 25-50 Indigenous students per year to make the transition from Langara College to SFU.
- The [BC Collaborative on Social Infrastructure](#), comprised of SFU, Vancouver Island University, the University of Northern BC, and BCIT in partnership with the McConnell Foundation, helps advance sustainability, Indigenization and community impact by scaling good practices across our four institutions.
- The new [Quantum Algorithms Institute](#) hosted on SFU's Surrey Campus is a partnership between SFU, UBC, UVIC, the government of BC and industry.
- The [Masters of Digital Media Degree](#) is offered by SFU, UBC, the Emily Carr University of Art and Design and BCIT, in close collaboration with the digital media and gaming industry.
- SFU Science and SFU Applied Sciences have partnered with the Surrey School District to create the [SD36 Fraser Academy](#), a program that has secondary students taking classes at SFU's campus and receiving dual credit. Over 380 students have participated over the past 5 years and over 200 students were made admissions offers by SFU.

- In response to the recommendations of the BC Food Security Task Force, SFU launched the **AGtech Innovation Sandbox (AGIS)** with federal funding and will participate fully in the BC Agritech Centre of Excellence. The partnership and administration infrastructure of AGIS will connect agricultural producers and companies to post-secondary institutions with relevant expertise, including to our strong partners in the South Fraser, Kwantlen Polytechnic University and the University of the Fraser Valley.
- SFU's programs to assist start-up ventures are available to all BC start-ups, not only those that stem from SFU. For example, **SFU VentureLabs** hosts spin-offs from UBC and other institutions. The **Invention to Innovation (i2I) program**, a one-year, part-time program, helps scientists and engineers commercialize their inventions and overcome marketplace challenges. The program is open to graduate students, postdoctoral fellows, clinicians and professors from all BC research institutions. In partnership with Mitacs, SFU has also developed the **Mitacs i2I Skills Training program**, which has expanded the reach of this innovation skills training across Canada.
- SFU is working with Royal Roads to raise funds for an initiative with the Lieutenant Governor's Office called **"Dialogues on Canada's Futures: From Hopes to Actions in a Turbulent Age"**. Collaboration on fund-raising is a new area for our institutions.

What stands in the way of you collaborating more with the rest of BC's PSE system?

Excellent examples of collaboration exist across BC's post-secondary system. Organizations such as BCNET, **BCCampus** and BCCAT collaborate with and support colleges, institutes and universities. The Research Universities Council of British Columbia (RUCBC) helps coordinate the work of the research universities, identifying areas for joint action in BC and across the country. And we are open to learning and exchanging knowledge, including in areas such as real estate and property trust development.

To build momentum for further collaboration on issues important to SFU and the post-secondary sector, incentivizing collaboration and streamlining processes for innovation in post-secondary delivery can help enrich education and improve access and affordability. Shared

platforms for open education that build on the work of **BCCampus** and joint procurement models, including Indigenous procurement, can extend their reach and impact. There are also opportunities to encourage students to take courses and field schools at other institutions. The Western Canadian Deans' Agreement is one possible model. Established in 1974, the agreement allows graduate students to register in courses at institutions outside of their home institution, at no extra cost.

What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

Accelerated economic, social and technological change, compounded by geo-political uncertainty, climate change and conflict, makes it challenging to forecast how trends will affect any part of our economy and society, much less the post-secondary sector, over the next 30 years. That said, for BC's colleges, institutes, and universities, a number of trends and issues stand out:

- **Talent Gap:** BC's **Labour Market Outlook** forecasts that more than 80% of new job openings over the next decade will require a post-secondary credential. To fill these jobs, British Columbia will need to provide post-secondary education to more people from more backgrounds than ever before. Doing so will require an investment of resources and the marshalling of new technological tools, approaches to learning, and supports for students.
- **Climate Crisis:** As the impacts of the climate crisis continue to mount, the research capacities of BC's post-secondary institutions are a critical asset in the transition to a low-carbon economy. In the same way that university-led research has been essential in the development of vaccines and public health measures, it is also a critical tool in the development of low-carbon technologies and industries.
- **Economic Inequality:** COVID-19 both exposed and exacerbated the consequences of decades of growing economic inequality. As proven engines for economic and social mobility, BC's post-secondary system can help better distribute economic opportunity and generate broadly shared wealth creation.

- **Academic Demand:** Changing student demands track economic and social developments that drive programmatic decisions at post-secondary institutions. For example, growing demand for online and hybrid learning is accelerating the use of technology. Post-secondary resources also follow students' academic choices, pointing to the need for interdisciplinary knowledge development and experiential learning opportunities.
- **Student Demographics:** As the demand for post-secondary education grows, BC's post-secondary institutions are adapting to serve a much more diverse student population, including older adults, students with disabilities and members of equity communities. Moreover, Indigenous participation rates and Indigenous faculty recruitment must continue to increase. Post-secondary institutions share a responsibility to serve increasingly diverse student populations and to make post-secondary education more accessible by expanding the reach and impact of their programs.

How do you think the PSE system needs to evolve in response to those trends?

In response to demographic, social and technological trends, BC's post-secondary system must constantly adapt to a confluence of forces including the changing needs of our economy, the expectations of our citizenry, the policy direction of governments and our role as agents of democratic and social change. As such, we believe that BC's post-secondary system needs to continue evolving in a number of important ways.

- **Learning:** Post-secondary institutions need to provide students the capacity to adapt to a fast-changing world by preparing them to think critically, communicate clearly, learn independently and collaborate effectively. More than teaching any one specific skills for a specific job, these general skills allow students to flourish as the economy changes. According to BC's Labour Market Outlook, these skills are in high demand in fields across our economy.
- **Equity, Diversity, and Inclusion:** Expanding our reach and impact is both an economic and social imperative that requires BC's post-secondary system to actively recruit from equity-deserving communities, create new educational pathways and mobilize new financial

and health supports to support a more diverse student body and campus culture.

- **Administration and Finance:** To ensure the stability of the post-secondary system, BC's post-secondary system needs to be less dependent on international students for revenue, better able to raise project capital and supportive of streamlined government approval processes.
- **Flexible and Experiential Learning:** To respond to student demands for flexible and more diverse educational opportunities, the post-secondary system need to expand experiential learning opportunities, explore interdisciplinary and innovative credentialing systems and establish more flexible formats, schedules and completion times.
- **System Collaboration:** Universities should strengthen partnerships with colleges and institutes to build on the success of BC's integrated post-secondary system.
- **Timely Approvals:** Labour forces are demanding increased upskilling opportunities and the need to be flexible in meeting these demands. Specialized academic programs will have limited shelf-lives, unlike a traditional degree, and the BC degree approval system must adapt to allow for these programs to be approved in a timely way.
- **Increased Accessibility:** The post-secondary system must develop new entry points for learners who are moving between and within employment sectors.

How does your institution need to evolve in response to those trends?

SFU is always working to ensure that our systems and structures evolve in tandem with the world around us, and to expand educational opportunities to more British Columbians from more backgrounds. Much of that work can be seen in examples throughout this document. Our current key areas of focus are:

- **Flexible Learning:** It is critical that we identify the mode of delivery that best serves our students, improving access to courses and decreasing commute times when possible. We need technology to support flexible learning delivery, as well as better equipped classrooms and more support for instructors in current educational technologies.

- **Skills and Competencies:** We are pivoting to focus more on competency-based learning and ensuring that our students have the skillsets to adapt and work in the ever-changing world.
- **Flexible Degree Requirements:** We need to create more opportunities for students to stack credentials as a way of completing degrees, as well as promoting 4 plus 1 programs that lead to an applied master's degree. We also require more professional programs so that students coming from our recruitment areas have access to these programs at SFU, particularly given the large number of students living at home in our catchment areas.
- **Equity, Diversity and Inclusion:** We need to think about how we can best target use of our bursary funds to meet our EDI goals.
- **Graduate Student Support:** SFU needs to develop stronger and more holistic supports for graduate students, both as students and as research assistants working for faculty members. In their role as primary researchers and research assistants, graduate students will refine and develop solutions to the economic, social and technological trends and crisis that will emerge in the next 30 years.

An important process is underway at SFU to help guide these changes. Through our cross-university collaboration **SFU: What's Next?**, we are engaging in community conversations to build on our vision and commitments with a framework that drives change across the university. Through in-person, online, town hall and other forms of engagement, SFU is working with students, faculty, staff and the broader community to address questions about our shared future, aiming to deliver a proposed vision and framework by the end of 2022.

Considering the above, what modifications to the funding formula would you recommend?

We support the submission of the Research Universities of BC who note that, when adjusted for inflation, provincial operating grants are near the same level as they were ten years ago. With the understanding that the post-secondary model review is an ongoing conversation, and in light of the questions posed, SFU offers the following initial recommendations for consideration and further exploration.

1. **Financing:** Within a stable and predictable funding model, SFU recommends adapting the funding formula to recognize the impact of inflation and rising costs, requiring increased funding per student and more capital funding to support leading edge learning environments.

To create the advanced talent pool needed for BC's economy, the provincial funding model should increase the relative percentage for graduate student funding in its formula and make provincial grants for BC graduate students permanent aspects of funding. If universities are to expand the seats available (such as in 1989 and 2004), graduate level seats should come with commensurate funding and a strategic enrollment plan.

Post-secondary institutions that meet (or exceed) their student quotas should receive funding that meets their actual enrollments. We recognize that some institutions are challenged by their community and regional demographics but are critical anchors in their communities. This role also needs to be considered.

2. **Student Support:** Expanding access to post-secondary education requires additional and ongoing student support, including mental health. SFU recommends that the province considers supporting the funding of these rising costs.

SFU recommends additional financial support for the recruitment and success of Indigenous students, including a provincial approach for all Indigenous students living in BC regarding tuition support. Important supports for Indigenous students should be funded, including case-managed academic advising, Indigenous-led and designed experiential learning, and co-op opportunities for Indigenous and non-Indigenous students.

3. **Programming:** To help post-secondary institutions adapt to changing student and economic demands, SFU recommends more support for multi-year pilot initiatives, especially for collaborative programs, accelerated Degree Quality Assessment Board approval processes, a sector-wide open textbook program, additional incentives for cross sector partnerships and engagements and separate funding avenues for continuing education and upskilling/reskilling programming.

SFU also recommends continuing the BC Student Housing Loan Program and removing barriers for qualified post-secondary institutions to raise capital for initiatives with a revenue stream, particularly for building more student housing.

Conclusion

For generations, British Columbia's post-secondary system has helped build a province of extraordinary opportunity, where benefits of a growing economy and strong communities are widely shared. Simon Fraser University has been a key partner in that story.

Today, as BC confronts a new set of challenges, from the climate crisis to the global economic uncertainty brought about by pandemic and war, we need to

draw on the power of post-secondary education to help build a more inclusive, innovative and resilient society. Establishing a post-secondary funding model that meets the needs of a fast-growing, ever more diverse population is a key to realizing the province's full economic and democratic potential.

We thank you for the opportunity to provide our answers to your questions and look forward to continuing our discussions with you to advance our shared aims for BC.

SFU AREAS OF DIFFERENTIATION AT A GLANCE

**BC'S
2ND LARGEST
UNIVERSITY WITH**

29,698

UNDERGRADUATES

5,664

GRADUATES

3 CAMPUSES
IN BC'S THREE
LARGEST COMMUNITIES,
NINE LOCAL FIRST NATIONS

2X

RATE OF STUDENTS LIVING
AT HOME COMPARED
TO PEER INSTITUTIONS

**INTEGRATION
OF COMMUNITY
ENGAGEMENT
AND RECIPROCAL
RELATIONSHIPS
IN UNIVERSITY
MISSION AND VISION**

**LEADING MODELS
IN INNOVATION
AND KNOWLEDGE
MOBILIZATION**

**RESEARCH
STRENGTHS**
IN CLEAN ENERGY,
PUBLIC POLICY,
ARCHAEOLOGY, BIG DATA,
LIFE SCIENCES

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