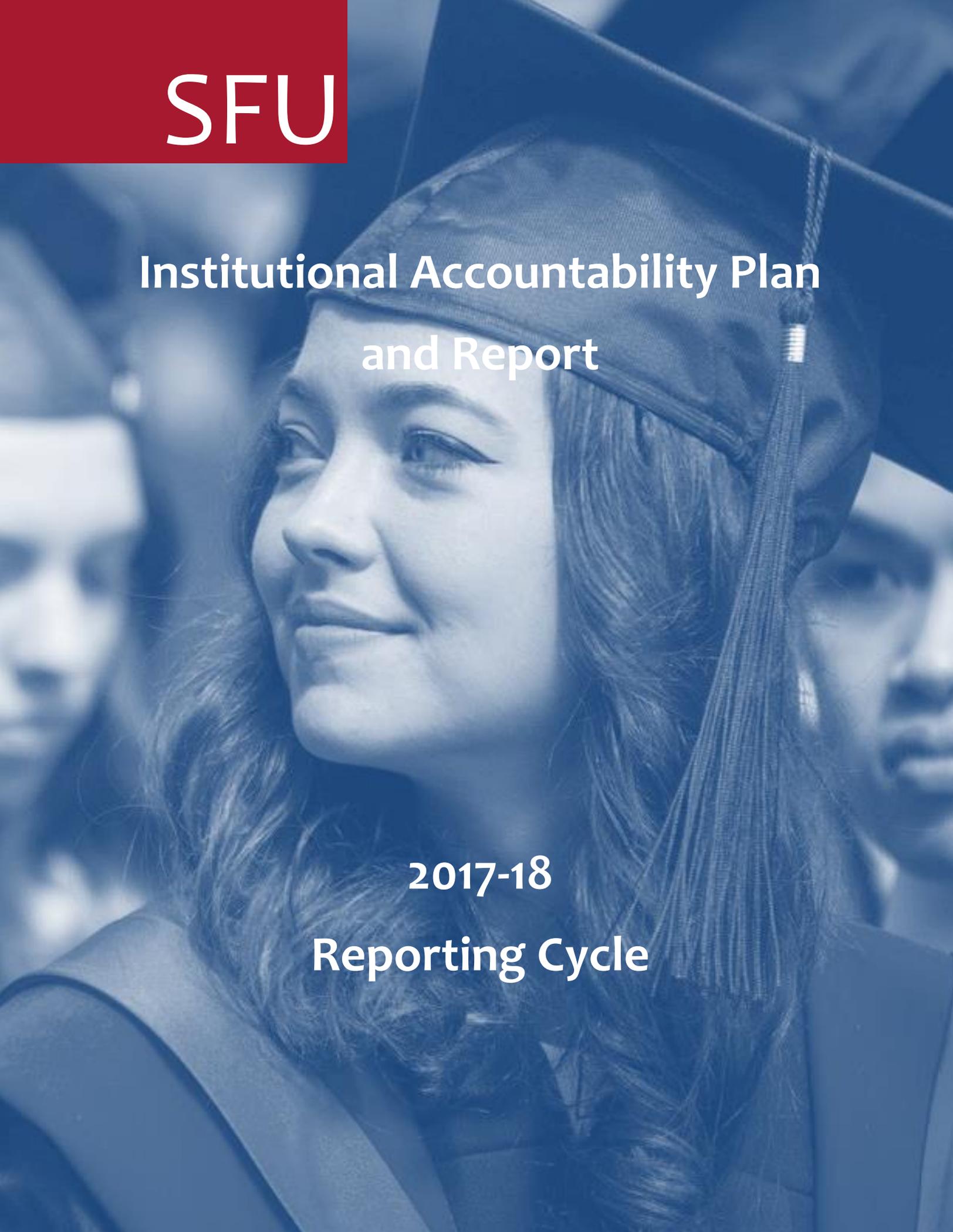


The SFU logo is positioned in the top left corner, consisting of the letters 'SFU' in a white, bold, sans-serif font against a solid red rectangular background.

**SFU**

The background of the entire page is a blue-tinted photograph of a graduation ceremony. It features a close-up of a female graduate in profile, wearing a black mortarboard cap and a black gown with a sash. She has long, wavy brown hair and is looking off to the side with a slight smile. Other graduates are visible in the blurred background.

**Institutional Accountability Plan  
and Report**

**2017-18**

**Reporting Cycle**



SFU

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June 28, 2018

Honourable Melanie Mark, MLA  
Minister of Advanced Education, Skills and Training  
PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Minister Mark,

We are pleased to present Simon Fraser University's Institutional Accountability Plan and Report for the 2017-18 reporting cycle. The document was reviewed and approved by the senior administration of SFU and by our Board of Governors on June 28, 2018.

We welcome the opportunity to work with the Ministry pursuant to our common mandates to provide the highest quality education, research, and community service to the citizens and communities of British Columbia.

As Board Chair and President, we accept accountability for this plan and look forward to its implementation.

Sincerely,

Fiona Robin  
Chair, Board of Governors

Andrew Petter  
President and Vice-Chancellor

attachment

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# 1. EXECUTIVE SUMMARY



The Institutional Accountability Plan and Report analyzes SFU's performance against the Ministry of Advanced Education, Skills and Training's performance measures to determine if SFU is meeting its obligations. The report provides a review of the University's achievements related to the goals, objectives, and targets in the Ministry's Accountability Framework.

SFU's Vision/Mission is to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. Three strategic goals guide planning at all levels within the institution:

- 1) To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.
- 2) To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.
- 3) To be Canada's most community-engaged research university.

Since 2008-09, domestic student enrolments have leveled off due to the provincial government's funding for such seats, and most growth since then is due to a sharp increase in international student enrolment. The fixed number of funded domestic seats, together with the population growth in the South Fraser Region of BC, has created an increased demand for domestic student spaces and has forced the entry level GPA to rise. However, SFU now enrolls 12% more domestic students than is funded by the provincial government, and international undergraduate students make up over 20% of undergraduate enrolment.

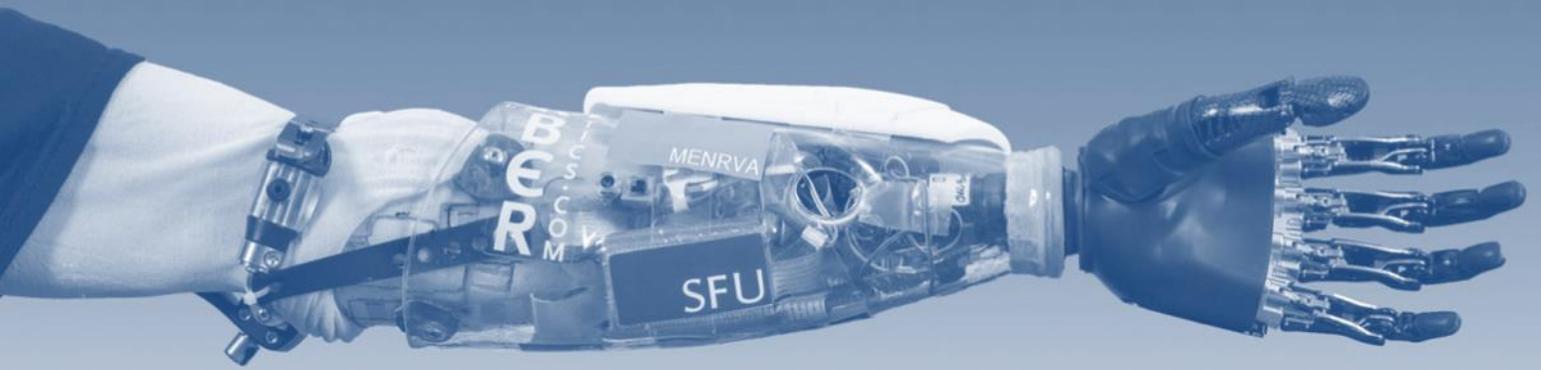
SFU is strategically directing its future growth toward programs that meet the urgent needs of BC's growing economy, such as engineering science, information technology, creative technology, health sciences, and environmental studies while continuing to support excellence in the established liberal arts, sciences, and professional programs.

SFU is committed to addressing regional inequalities in education. The successful and continued development of its Surrey campus gives one of the fastest growing cities in BC access to a major research university. However, demand in the growing South Fraser Region is still higher than supply, and the University is ready to deliver new programs at Surrey. In November 2016, the federal and provincial governments announced \$90 million in funding to support the construction of a \$126 million, five-storey, 16,000-square-metre Sustainable Energy and Environmental Engineering building to expand SFU's Surrey campus. This building, scheduled for completion in 2019, will house a new Sustainable Energy Engineering program to support the clean tech and sustainable energy sector.

As well as reporting on progress towards the goals and system objectives of the Ministry as established by the Accountability Framework performance measures, this report also describes the actions taken and accomplishments achieved related to the priorities within the Ministry's 2017-18 mandate letter to SFU, such as responses to the TRC Calls to Action and UNDRIP, student mental health and well-being, and safety.

This Institutional Accountability Plan and Report required by the Ministry of Advanced Education, Skills and Training illustrates SFU's responsiveness to student, employer, and regional economic needs. With programming that directly supports the Ministry's Service Plan objectives, SFU continuously meets and exceeds the Ministry measures, and is helping make BC a preferred choice for both domestic and international students while also expanding research, scientific discovery, and commercialization, as it proudly engages the world.

## 2. INSTITUTIONAL OVERVIEW



From its beginning in 1965, SFU has redefined the academic status quo with a commitment to innovate rather than replicate, to embrace bold initiatives, and to reach out to the wider community. In five decades, SFU has earned an international reputation for setting standards in innovative teaching, research, athletics, and community involvement.

This tradition of innovation continues today. SFU became the first university outside of the United States to achieve full membership in the National Collegiate Athletic Association, or NCAA (2011), the first Canadian research university to be accredited by the Northwest Commission on Colleges and Universities (2015), and the first in BC to be designated as an Ashoka U Changemaker Campus (2017).

SFU is one of Canada's premier comprehensive universities and BC's second largest research-intensive university, with three campuses in three adjacent cities within the Lower Mainland of BC: the original campus atop Burnaby Mountain; the Vancouver campus, which includes Harbour Centre, the Segal Graduate School of Business, the Morris J. Wosk Centre for Dialogue, the Goldcorp Centre for the Arts, the Bill Reid Gallery, the performance and study complex and visual arts studio space at 611 Alexander, and the Innovation and Residence Centre on West Hastings; and a campus located in Surrey's Central City area.

SFU employs 979 continuing faculty, 1,935 administrative and support staff, and enrolls 35,577 full-time and part-time undergraduate and graduate students in eight Faculties.

## 2.1. Governance

In 1963, BC's *University Act* created SFU and prescribed its governance system, which includes a Chancellor, a Convocation, a Board, a Senate, and Faculties. The Board of Governors and the Senate are the principal governing bodies, with the *University Act* defining the scope and limits of each one's authority, membership, and responsibilities. Since 1963, amendments to the *University Act* have not significantly altered either the structure or roles of these bodies. The *University Act* also grants SFU the authority to award its various degrees.

### 2.1.1. Board of Governors

The Board of Governors is SFU's senior governing body, constituted under the *University Act*. The powers of the Board of Governors are "without limitation to its broad and overarching power to manage, administer, and control property revenue, business, and affairs of the university." Furthermore, the *Act* states that a university's Board of Governors is authorized "to do and perform all matters and things that may be necessary or advisable for carrying out and advancing . . . the purposes of the university." SFU's Board of Governors has 15 members, the majority having no employment, contractual, or financial relationship with the University. Governance structures, including lines of authority, roles, and responsibilities for principal governing bodies and their members, are clearly defined, broadly communicated, and well understood.

All University policies come to the Board for approval or for information. Policies affecting SFU's academic governance are approved by Senate and reviewed by the Board's University Relations Committee to fulfill the requirements of the *Act*, and to ensure Senate remains the body with primary responsibility for the University's academic governance.

### 2.1.2. Senate

Responsible for the University's academic governance, the University Senate is concerned with all important matters that bear on teaching and research, including the development of new initiatives, the formation of priorities, and the consideration and approval of academic policies.

The Senate has many statutory powers, among them: the ability to identify and conduct its business; to elect a Vice-Chair; to establish committees and delegate authority to them; to set admission and graduation criteria; to award scholarships, bursaries, and academic prizes; to recommend to the Board the approval, or conclusion, of academic programs; to set the terms of affiliation with other post-secondary (or secondary) institutions; and to establish a standing committee of final appeal for students facing academic discipline.

## 2.2. SFU Faculties

SFU offers academic programs in eight Faculties. The founding Faculties in 1965 were Arts (now Arts and Social Sciences), Education, and Science. Since then, other Faculties have been added: Business (1981), now the Beedie School of Business; Applied Sciences (1985); Health Sciences (2004); and the Faculties of Communication, Art and Technology and of Environment (both in 2009).

[Faculty of Applied Sciences](#)

[Faculty of Arts and Social Sciences](#)

[Beedie School of Business](#)

[Faculty of Communication, Art and Technology](#)

[Faculty of Education](#)

[Faculty of Environment](#)

[Faculty of Health Sciences](#)

[Faculty of Science](#)



## 3. STRATEGIC DIRECTION AND CONTEXT



### 3.1. SFU's Strategic Vision/Mission

Following an extensive consultation process within and beyond the University, the SFU Vision/Mission was developed and 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 hundreds of SFU faculty, staff, and alumni as well as community representatives. The Vision/Mission was reaffirmed in June 2016.

#### **SFU Vision**

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, SFU invited the 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](#).



## 3.2. SFU's Core Themes and Strategic Goals

### 3.2.1. Core Theme 1: Engaging Students

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

#### Strategies

- SFU will foster supportive learning and campus environments.
- Combining the best traditions of academic and teaching excellence, SFU will provide students with diverse and transformative learning opportunities that enable them to gain the knowledge, critical capacities, research skills, and civic understanding required to become engaged global citizens and to thrive and adapt in demanding and dynamic environments.
- Students will have opportunities to participate in advanced research, thereby sharing in the labour and joy of creating and applying knowledge while acquiring the skills for lifelong learning.
- Students will have access to an unparalleled selection of experiential learning opportunities that allow them to apply knowledge, to grow as individuals, to engage with diverse communities, to develop entrepreneurial skills, and to refine their sense of civic literacy.

### 3.2.2. Core Theme 2: Engaging Research

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

#### Strategies

- SFU will leverage its fundamental research strengths, including interdisciplinary research, close community connections, and partnerships and collaborations to become a global leader in research mobilization.
- SFU will support and promote the full continuum of research, from the fundamental generation of knowledge, through the dissemination of that knowledge within the academic community and beyond, to the application of transformative ideas for the benefit of society.
- SFU will promote research excellence, supporting and encouraging all researchers, including undergraduates, graduate students, faculty, staff, and community partners who assist the research mission.
- SFU will seek opportunities to transfer the results of its research to the broader society, including policymakers, civil society leaders, and the community.

### 3.2.3. Core Theme 3: Engaging Communities

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

#### Strategies

- SFU will maintain and expand its community connections as an integral part of its academic mission, creating opportunities for practical and experiential learning, informing and inspiring research, and contributing to its relevance and success.
- SFU will develop partnerships and maximize the capacities of its three campuses to enhance the social, economic, environmental, and cultural well-being of communities both locally and globally. The University will build respectful and mutually beneficial community relationships.
- SFU will meet the lifelong learning needs of students, alumni, and the community, and will respond with innovative programs and learning opportunities for academic, personal, and professional development.
- SFU will be BC's public square for enlightenment and dialogue on key public issues, and will be known as the institution to which the community looks for education, discussion, and solutions.



### 3.2.4. Fundamental Theme: Leveraging Institutional Strength

To achieve SFU's goals, the University must ensure that it builds institutional strength to support its activities. This institutional strength includes recruitment and retention of excellent faculty and staff, recruitment of high-quality students, and development of supporting structures such as Student Services, IT capabilities, and the Library.

### 3.3. Underlying Principles

In addition to the core themes and fundamental theme, SFU commits to the following underlying principles:

**Academic and Intellectual Freedom:** SFU will be an open and inclusive university whose foundation is intellectual and academic freedom.

**Diversity:** SFU will foster a culture of inclusion and mutual respect, celebrating the diversity and multi-ethnic character reflected amongst its students, staff, faculty, and our society.

**Internationalization:** SFU will value international knowledge, understanding and engagement, and will seek to engender an active global citizenship among its students, faculty, and staff and to ensure that SFU is an engaged partner and contributor on the international stage.

**Respect for Aboriginal Peoples and Cultures:** SFU will honour the history, culture, and presence of Aboriginal Peoples. The University will welcome and nurture Aboriginal students and seek opportunities for greater representation of Aboriginal Peoples amongst its faculty and staff.

**Supportive and Healthy Work Environment:** SFU will recognize, respect, and value the essential contribution made by staff and faculty, and will seek to build and sustain a work environment that is equitable, supportive, rewarding, and enjoyable.

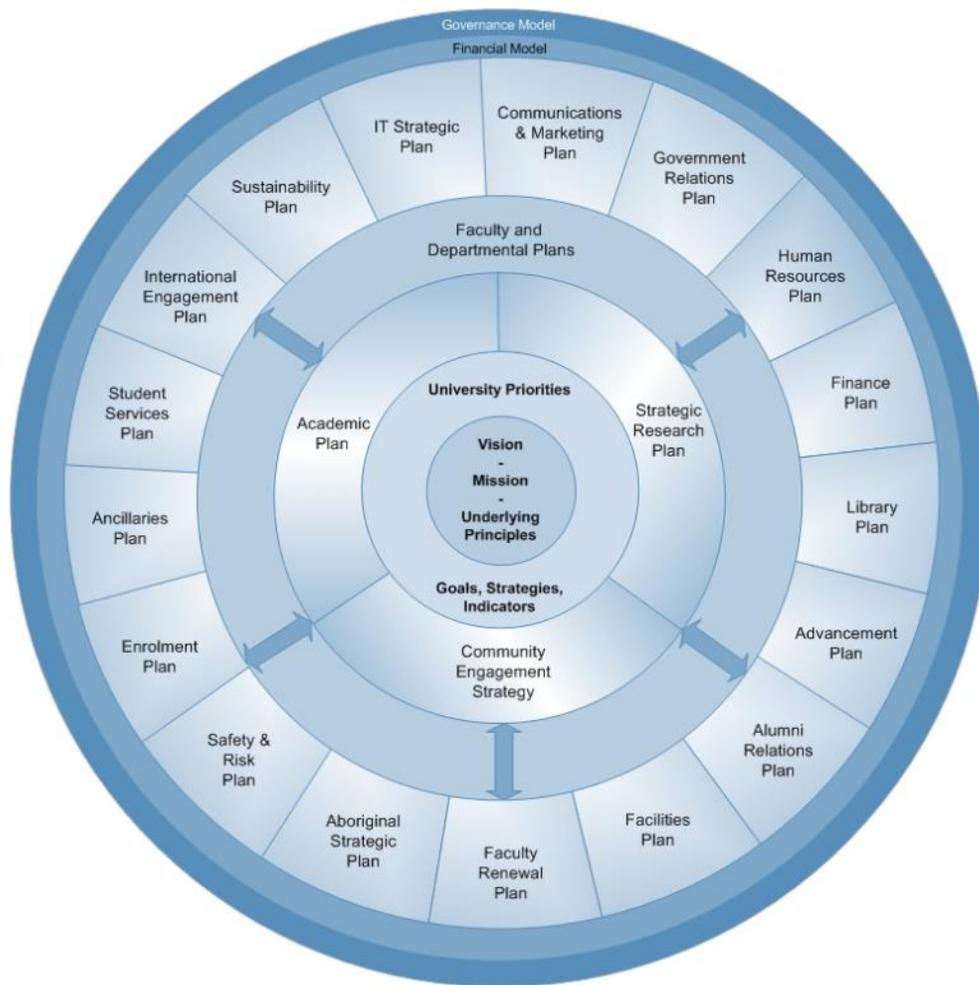
**Sustainability:** SFU will pursue ecological, social, and economic sustainability through its programs and operations. Through teaching and learning, research, and community engagement, SFU will seek and share solutions. In its own operations, it will develop and model best practices, from minimizing its ecological footprint, to maximizing its social health and economic strength.

### 3.4. Integrated Planning Framework

The Integrated Planning Framework is the result of a consultative administration process derived from the Vision/Mission. The Framework informs future initiatives, allocation of resources, and measurement of success. It guides all institutional planning activities and includes mechanisms for monitoring progress and achievements. As a dynamic document that reflects the University response to its changing environment, it is updated regularly.

The “Planning Wheel” below illustrates how all operational plans integrate to form the University’s Planning Framework. The Academic Plan, Strategic Research Plan, and Community Engagement Strategy, which represent core theme planning, form the main linkages between the Vision/Mission and the Faculty plans, departmental plans, and functional plans. All plans are constrained by the two outer circles—Financial Model and Governance Model.

University Planning Framework (“Planning Wheel”)



## 3.5. Ministry Objectives for Post-Secondary Education

In addition to the many activities covered in this report, listed below is a sampling of initiatives and programs that SFU is committed to that directly relate to the Ministry of Advanced Education, Skills and Training's goals and objectives for post-secondary education in British Columbia.\*

**Ministry Goal 1: Lasting reconciliation with Indigenous Peoples in British Columbia by fostering access and success in post-secondary education and training.**

**Objective 1.1: Respond to the TRC Calls to Action and UNDRIP.**

- Aboriginal Reconciliation Council ([Walk This Path with Us](#))
  - ◇ Over the course of the fall 2016 and spring 2017, members of the SFU Aboriginal Council consulted broadly with the Aboriginal and non-Aboriginal communities, both on and off campus, to develop a set of recommendations to guide the University in targeting government allocated funds in ways that will support reconciliation efforts over the next three years. Work has begun on answering the 33 Calls to Action organized into four clusters, including:
    - Design and delivery of cultural awareness programming.
    - Grants to support Indigenization of the curriculum.
    - Expansion of the Indigenous Student Centre.
    - Indigenization of the three campuses through art and artifacts.
    - Investments in Indigenous language programming.
    - Review and redesign of Indigenous Student Pathways programming.
  - ◇ The Interim Aboriginal University Preparation program offers first-year academic credit courses to Aboriginal students that integrate humanities and social sciences with Indigenous perspectives. It also offers literacy and quantitative classes (non-academic credit) to help prepare students for university studies. Upon successful completion, students are granted admission to SFU.

**Ministry Goal 2: Learners are supported to achieve their full potential with accessible, affordable, and equitable education and training opportunities.**

**Objective 2.1: Ensure affordable access to post-secondary education and skills training.**

- Government Tuition Limit
  - ◇ SFU supports, and is committed to, the provincial government's 2% annual increase tuition cap as a means of keeping post-secondary education affordable and accessible for students.

\* Source: <http://bcbudget.gov.bc.ca/2018/sp/pdf/ministry/aest.pdf>

- Student Aid
  - ◇ SFU has numerous loans, bursaries, and grants available for entrance students, continuing undergraduate and graduate students, and international students. SFU also has emergency relief funds for students in particular need. Students can access financial aid information and/or financial aid advisors online or at any of the financial aid offices on each of the University's three campuses.
- Youth in Care Tuition Waiver Program
  - ◇ Tuition for BC former youth in care will be waived for students who meet the criteria outlined by the province and SFU.
- Housing/Residence
  - ◇ SFU Residence and Housing is committed to being a leader in student housing services and educational programming defined by its ability to engage students, families, the campus community, and guests; to create experiential learning and leadership opportunities; and to deliver purposeful living and learning environments that contribute to the academic and personal success of SFU students.
- Course Availability
  - ◇ SFU is committed to increasing course availability for its students. The new Associate Vice-President, Teaching and Learning (appointed September 2018) will be directly addressing student-related issues such as course availability.

**Objective 2.2: Respond and adapt to the diverse and changing needs of learners.**

- Student Experience Initiative
  - ◇ The Student Experience Initiative works to enhance the experience of students by developing high-impact opportunities for engagement with the SFU community.

**Ministry Goal 3: Ensure a high-quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential.**

**Objective 3.1: Build on current strengths to enhance the quality and relevance of the post-secondary education and training system.**

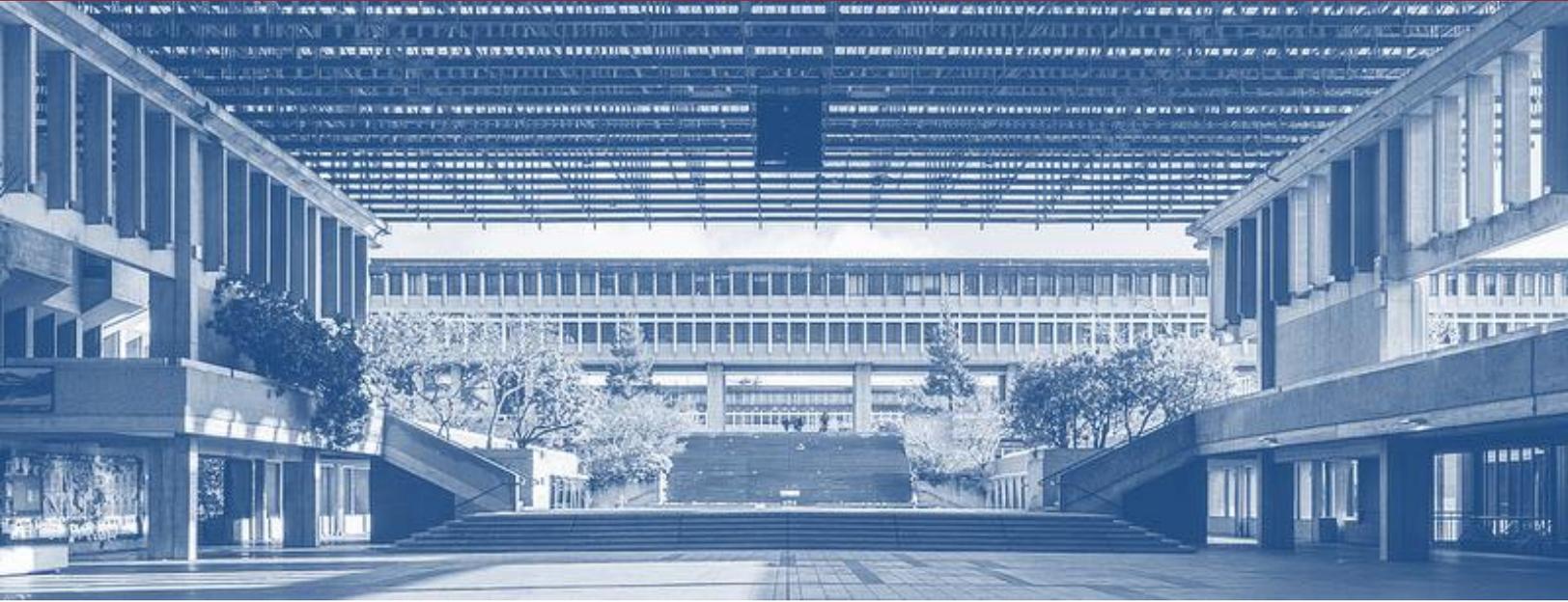
- Interdisciplinarity
  - ◇ SFU is committed to growing interdisciplinary and timely academic programs that address contemporary themes that define our times.
- Annual Strategic Enrolment Strategy
  - ◇ The Annual Strategic Enrolment Strategy concentrates on ensuring that high-quality, high-demand, and strong programs are supported.

- Work Integrated Learning Options
  - ◊ SFU offers an accredited co-operative education option for every qualified undergraduate in every Faculty and has greatly expanded offerings at the graduate level (e.g., Big Data).
- Big Data
  - ◊ SFU's Big Data Initiative provides tools, training, and expertise to unlock the potential of big data. The University is engaging people in advanced computing for innovation in teaching, research, and community impact.
- Charles Chang Institute for Entrepreneurship
  - ◊ The Institute brings together SFU students, faculty and researchers, and community leaders and welcomes entrepreneurs and innovators everywhere to engage and collaborate at the local and global levels to create an environment that fosters entrepreneurial thinking and action.
- New Programming in Surrey
  - ◊ In November 2016, the provincial and federal governments announced a commitment of \$90 million for a new \$126 million, five-storey, 16,000-square-metre building that will house a new Sustainable Energy Engineering program. Construction is currently underway with an estimated completion date of 2019.

**Objective 3.2:** Empower learners, educators, industry, and government to make informed decisions.

- Student Learning Commons
  - ◊ The Student Learning Commons, an initiative that runs out of the SFU Library, provides expert and friendly help with academic writing, learning, and study strategies—in an environment of collaboration, discussion, and peer learning.
- Morris J. Wosk Centre for Dialogue
  - ◊ The SFU Morris J. Wosk Centre for Dialogue acts as a hub for dialogue and engagement initiatives, creating space for respectful conversations between diverse stakeholders, where mutual curiosity and collaborative inquiry act as alternatives to adversarial approaches.
- Innovation Boulevard
  - ◊ SFU has joined with the City of Surrey to incorporate Innovation Boulevard, a rapidly expanding centre for technology development based in Surrey that is linked to a growing network of innovation centres around the world.

## 4. QUALITY ASSURANCE



### 4.1. ACCREDITATION

#### 4.1.1. Institutional Accreditation

Because Canada has no equivalent quality assurance organization for post-secondary institutions, SFU sought, and was granted (effective September 1, 2015), accreditation from the Washington-based [Northwest Commission on Colleges and Universities \(NWCCU\)](#).<sup>\*</sup> The NWCCU is one of seven independent regional agencies officially sanctioned by the United States Department of Education to evaluate post-secondary educational quality and institutional effectiveness.

Benefits of institutional accreditation include:

- Accreditation provides an accepted and broadly recognized set of best-practice standards. By demonstrating accountability through improved institutional assessment and evaluation, SFU's reputation for academic quality is enhanced.
- Accreditation helps establish clearer benchmarks for assessing educational goals, helps smooth the progress of curriculum reform, and helps benefit students' learning experiences.
- International accreditation enhances the value of an SFU degree for alumni abroad.
- Accreditation simplifies relationships with US institutions, including collegiate sports associations.
- The value of accreditation is not limited to quality assurance alone; it also fosters public confidence in an institution's ability to fulfill its stated mission and goals.

<sup>\*</sup> SFU reports submitted to the NWCCU can be found at: <https://www.sfu.ca/vpacademic/accreditation/draft3report.html>

### 4.1.2. Quality Assurance Process Audit

In 2015, the Minister of Advanced Education tasked the Degree Quality Assessment Board with developing and implementing periodic quality assurance process audits of internal program review policies and processes at public post-secondary institutions. A Quality Assurance Audit Committee (QAAC) was formed to undertake the task. The Committee's Terms of Reference state that the audits should ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented. Institutions are to be audited every eight years.

The QAAC developed Quality Assurance Process Audit Framework and Assessment Criteria, which were approved by the Ministry. A two-year Quality Assurance Process Audit pilot was launched in January 2017. SFU was the first to undergo an audit.

The University prepared a 72-page [Quality Assurance Process Audit Report](#) that adhered to a Ministry template. The report was followed by a site visit by three Canadian peer academics/reviewers, culminating in an assessment report of SFU's best practices in quality assurance, with specific attention on the University's external program review processes. The report commended SFU for its high-quality work and commitment to quality assurance. It also made some minor recommendations, to which SFU responded with a plan of action.

*"The Assessors concluded that SFU meets the highest contemporary standards and practices in academic quality assurance."* (From the [SFU Quality Assurance Process Audit Assessors' Report](#), March 22, 2017.)

### 4.1.3. Academic Accreditation/Recognition

SFU has a number of programs that are accredited and/or recognized by relevant professional governing bodies and associations. Professional associations, industry, and the Faculties and departments themselves demand reviews so as to maintain the highest possible standards for their respective programs.

**Table 1: SFU's Current Specialized or Programmatic Accreditation and/or Recognition**

Faculty	Degree or Program	Accrediting Agency
Applied Sciences	Engineering Science	Canadian Engineering Accreditation Board
Applied Sciences	Mechatronic Systems Engineering	Canadian Engineering Accreditation Board
Arts and Social Sciences	MA and PhD-Clinical Psychology	Canadian Psychological Association
Business	Business Administration	European Quality Improvement System (EQUIS)
Business	Business Administration	Association to Advance Collegiate Schools of Business (AACSB)
Business	Business Administration	(Signatory to) Principles of Responsible Management Education (PRME)
Business	Business Administration-Management Information Systems	Business Technology Management Accreditation Council (BTMAC)
Education	Teacher Certification	Ministry of Education – Teacher Regulation Branch
Environment	Physical Geography-Geosciences Concentration	Recognized by the Professional Engineers and Geoscientists of British Columbia
Environment	Master of Resource Management (Planning)	Recognized by the Canadian Institute of Planners and the Planning Institute of BC
Health Sciences	Public Health (MPH, BA, BSc)	Council on Education for Public Health (CEPH)
Science	Chemistry	Canadian Society for Chemistry
Science	Earth Sciences	Recognized by the Association of Professional Engineers and Geoscientists of British Columbia
Science	Biomedical Physiology and Kinesiology (Kinesiology major only)	Canadian Council of University Physical Education and Kinesiology Administrators
Science	Statistics	Statistical Society of Canada
Science	Actuarial Sciences	Canadian Institute of Actuaries
Science	Biological Sciences	College of Applied Biology

## 4.2. EXTERNAL REVIEWS

### 4.2.1. Academic Departmental External Reviews

All academic units are reviewed periodically, normally once every seven years. These reviews allow the units to:

- Assess their strengths and weaknesses.
- Obtain the view of external experts in the field.
- Support academic planning.

The review process is intended to ensure that:

- (a) The quality of the unit's programs is high, and there are measures in place to allow the evaluation and revision of teaching programs.
- (b) The quality of faculty research is high, and faculty collaboration and interaction provide a stimulating academic environment.
- (c) Department members participate in the unit's administration and take an active role in the dissemination of knowledge.
- (d) The departmental environment is conducive to the attainment of the department's objectives.

Below is a schedule of the SFU departments that have recently been, or currently are, involved in external academic reviews. The recommendations made by reviewers have been considered and implemented where possible.

Table 2: SFU's Academic Departmental External Reviews

SFU Academic Departmental External Reviews				
Year	Department	Recommendations received following site visits	External Reviewers' Home Institutions	Action Plan developed and approved by Senate
<b>2014-15</b>				
	Education	Apr 2015	uArizona / uBritish Columbia / York	Dec 2015
	Environmental Science	Mar 2015	Duke / uToronto / uWashington	Jan 2016
	Gerontology	May 2015	uAlberta / McMaster / uMissouri, Columbia	Dec 2015
	Psychology	Jun 2015	uOntario Institute of Technology / Queens's / Western	Dec 2015
<b>2015-16</b>				
	Chemistry	May 2016	Georgia Inst of Tech / uSaskatchewan / uVictoria	Nov 2016
	Criminology	Apr 2016	uMontreal / uOttawa / uToronto	Jan 2017
	International Studies	Apr 2016	McGill / uOttawa / uWaterloo	Jan 2017
	Linguistics	May 2016	Carleton / Indiana University / uWashington	Jan 2017
	Public Policy	May 2016	Carleton / uChicago / uRegina	Jan 2017
<b>2016-17</b>				
	Engineering Science	July 2017	uAlberta / Carleton / uWaterloo	Feb 2018
	First Nations Studies	May 2017	First Nations University of Canada / uMontana	Feb 2018
	Gender, Sexuality and Women's Studies	June 2017	uAlberta / uManitoba / Queen's	Dec 2017
	History	Mar 2017	Dalhousie / uMichigan / uToronto	Dec 2017
	Mechatronic Systems Engineering	Apr 2017	uMichigan / uToronto / uWaterloo	May 2018
	Philosophy	May 2017	uVictoria / uWashington / uWaterloo	Dec 2017
	Resource and Environmental Management	Apr 2017	uBritish Columbia / Michigan State / uWaterloo	Nov 2017
<b>2017-18</b>				
	Biomedical Physiology and Kinesiology	Apr 2018	McMaster / Western / York	TBA
	Earth Sciences	May 2018	uAlberta / Carleton / Western	TBA
	Economics	May 2018	uCalifornia, Davis / uChicago / McMaster	TBA

### 4.2.2. Administrative Departmental External Reviews

Administrative departmental reviews complement the periodic academic reviews. These assessments focus on the University's core administrative functions and are designed to:

- Identify the highest-value opportunities to improve the quality of administrative processes and outputs.
- Enhance the capabilities of the departmental administrative staff to better support the University's academic and research objectives.
- Identify ways to better serve the University's diverse stakeholders.

As a complement to the external review process of academic programs, the University renewed its approach to administrative reviews in 2017. These reviews engage administrative departments and functions in an introspective assessment of administrative operations. In the pursuit of continuous improvement, the reviews identify and prioritize opportunities to enhance business processes, promote the efficient use of resources, and deliver exceptional customer service.

The reviews include a self-study retreat, a digital repository of key unit information to be leveraged by external reviewers, a customer/stakeholder survey, an on-site expert visit, a review team final report, and a detailed execution plan. The reviews are anchored by detailed project charters that clearly define process, scope, budget, and timing. These charters are developed in collaboration with a review team and executive sponsors and are agreed upon prior to any work being undertaken.

The three- to four-person review team is comprised of external subject matter experts and internal support personnel. The review process includes a comprehensive document review, interview sessions with relevant departmental senior managers and University customers, interim reporting to senior management for feedback, and the submission of a final report. Results and recommendations are presented to the associated unit for comment, and summary information is presented to the University executive team upon completion of the review.

SFU currently has two administrative reviews in progress, and has also developed a preliminary five-year rotation plan to ensure every service unit within the University is subject to a review within the five-year time period.

The administrative departmental external review process is an important aspect of managing academic affairs. Its evaluative, peer-oriented perspective promotes high-quality teaching and research and is conducive to the attainment of both unit and University goals.

Table 3: SFU's Administrative Departmental External Reviews

SFU Administrative Departmental External Reviews		
Findings Published	Department	External Reviewers
Jun 2010	Facilities Services	PwC Advisory Services
Oct 2011	Human Resources	PwC Advisory Services
Dec 2011	Graduate Studies	Edge Training and Consulting
Mar 2012	Finance	GNA Consulting
May 2012	Art Gallery	GNA Consulting
Feb 2013	Faculty of Arts and Social Sciences (admin only)	GNA Consulting
Jun 2013	Parking Services	Collings Johnston Inc.
Jul 2015	Academic Relations	Private Consultant
Oct 2015	Office of Research Services	External University Administrators
Apr 2016	Space Management Review	Huron Consulting
Apr 2017	Archives and Records Management	Western University / Private Consultant
May 2017	Information Technology Services	University of Victoria / Thompson Rivers University
Jun 2017	Safety and Risk Services	University of Alberta / Xpera
Jun 2017	Teaching and Learning Centre	Queen's University / University of Waterloo
Fall 2017	Advancement and Alumni Relations	Grenzebach Glier and Associates
Mar 2018	Research Accounting	University of Alberta / Western University
2018	Dean's Office, Arts and Social Sciences	Western University / JS Consulting
2018	SFU Childcare	MMK Consulting

## 5. PLANNING AND OPERATIONAL REVIEW



### 5.1. ENGAGING STUDENTS

Educating students is the central purpose of any university, and the students' experience while attending a university can enhance or inhibit their ability to learn. At SFU, students are not “end-users” to be trained and produced, but partners in learning, discovery, and community engagement. In addition to encouraging critical thinking and research skills, SFU provides opportunities for students to gain practical experience, social aptitudes, and civic understanding, not only to be job ready, but also life ready.

Many of the activities focusing on student engagement are identified in the five-year [Academic Plan 2013-2018](#) and the [2013-2018 Faculty Plans](#). Development of 2018-2023 Academic and Faculty Plans is currently in progress. These plans will address five key challenges:

- Student Life, Learning, and Success
- Academic Quality/Curriculum
- Engagement
- Working Across Boundaries/Interdisciplinarity
- Faculty Renewal

SFU is committed to enhancing the student experience both in and outside of the classroom at all three campuses. A new Associate Vice-President, Teaching and Learning has been appointed (September 2018) to support the Vice-President, Academic in improving the student experience. In addition, the University has been granted targeted funding of \$9 million over three years to a few large “banner” projects and several smaller projects. The goal is to identify viable and sustainable initiatives that, together, will have a major impact on student experience. One such project to emerge as a result of this funding is the Student Experience Initiative.

## Student Experience Initiative

To address the needs of SFU's students and form the foundation of the initiative, a framework of key areas for action was developed based on the research literature, SFU student survey data, community consultations, and a scan of what other institutions are doing. This framework is intended to address and support students holistically by considering their roles and responsibilities in and outside the classroom.

Eight broad key areas for action have been identified. They are:

1. Needs of commuter students.
2. Mental health and well-being.
3. Online tools to help navigate SFU policies, procedures, and places.
4. Creation of more vibrant physical spaces.
5. Reimagining the supervisory experience.
6. Building community and a sense of belonging.
7. Improving communications with students.
8. Ideas too good to ignore but that don't fit in the other areas.

For example, the mental health and well-being key area is looking for ways to design and build a healthier campus community so that SFU students thrive in a supportive environment that reduces unnecessary stress.

### 5.1.1. Teaching and Learning Focus

As a comprehensive research university that respects and values diversity, SFU charges its academic units with planning their programs according to their disciplinary standards, evolving knowledge bases, and pedagogical strengths while supporting new program development in areas of demand and curricular relevance. Teaching and learning are seen as complex activities that may vary by discipline, and occur in a variety of environments, including traditional class-based courses and programs, co-operative education experiences, field studies, project-based assignments, credit and non-credit contexts, and through a wide variety of pedagogies and experiences. SFU continues to strive for relevant and diverse learning experiences for its students in the various Faculties.



### 5.1.2. Educational Goals

In May 2013, the University Senate approved that all academic units at SFU must develop, and subsequently assess, educational goals at the academic program level (majors, minors, master's degrees, and doctorates) as part of the regular external review process, starting with the 2014 review cycle. These goals are articulated in the external review self-study reports, post-review action plans, and mid-cycle progress reports and are to be publicly accessible on unit websites.

Educational goals are considered broadly as the anticipated benefits to students from participation in an academic program. They may include knowledge, understanding, skills, competences, experience, attitudes, ethics, and professional development. The goal statements are intended as a framework for curriculum discussion, course mapping, and program structure and will more clearly reflect what is already occurring within units. SFU encourages units to define and assess their educational goals in a manner that best suits each unit's discipline and context.

A working group was formed in the spring of 2017 to assess the current adoption of educational goals at the program level and to expand upon this process. A report, with recommendations, has been submitted to the Vice-President, Academic for consideration.

### 5.1.3. Experiential and Work Integrated Learning

SFU is a leader in developing and delivering world-class experiential learning opportunities that equip students with the knowledge, skills, and experiences to thrive in an ever-changing and challenging world. SFU students can develop a "Degree of Experience" that extends their learning beyond the classroom through immersion in community projects, research laboratories, rainforests and river banks, corporate boardrooms, government offices, startup companies, friendship centres, and thousands more environments where they might apply their knowledge and skills once they graduate.

Students can customize their learning and studies to include any number of experiential learning opportunities, including participating in full-time, paid co-operative education work terms; taking an exchange semester with one of SFU's international partner universities; spending a semester in dialogue, exploring critical global and local issues through an interdisciplinary lens; or joining one of the University's many leadership and peer education programs right on campus. These local, national, and international opportunities allow students to develop the skills and expertise they want to complement their degree requirements.

#### 5.1.4. Lifelong Learning

SFU Lifelong Learning is at the core of SFU’s Vision/Mission to be student centred, research driven, and community engaged. Lifelong Learning includes Continuing Studies, which offers non-credit and community-engaged learning opportunities, as well as SFU NOW (Nights or Weekends) offering degree completion for working adults.

Lifelong Learning has always been committed to supporting both traditional and non-traditional learners by providing flexible learning opportunities. SFU NOW offers 89 courses in 19 subject areas and has over 2,282 enrolments annually. Continuing Studies’ practical curriculum responds to the career transitioning and professional development needs of working adults. Through 31 Senate-approved non-credit certificates and diplomas, learners gain theory, knowledge, and applied skills in areas as diverse as executive leadership, business analysis, legal interpretation and translation (Mandarin/English), non-profit management, social innovation, and urban design—to name just a few of the programs. Continuing Studies offers over 600 courses to over 6,000 unique students, generating over 13,000 registrations annually. The portfolio has been expanding with the number of online courses increasing from 68 to 167 in the past four years. Of particular interest are the online certificates, such as Next Generation Transportation and Restorative Justice, that provide students across the world access to thought leaders in areas essential to the well-being of the planet and its inhabitants.

Community engagement is, in many ways, what Lifelong Learning is all about. The 55+ program has over 5,000 fee-based registrations annually, not to mention the 2,000+ attendances at free events. In addition, Lifelong Learning offers educational programming designed to advance communities and, through free events like the Philosophers’ Cafés and City program public lectures, to promote open dialogue on a variety of topical issues to over 14,000 attendees annually.

#### 5.1.5. Student Experience and Success

The “student experience” refers to the entirety of a student’s interactions at, and with, the University, including whether a student feels valued by, and connected to, the University. Students’ experiences have clear implications for a number of critical personal and institutional outcomes: student recruitment and retention, student satisfaction, student engagement, institutional reputation, career preparation and transition, and alumni support, among others. Positive student experiences are built on a foundation of engagement, fostered by a supportive learning and living environment, all of which contribute to healthy and thriving campus communities. A student’s overall experience is a reflection of what happens to them both inside the classroom (e.g., quality of teaching, class size, rigour and relevance of the curriculum, course availability, accessibility of professors, inclusive classroom practices, etc.) and outside the classroom (e.g., opportunities for experiential learning such as co-operative education programs, field schools, and leadership programs; academic support such as advising, student success programs, access to health counselling professionals, and disability services; and quality of ancillary services such as housing, food, parking, etc.).

At the operational level, “student success” has typically been defined more narrowly as “academic success,” and is traditionally measured by attrition and persistence rates, completion rates, time to completion rates, etc. SFU recognizes that student success is grounded in experience, and for this reason, and for the purposes of this report, these two concepts have been strategically entwined under a single heading: “*Student Experience and Success.*”

SFU has historically measured student success in terms of academic success, as indicated by various categories of academic standing, from “Good Academic Standing” (GAS) for those achieving a Cumulative Grade Point Average (CGPA) of 2.0 or greater, to various levels of probationary standing for students struggling to be in GAS, to Required to Withdraw (RTW) for those students who fail to meet standards over time. The award-winning Back on Track (BOT) program is aimed at supporting students who wish to improve their academic standing. This program is available to students who would otherwise be required to withdraw due to their inability to maintain good academic standing. More than 1,000 students participate annually in the BOT program, working one-on-one and in groups to become more effective learners. This program is designed and delivered by multiple campus service units, including academic advising, counselling, and the Student Learning Commons, providing students with a seamless and integrated support system. Over 70% of those who complete the BOT program achieve sufficient CGPAs to allow them to get back to good academic standing. University-mediated student learning opportunities outside of the classroom are captured on SFU’s new Co-Curricular Record, an institutionally recognized and valued example of student engagement.

Additionally, SFU provides services to help students make career-informed academic choices throughout their academic tenure, and not just at the end of their studies and as they transition out of SFU. The Student Services-led Experiential Community of Practice has developed resources that outline all of the experiential learning options available to students. These may be seen in [A Degree of Experience](#).

### 5.1.6. Student Services

SFU’s [Student Services](#) is a large and diverse portfolio that includes four divisions: Student Enrolment Services, Student Affairs, Student Success and Strategic Support, and Athletics and Recreation, in addition to support services in sexual violence support and prevention, operations, planning and projects, and finance and administration. Working with partners across SFU’s three campuses, and in local, national, and international communities, these units are dedicated to ensuring students are recruited, admitted, and supported in their personal, professional, and academic development, as well as maintaining the integrity of pertinent records and Senate-related policies and operations.

Student Services is committed to enhancing the student experience by working with members of the campus community and beyond to provide services, programs, opportunities, and environments that optimize student learning and success. Student Services continually reviews and improves its transactional business to ensure the most effective, cost-efficient, and timely outcomes. It delivers all the programs and services denoted by the service units listed above, as well as designs and delivers innovative programming specific to the particular needs of SFU students (e.g., supporting English as an additional language learners). In recognition that it is all one experience for the learner, Student Services seeks to blur the lines between the traditional “academic” side of the house and the “programs and services” side.

Recent and notable examples of this work include:

- Support for survivors of sexual violence: the SFU [Sexual Violence Support and Prevention Office](#) recently opened its doors in order to support the SFU community as per the University's [Sexual Violence and Misconduct policy](#), a result of work led by the Vice-President, Academic's Office and done in collaboration with Student Services; Human Resources; the Office of Human Rights and Responsibilities; the Women's Centre; the Department of Gender, Sexuality, and Women's Studies; General Counsel; the Faculty Association; the Canadian Union of Public Employees (CUPE); the Teaching Support Staff Union (TSSU); the Graduate Student Society (GSS); and the Simon Fraser Student Society (SFSS).
- The *Residence and Housing Master Plan* is a long-range plan to increase capacity across SFU's three campuses by 1,000 beds, including the development of a number of living-learning communities. (One example of a living-learning community is the [Indigenous Student Cultural House](#).) The planning was led by Student Services in collaboration with Facilities Services, Ancillary Services, and other campus units.
- The *Stadium Project* is a 1,800-seat, covered grandstand adjacent to Terry Fox Field. Funded primarily by the students through a \$10 million contribution from Simon Fraser Student Society (SFSS) student fees, with the remaining coming from the University, this project is a result of collaboration across Athletics and Recreation; the Vice-President, Academic; Students and International Office; Facilities Services; and the SFSS.
- The *Job Search Success online course* is designed for English as an additional language and permanent resident learners. This initiative was led by the Intercultural Community of Practice, with strong support from Work Integrated Learning and the Centre for English Language Learning, Teaching and Research.

Student Services also offers students opportunities to develop leadership and employability skills through programs such as Peer Educators, Peer Mentors, and the Innovative Leadership programs. To ensure that Student Services continues to be relevant to students, it provides many student and para-professional, work-integrated learning opportunities. Finally, Student Services staff members work closely with both student governments, the Simon Fraser Student Society and the Graduate Student Society, on many joint activities related to the student experience.

Many of Student Services' activities have significant community engagement components. Programs such as Work Integrated Learning (over 3,300 SFU students/year working in local, national, and international workplaces), Career and Volunteer Services (networking with over 5,000 employers and professional groups), and International Services for Students (interfaces with over 100 global partners/year for study abroad activities, including field schools and exchanges) are examples of activities that demonstrate SFU's commitment to community engagement. Many Student Services staff participate on provincial, national, and international professional association boards. A smaller number is concurrently engaged in research related to the advancement of both theory and practice in student affairs and service. This ensures that SFU Student Services staff and programs remain current and continue to "set the pace" in many areas provincially, nationally, and internationally.

### 5.1.7. Student Mental Health and Well-Being

Research shows that student well-being is strongly connected with student academic success, sense of belonging and involvement on campus, and retention through to graduation. SFU student well-being is of paramount importance to the University. To that end, SFU has developed a number of initiatives, programs, and services across all three campuses to support its students' mental health and well-being.

#### 1. Settings: Addressing the impact of University policies, processes, learning environments, and physical spaces on student mental health and well-being.

Launched in 2010, SFU's [Healthy Campus Community \(HCC\)](#) initiative takes a systemic, campus-wide approach to create conditions that enhance health and well-being. Grounded in the World Health Organization (WHO) Healthy University Framework, the Healthy Campus Community initiative engages and enables staff, faculty, students, administrators, and community partners to work collectively towards creating campus conditions that enhance well-being and success for all. This work is actioned through learning and working environments, campus policies, personal growth and development, services and supports, physical spaces, and opportunities for social interaction and community engagement. This initiative is aligned with the [Okanagan Charter: An International Charter for Health Promoting Universities and Colleges](#).

The Health Promotion team works in partnership across the institution to create conditions for well-being within learning environments. For example, the team worked with Faculties and departments to identify and feature how activities, programs, and policies within academic units may impact well-being. "[Embedding Conditions of Well-Being in Academic Settings](#)" is the strategy they developed. Furthermore, the team worked in partnership with Senate and Student Services to create "[Well-Being through SFU Policy Guide for Action](#)." This guide, with its workbook, can be used by SFU policymakers to consider the effects of their policy on well-being. Working with Facilities Services, the Health Promotion team created the "[Principles for Enhancing Well-Being through Physical Spaces](#)" tool in recognition of the impact that physical spaces can have on well-being.

#### 2. Education: Coordinated and integrated mental health and well-being education for students.

Mental health and well-being education exists in various formats for both students and the people on campus who support them, i.e., faculty and staff. SFU students have access to "[Bouncing Back](#)," an online course that aims to build resilience and well-being. Students can also opt to take a nine-week Mindfulness Based Stress Reduction (MBSR) course that helps students manage anxiety, stress, and uncertainty by providing resources for coping, increased clarity, and creative thinking. University staff and faculty are encouraged to attend "[Supporting Students in Distress](#)" and "[Support over Suicide](#)" workshops.

SFU's [Sexual Violence Support and Prevention Office](#) (SVSPO) opened its doors on February 1, 2018 and is a key outcome of the campus community's development of GP 44, [SFU's Sexual Violence and Misconduct policy](#). The SVSPO's educational approach seeks to develop a comprehensive strategy that equips students, faculty, and staff with the awareness, knowledge, and skills required to make social change. Students, staff, and faculty are welcome to attend workshops on various related topics, including active bystander intervention and empowering actions, consent, healthy relationships and boundaries, responding to disclosures of sexual violence and supporting survivors, and the roots of sexual violence.

### **3. Support: Accessible and inclusive support targeted to student mental health and well-being needs.**

During the summer of 2018, SFU will implement a new student support program that provides around the clock (24/7) mental health support to all SFU students. Through this program, students will be able to access student support advisors and/or counsellors in their home language in multiple modalities, including mobile and web chat, phone, and video. This will complement existing on-site, in-person mental health supports, services, and initiatives.

The Health and Counselling Services' (HCS) team of doctors, nurses, counsellors, psychiatrists, psychologists, and health promotion specialists works together to collectively and positively influence student mental health and well-being. Individual counseling sessions, as well as group seminars, are offered at all three SFU campuses. Health clinics are available to students at the Burnaby and Vancouver campuses; this team provides primary health care.

New HCS roles of note include the mental health nurse and the transition case manager. HCS recently hired two full-time mental health nurses who support, among other duties, crisis management, individual mental health assessments, referrals, and outreach. The mental health nurses also work with an HCS psychiatrist to facilitate attention deficit hyperactivity disorder (ADHD) medical group visits; student participation in these visits have led to a reduction of family physician visits for ADHD, freeing up that resource to support other students. The HCS transition case manager supports students who transition to SFU from Fraser International College and other international pathways to navigate, and adapt to, Canadian culture.

The Interfaith Centre provides a range of faith-based support services for all SFU students. Research indicates that the provision of faith space, services, and supports contributes positively to fostering an inclusive, equitable, and healthy campus and enhances overall well-being. In addition to providing faith-based support programs and services, this unit leads campus conversations regarding discrimination, anti-racism, and belonging. This service has experienced significant growth of student visits; across SFU's three campuses and during the 2017-2018 academic year, the Interfaith Centre received 7,500 monthly visits.

The Sexual Violence Support and Prevention Office (SVSPO) provides support for campus community members, including students, staff, and faculty who are impacted by sexual violence. A survivor can receive support regardless of when or where the incident took place. The office provides coordinated access to other SFU services to minimize the retelling of one's experience. The SVSPO works from a survivor-centred and trauma-informed approach that empowers survivors to choose what their support needs are. The office provides support to SFU's Burnaby, Vancouver, and Surrey campuses.

### 5.1.8. Safety: Campus Strategies

To address the broad safety of the University community, SFU created the Safety and Risk Services division six years ago. This group of 135 staff works within three interrelated and mutually supporting portfolios: Campus Public Safety, Environmental Health and Safety, and Enterprise Risk and Resilience. The portfolios address security; student, faculty, and staff safety in labs and the workplace; emergency preparedness; and business continuity. Combined, these portfolios provide:

- Emergency response.
- First aid response.
- Personal safety education and training.
- Safe Walk services.
- Campus security patrols.
- Access control.
- CCTV (closed-circuit television) and alarm monitoring.
- Laboratory and workplace safety training.
- Safe workplace protocols.
- Plans and departmental audits.
- Travel safety (domestic and international).
- General and specific emergency plans (refer to section 6.1.2.).
- Dedicated Emergency Operations Centres for all three campuses.
- A multi-modal emergency communications and notification system.
- Ongoing emergency response training, drills, and exercises.

Safety and Risk Services has collaborative relationships with Student Services regarding issues of student conduct and with the Sexual Violence Support and Prevention Office to respond to and support survivors of sexual violence.

A major focus of the Safety and Risk Services division is prevention through the establishment of plans, resources, education, and procedures based on an assessment of the most likely, frequent, and impactful threats that are reasonably expected to impact a university community.

### 5.1.9. Aboriginal Education

SFU is committed to Aboriginal education. With growing Aboriginal student enrolment and graduation numbers, a committed Office for Aboriginal Peoples, a well-established and supportive Indigenous Student Centre, an Office for Indigenous Education in the Faculty of Education, and through many Indigenous scholars (20), staff, programs, and coursework, SFU embraces and upholds Indigenous culture, protocol, and traditions. The full extent of SFU's commitment to Aboriginal Peoples and Aboriginal education can be found within the [2013-18 Aboriginal Strategic Plan \(ASP\)](#).

Since the Plan's approval, much progress has been made to advance ASP goals and strategies. This progress is detailed in annual reports on Aboriginal Strategic initiatives submitted by the Director of the Office for Aboriginal Peoples. Recruitment and retention data are also collected annually to gauge Aboriginal student numbers, along with retention and graduation rates. Financial resources for implementing the ASP come from the Vice-President, Academic's budget, various Faculties and other University offices, and through special allocations from the University Priority Fund.

The ASP also aligns SFU's activities and initiatives with the Ministry of Advanced Education, Skills and Training's plan for improving post-secondary opportunities and outcomes for First Nations, Métis, and Inuit Peoples as referenced in the Ministry's *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future*.

In response to Canada's Truth and Reconciliation Report and Calls to Action, SFU created an Aboriginal Reconciliation Council (SFU-ARC) that engaged in an extensive consultative process with Aboriginal partners and the University community to discuss and respond to how the 94 recommendations of the Truth and Reconciliation Commission will be addressed at the University. The final report, [Walk This Path with Us](#), was presented to SFU President Andrew Petter in Coast Salish Protocol and Ceremony on October 16, 2017 at SFU's Burnaby campus (the first [Quarterly Update](#) that summarizes the progress since the release of the report is currently available).



The Kwis Ns7eyx (Witnessing) Ceremony celebrated the work of everyone who contributed in the year-long process to develop the framework and Calls to Action. SFU has committed \$9M toward projects to promote reconciliation and to advance this important work within the SFU community.

### 5.1.10. International Students

As global politics and economics increase the need for interculturally competent graduates, the internationalization of higher education in Canada has become imperative. Universal access to knowledge, the interconnectedness of world trade, and the increasing rate of cultural exchange dictate that higher education must contribute to, and be influenced by, global change. SFU recognizes the importance of internationalization, which is an essential component of the University's Vision/Mission as an engaged university.

SFU fosters a culture of inclusion and mutual respect that embraces the diversity and multi-ethnic character of today's society. The University has a rich history of international engagement and activity, including attracting international students and scholars, study abroad and international experiential education, exchanges and research collaborations, language learning, area studies, and international development. The Dual Degree Computing Science program with Zhejiang University is just one example of SFU's international engagement. International students bring diversity to the SFU community and reflect the University's Vision/Mission to be an engaged and internationalized university.

SFU has established the administrative structures, fee arrangements, and admission policies necessary for achieving its international enrolment goal. With new initiatives to increase retention of international students, they now represent 20.5% of total undergraduate enrolment. This growth in the international student body has resulted in additional revenue, but has also added pressure on faculty and the facilities and services provided to these students. To better manage intake targets for international students, SFU has applied differential admission standards for international students. The University remains committed to attracting international students in disciplines aligned with regional labour market needs and to providing a positive experience for these students.

**Table 4: Total International Student Undergraduate Enrolment (FTE)**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	<b>Actual Data</b>					
<b>International UG - FTE</b>	3,979	3,895	3,980	4,132	4,425	4,702
<b>Share of total UG - FTE</b>	17.3%	17.0%	17.5%	18.2%	19.4%	20.5%

Source: SFU Institutional Research and Planning

#### Fraser International College

Operational since September 2006, Fraser International College (FIC) is a private college on the Burnaby campus that provides transition programs for international students. In 2010, after the academic operations of the college underwent an external review, the contract was renewed for a ten-year term. For more than a decade, FIC has been successfully recruiting international students who transfer to SFU for undergraduate degree programs after completing preparatory and university-transferable courses. FIC now has approximately 2,761 students. From September 2007 to February 2018, approximately 6,568 students have transferred from FIC to SFU.

### 5.1.11. English as an Additional Language Supports and Services

The Faculty of Education has developed a cross-university, collaborative, and co-operative strategy to complement and add to the strengths of English as an additional language (EAL) activities underway at SFU. The strategy addresses gaps in the curricular and co-curricular academic and language-support services provided to the EAL student population, and promotes sociocultural and linguistic diversity and inclusion. The Faculty of Education has established the [Centre for English Language Learning, Teaching and Research](#) to work with students and instructors. Inspired by “content-based second language” methodology, faculty from the Centre collaborate with faculty members across University departments to conduct post-entry language or writing assessments, integrate EAL curricular support within course design, and offer discipline-specific language support through co-instruction or the integration of “language” teaching assistants (TAs) in courses. The Centre also offers professional learning workshops to faculty and TAs, creates online resources for students and instructors, and encourages communication and coordination across academic and support areas to increase efficiency, share best practices, and address gaps in EAL support. Finally, the Centre engages in research and evaluation of its various programs and interventions in order to identify what works well in support of SFU’s EAL population and for the SFU community as a whole.

### 5.1.12. Enrolment

Although the Lower Mainland population will grow over the next few years for the cohort 18-29 years of age, the number of people between the ages of 18 and 24 will decrease, except for those in the South Fraser Region. In response to these growing communities south of the Fraser, SFU is developing new programs in Surrey related to clean energy, and building a new facility that will house a new Sustainable Energy Engineering program.

The shrinking demographic of 18-24 year olds in BC is SFU’s traditional market, which means that enrolment from school leavers and college students will decline, while the need for post-secondary education for those over 24 years of age will increase. From a programming view, this translates into a growing demand for continuing studies and professional programs, and an opportunity for SFU to provide such programs. SFU has developed effective blended-learning models to accommodate adult learners, and will continue to develop innovative research-intensive and professional graduate programs. This way, the University can continue to meet the rising demand for a new generation of highly qualified individuals to fill important educational, research, and administrative positions in the public and private sectors.

Tables 5, 6, and 7 show SFU's Ministry-funded graduate and undergraduate enrolment growth to 2017-18.

**Table 5: Undergraduate and Graduate Enrolment and Ministry-Funded Targets (FTE)**

	2014-15		2015-16		2016-17		2017-18		2018-19
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	20,203	22,329	19,990	22,181	19,903	22,096	19,761	22,161	19,831
% Achieved		110.5%		111.0%		111.0%		112.1%	

Source: SFU Institutional Research and Planning

**Table 6: Domestic Undergraduate Enrolment and Ministry-Funded Targets (FTE)**

	2014-15		2015-16		2016-17		2017-18		2018-19
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	17,682	18,748	17,316	18,582	17,229	18,367	16,954	18,239	16,994
% Achieved		106.0%		107.3%		106.6%		107.6%	

Source: SFU Institutional Research and Planning

**Table 7: Graduate Enrolment and Ministry-Funded Targets (FTE)**

	2014-15		2015-16		2016-17		2017-18		2018-19
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	2,521	3,581	2,674	3,599	2,674	3,729	2,807	3,922	2,837
% Achieved		142.0%		134.6%		139.5%		139.7%	

Source: SFU Institutional Research and Planning

SFU has consistently exceeded its funded targets over the last four years.



## 5.2. ENGAGING RESEARCH

As one of Canada’s top research-intensive universities, SFU is highly responsive to opportunities to enhance capacity for leading edge research, build infrastructure to support technological innovation, create economic opportunities for Canadians, and promote positive social change. In the past year, SFU enjoyed remarkable successes in research, providing significant contributions to the province of British Columbia and the Canadian research landscape in general. The University’s sponsored research income grew by 26%, reaching, for the first time, \$139 million in fiscal year 2017. This growth reflects the support of provincial and federal governments in research infrastructure, the strength of SFU’s research community, and engagement with external collaborators. As a result, SFU has been able to build new research facilities, kick start new major projects, and recruit top-tier global talent to take its research enterprise to new heights and establish its leadership in new territories.



Sponsored Research Income by Source, FY 2007-2017.  
[Source: Canadian Association of University Business Officers (CAUBO)].

### 5.2.1. Infrastructure

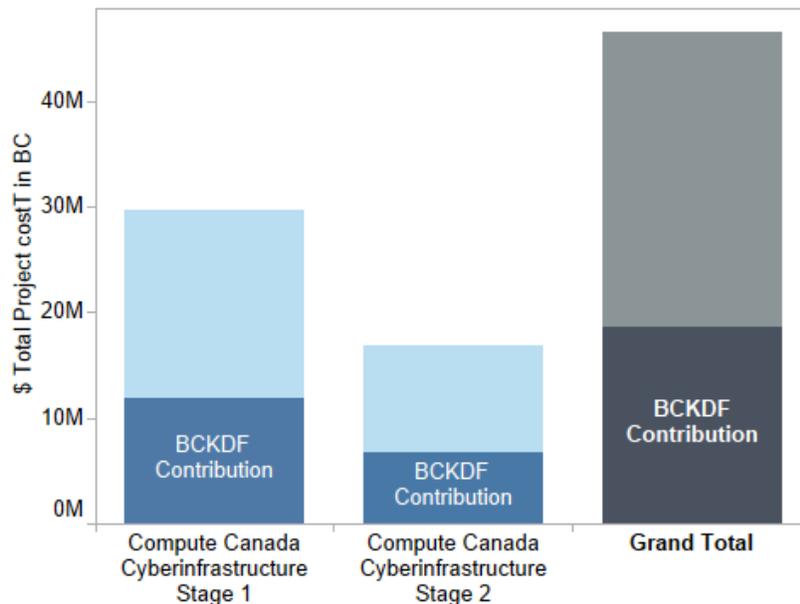
In 2017, SFU was successful in leading five new research projects through the Canada Foundation for Innovation’s (CFI) Innovation Fund program for new research infrastructure, with a total project cost of \$54.3 million. With \$21.7 million coming from CFI, these projects are matched by the province of British Columbia’s Knowledge Development Fund (BCKDF) and industry partners. The projects include:

- A Centre for Wearable Biomedical Technologies at SFU, with the University of British Columbia, Kwantlen Polytechnic University, and the British Columbia Institute of Technology as collaborating institutions.
- The Silicon Quantum Leap: Tools for Building a Universal Quantum Computer. This project focuses on creating scalable quantum technologies capable of revolutionizing computing.
- New equipment for high-momentum and high-luminosity muon beam lines for molecular and materials science and fundamental muon physics—to build the next-generation muon beam lines.
- Multi-Scale Remote Sensing: From Imaging to Immersive Communications. The infrastructure acquired for this project supports advances in remote sensing research.
- ATLAS Tier-1 Data Centre, which provides large-scale, coordinated resources to the Worldwide Large Hydrogen Collider Computing Grid (WLCG), which provides computing resources to store, distribute, and analyze the data generated by the Large Hydrogen Collider (LHC) at CERN (European Organization for Nuclear Research).

- In the same competition, SFU participated as a collaborating institution on a number of other major infrastructure projects across Canada, which were collectively awarded \$45 million through CFI. These include the ATLAS detector led by the University of Toronto, the National Facility for Seismic Imaging led by Dalhousie University, and the Canadian Research Data Centre Network led by McMaster University.

Over the past two years, SFU has established itself as a national leader in Advanced Research Computing by leading Compute Canada’s national computing platform through CFI’s Stage 1 and Stage 2 Cyberinfrastructure competitions. The total project cost of \$125 million is supported by CFI, provincial governments, and industry partners.

With \$46.4 million of the total project cost invested in British Columbia, BCKDF has invested \$18.6 million to date in world-class supercomputing infrastructure, including CEDAR, Canada’s most powerful supercomputer located at Simon Fraser University.



*Total Project Cost of Compute Canada's Supercomputing Platform in BC.*

Over the past year, SFU also extended the capacity of its 4D LABS to support the creation of the Western Canada Node for Advanced Manufacturing and Integration. 4D LABS is SFU’s state-of-the-art materials science and engineering facility, which was established in 2010 with a \$65 million investment from federal and provincial governments and industry sponsors. With an additional \$1.9M investment by the Western Economic Diversification Canada, 4D LABS now offers access to industry to accelerate their R&D in the areas of sensing and intelligence responsible for increasing the market need for technologies to integrate micro- and nano-devices and develop corresponding systems.

### 5.2.2. World-Class Talent

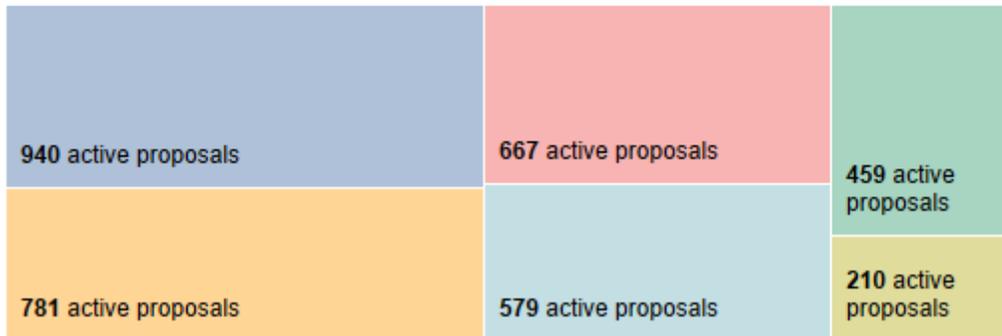
Two world-class researchers have joined SFU as part of the prestigious Canada 150 Research Chairs program. In celebration of Canada’s 150th anniversary, this program was created by the federal government to enhance Canada’s reputation as a global centre for science, research, and innovation excellence.

### 5.2.3. Strategic Research Plan

SFU’s [2016-2020 Strategic Research Plan \(SRP\)](#) outlines the University’s research priorities and establishes the strategic directions of the University to fulfill its research mission as a leader in knowledge mobilization. Aligned with the vision of being a leading engaged university, the SRP focuses on a set of six overlapping challenges that define SFU’s existing research strengths and active participation of researchers. Over the past year, up to 1,400 active funded projects have addressed one or more research priority areas as defined by the six challenges.

#### SFU Strategic Research Plan: Number of Active Projects by Category

- Challenge 1: Addressing environmental concerns and creating a sustainable future.
- Challenge 2: Understanding our origins.
- Challenge 3: Supporting health across the human lifespan.
- Challenge 4: Strengthening civil society by advancing justice, equity and social responsibility.
- Challenge 5: Enhancing our world through technology.
- Challenge 6: Transforming the landscape of teaching and learning.



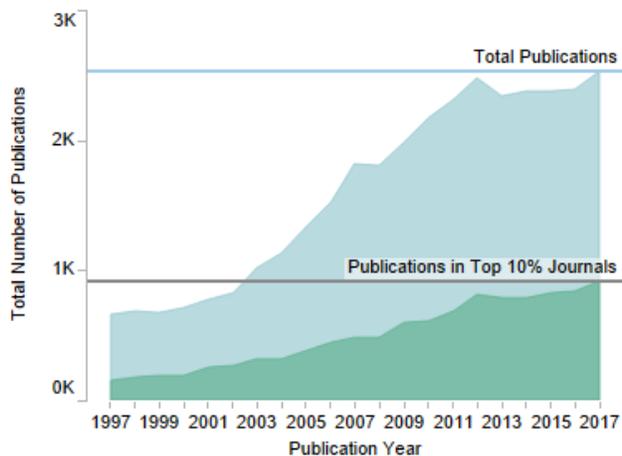
In the process of addressing these challenges, SFU researchers have developed significant capacity for large-scale collaborations, which have led to the establishment of four research clusters in Big Data, Community-Based Research, Health Technology and Health Solutions, and New Materials and Technology for Sustainability. These clusters enable SFU to position itself as a national or global leader in a family of cross-disciplinary researchers to scale new frontiers, accelerate innovation, and empower communities. One such example is KEY, SFU’s Big Data Initiative, which is a university-wide platform to unlock big data for research, education, and community impact. Over the past year, KEY has provided innovative big data solutions to over 25 partners from multiple sectors, including fintech, health tech, energy, news media, and government. An example of these solutions is a new technology for disrupting cyber fraud practices in banking.

KEY also launched its inaugural Next Big Question fund—a fund dedicated to investing in bold, data-driven research questions that have the potential to transform the growing field of big data. In addition, KEY is creating opportunities for students to engage in big data research through the KEY Graduate Scholarship and the Undergraduate Student Research Award programs.

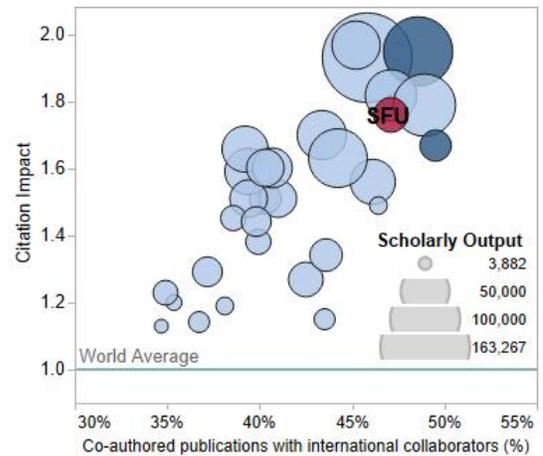
Similar initiatives are underway in Health Technology and Health Solutions through network collaborations in Innovation Boulevard; New Materials and Technology for Sustainability through collaborations with industry, including expansions to 4D LABS; and Community-Based Research, including Aboriginal health research.

### 5.2.4. Research Impact

Over the past two decades, SFU has increased its scholarly output four-fold. In 2017, SFU researchers published more than 2,500 articles, 36% of which appeared in the world’s top 10% journals as indexed by the Scopus database.



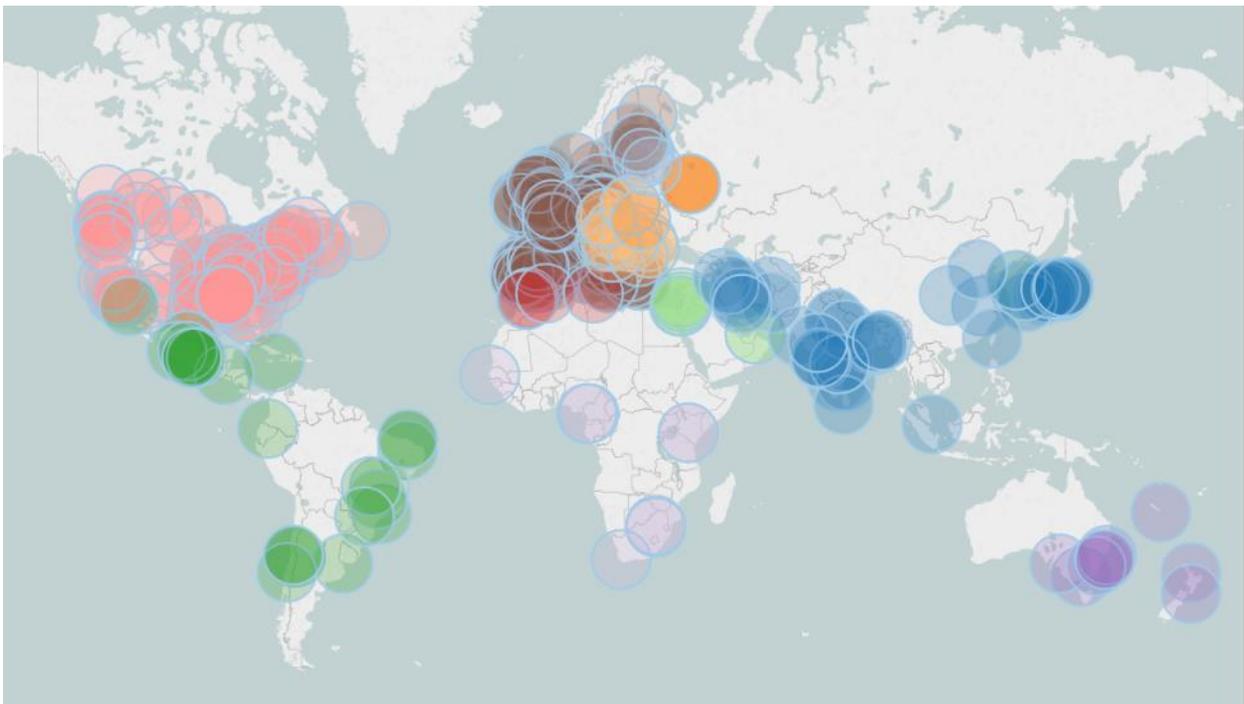
Total Number of Publications, 1997-2017 [Source: Scopus, Elsevier]



Canada's top 30 universities, 2007-2017 [Source: SciVal, Elsevier]

SFU's research output, as measured by the number of publications, has been particularly impactful. In fact, SFU is unequivocally among Canada's top research universities by research impact. This research impact often translates to wider international influence, participation in international collaborations, leading major initiatives, and raising the profile of Canadian research as a whole.

SFU's international footprint through research collaborations is consistently on the rise. Its researchers are increasingly participating in large-scale international research projects and lead world-class initiatives. Over the past five years, SFU has collaborated with over 2,800 institutions worldwide in 117 countries, producing over 8,650 publications.



*Collaborating institutions with SFU through joint publications, 2013-2018 [Source: SciVal, Elsevier]*

### 5.2.5. Recognition

The growth and strategic investments in every aspect of the research enterprise at SFU have increased the University's presence locally and internationally as evidenced by its international university rankings and faculty awards.

#### International Rankings

SFU consistently ranks among Canada's top research universities in major university ranking systems. This remarkable performance has positioned the University to achieve national and international leadership in a number of research areas.

- **Maclean's University Rankings:** SFU consistently ranks as Canada's top comprehensive university, including the latest rankings published in 2017.
- **QS World University Rankings:** SFU ranks 11th in Canada overall and 2nd in research impact.
- **Times Higher Education:** SFU ranks 11th in Canada overall and 7th in citations.
  - ◊ SFU is also one of four Canadian universities named by Times Higher Education on its list of the world's top 55 Tech Challenger Universities.
- **CWTS Leiden Ranking:** SFU ranks 2nd in Canada by percentage of international publications.
- **2017 US News Global Rankings:** SFU ranks 12th in Canada overall and is among the top 10 Canadian universities in seven subject areas.

#### Awards

In 2017, SFU researchers received more than 18 prestigious awards, including an appointment to the Order of Canada and two Royal Society of Canada Fellowships. The awards range from field specific awards (e.g., the Achievement Award in Forensic Life Sciences, the Canadian Digital Media Pioneer Award) to non-field specific awards (e.g., the BC Cultural Changemaker, the Women of Distinction Award, and others).



## 5.3. ENGAGING COMMUNITIES

SFU is committed to contributing all of its capacities, from people to properties, to develop healthier and more vibrant communities. Whether by preparing adaptable, high-functioning citizens, or by collaborating in and mobilizing knowledge, SFU encourages, supports, and celebrates community engagement.

SFU acknowledges the Coast Salish People on whose traditional territories the University community is privileged to live, work, and study.

### 5.3.1. Community Engagement – Goals, Objectives, and Commitments

“To be Canada’s most community-engaged research university” is an ambitious goal, but SFU continues to build on its tradition of mutually beneficial partnerships with local and global communities, and to address major community issues through research and public engagement.

Effective September 1, 2015, SFU was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU). In its evaluation report, the NWCCU review team drew particular attention to SFU’s remarkably rich and varied community engagement programs, which align with the mission and vision and help the University integrate into the community and nurture long-term partnerships.

In 2017, SFU was designated as the first [Ashoka U Changemaker Campus](#) in British Columbia for its commitment to advancing social innovation and changemaking across the institution and beyond. From curriculum and research, to operations and community engagement, SFU joined a group of just 40 institutions worldwide that set the bar for social innovation education and action.

#### Community Engagement Defined

SFU has adopted the definition used by the [Carnegie Foundation](#), an organization that provides a community engagement classification service for US institutions, to describe community:

“The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum and teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

#### SFU’s Community Engagement Strategy

SFU’s [Community Engagement Strategy](#) stems from the University’s Vision/Mission to be an engaged university. Goals, strategies, and community commitments are as follows:

**Goal: To be Canada’s most community-engaged research university.**

**Strategy: Integration**

*SFU will expand and deepen community partnerships and connections. Community connections are an integral part of the academic mission, creating opportunities for practical and experiential learning, informing and inspiring research, and contributing to the University’s overall relevance and success.*

**Strategy: Reach and Relationships**

*Sustained by a foundation of respectful and mutually beneficial community relationships, SFU will maximize institutional capacities and campuses to enhance the societal, economic, environmental, and cultural well-being of communities, both locally and globally.*

**Strategy: Lifelong Learning**

*SFU will meet the lifelong learning needs of students, alumni, and the community, and will respond with innovative programs and learning opportunities for academic, personal, and professional development.*

**Strategy: BC’s Public Square**

*SFU will be BC’s public square for enlightenment and dialogue on key public issues, and will be known as the institution to which the community looks for education, discussion, and solutions.*

SFU is continuously working to advance its Community Engagement Strategy. Through broad consultations, and an ongoing planning process, the University is soliciting advice on current Strategy commitments, the current definition of “Community Engagement,” the successes and challenges associated with the goal to be Canada’s most community-engaged research university, and on methods to improve and support key community engagement initiatives.

### 5.3.2. Community-Engaged

SFU is committed to the co-creation of knowledge, lifelong learning, and knowledge translation and is represented in many community/university partnership networks. Select examples include the Centre for Community-Based Research, Community-Based Research Canada, the Canadian Alliance for Community Service Learning, BC’s Community-Engaged Learning Network, Ashoka, and the Talloires Network, an international association of institutions dedicated to strengthening the civic roles and social responsibilities of higher education.

In May 2017, SFU was the host of C2U Expo, Canada’s immersive, dialogue-centred conference that explores the role of community-campus partnerships in addressing social, health, environmental, and community issues. Over 500 people attended from community, academia, government, and industry across North America and beyond.

## Community Engagement Initiative

SFU's Community Engagement Initiative was created to enhance community-engaged scholarship across all Faculties. From 2013-2016, the University funded 81 projects, with all Faculties represented in each year. Projects that resulted in new or substantially strengthened community partnerships and which provided robust experiential learning and/or community-based research opportunities were favoured. Aggregate funding across the four years was approximately \$500,000.

## Community-Based Research

SFU's Vice-President, Research sponsored a Community-Engaged Research Advisory Committee to create an inventory of current and notable historic community-based research (CBR) projects across the University, to review best practices in CBR (rigour, excellence, impact metrics, etc.), to create a celebration of CBR at SFU, and to develop recommendations to advance CBR at SFU, linking best practices with the University's current strengths and its vision as the engaged university. The Committee's 2016 findings yielded a working definition of CBR at SFU, a summary of the benefits and challenges associated with conducting CBR, recommendations for supporting CBR at SFU, and a summary of approximately 100 CBR initiatives in progress, including a subset of 30 exemplary project vignettes. Future steps include the review and implementation of the CBR action plan (which includes training people on how to conduct CBR), raising the profile of CBR through communications, recognizing how to value and evaluate CBR, allocating resources to support CBR, and streamlining administrative processes to improve sustainability of CBR.

## Faculty, Department, and Centre Highlights

Since its inception in 1965, SFU's history has become increasingly rich with genuine, grass-roots community connections, both through place-based hubs located within the communities the University serves, and through the growing relationships among professors, researchers, and residents of the region. SFU Faculties, departments, and centres are engaged with communities through services and outreach initiatives; community-focused research centres, clusters, and institutes; leadership and community sustainability initiatives; arts, education, and cultural centres; Indigenous engagement initiatives; alumni and partner initiatives; innovation and entrepreneurship summits; and countless activities, events, exhibitions, speaker series, cafés, lectures, certificates, and lifelong learning programs.

A list of select community partnership highlights is included below:

- Aboriginal Speaker Series (Office for Aboriginal Peoples)
- Bah Humbug! (Woodward's Cultural Programs)
- Bill Reid Centre for Northwest Coast Art Studies (Arts and Social Sciences)
- Building Local Living Economies: New Models for Urban and Rural Economic Renewal (Environment)
- Café Scientifique (Science)
- Canada 150 Speaker Series (Arts and Social Sciences)
- Centre d'études francophones Québec-Pacifique (Arts and Social Sciences)

- Centre for Comparative Study of Muslim Societies and Cultures (Arts and Social Sciences)
- Centre for Education, Law, and Society (Education)
- Centre for Forensic Research (Environment)
- Centre for Policy Studies on Culture and Communities (Communication, Art and Technology)
- Centre for Research on Early Child and Health Education (Education)
- Centre for Research on Restorative Justice (Arts and Social Sciences)
- Centre for Research on Sexual Violence (Arts and Social Sciences)
- Centre for Scottish Studies (Arts and Social Sciences)
- Chronic Pain Research Institute (Communication, Art and Technology)
- City Program Lecture Series (Lifelong Learning)
- Co-operative Resource Management Institute (Environment)
- Digital Humanities Café (SFU Library)
- Embedding Project (embedding sustainability) (Beedie School of Business)
- First Nations Language Centre (Arts and Social Sciences)
- Friends of Simon Tutoring program (Education)
- Gerontology Research Centre (Arts and Social Sciences)
- Globally Responsible Leadership Initiative (Beedie School of Business)
- Hakai Network for Coastal People, Ecosystems, and Management (Environment)
- Health Care Systems (Health Sciences)
- Hile'kw Welcome Event (Communication, Art and Technology)
- Hopeful Economics Leadership and Innovation Summit (Environment)
- India Advisory Council
- India Strategy
- Indigenous Research Institute (Office for Aboriginal Peoples)
- Institute for the Humanities (Arts and Social Sciences)
- Institute for the Reduction of Youth Violence (Arts and Social Sciences)
- INTERACT: INTERventions, Research, and Action in Cities Team (Health Sciences)
- Interaction Design Research Centre (Communication, Art and Technology)
- International Centre of Art for Social Change (Education)
- K-12 Outreach programs (Applied Sciences and Science)
- Mental Health and Addictions (Health Sciences)
- Multimodal Opportunities, Diversity, and Artistic Learning (Education)
- Museum of Archaeology and Ethnology (Environment)
- Philosophers' Café (Lifelong Learning)
- Population and Public Health (Health Sciences)
- Science in Action (Science)
- Science Rendezvous and International Astronomy Day (Science)
- SFU Campus Sustainability Team (Environment)

- SFU President’s Dream Colloquium (President’s Office)
- SFU President’s Faculty Lecture Series (President’s Office)
- Social and Health Policy Sciences (Health Sciences)
- Social Attention Research Group (Education)
- Social Inequities and Health (Health Sciences)
- Special Collections Readings (SFU Library)

### 5.3.3. Place-Based Initiatives

#### Burnaby

As one of Burnaby’s major employers, SFU has been an active institutional citizen of Burnaby since its creation in 1965. UniverCity urban village, SFU’s residential development, is further strengthening the University’s ongoing relationship with its municipal partner and neighbour. Planned to create a more “complete community” on Burnaby Mountain, UniverCity has won several awards for sustainable planning and development. The main commercial district on University High Street houses restaurants, stores, and a 1,850-square-metre Nester’s Market. University Highlands Elementary opened on September 1, 2010 and several new residential developments are currently in progress. At full build-out, UniverCity is anticipated to house up to 10,000 residents. The University and the City of Burnaby collaborate in various community and research ventures, and ongoing communication is facilitated through the SFU-Burnaby Liaison Committee.

A strong relationship between SFU and the Burnaby Board of Trade features a shared purpose to develop strong networks within Burnaby to represent the interests of the Burnaby business community. Areas of collaboration include social development, government relations, environmental sustainability, women’s business success, young professionals, and economic development and the Pacific Gateway.

Community partnership highlights include:

**The Bill Reid Centre** seeks to encourage community and academic conversations regarding the visual culture of Northwest Coast First Nations and promote public understanding and respect for the First Nations of the Northwest Coast past and present. The Centre documents, through photographs, drawings, and various other media, the depth and richness of Northwest Coast culture in the hundreds of communities in which it was recorded in the past and where it continues to thrive today.

**The Burnaby Festival of Learning** is co-presented by Simon Fraser University and the City of Burnaby, with participation from School District #41. The Festival is a week-long celebration of learning with free events that inform, engage, and spark creative conversations between diverse audiences. It showcases performances, lectures, discussions, debates, and book launches and joins the University’s strong history of research and dialogue with the City’s diversity in community programming.

**SFU Recreation Camps** are offered to community members of all ages. The camps encourage learning and skill development through physical activity, educational programming, and creative activities in an inclusive and positive environment. In 2016-17, nearly 7,000 people participated in aquatics, computing, language, leadership, media arts, science, outdoor recreation, and sports camps, providing SFU students with leadership opportunities in a range of activities.

**Trottier Observatory and Science Courtyard** is an integral part of the Trottier Studio for Innovative Science Education. Both facilities are uniquely dedicated to bringing science education and astronomy to children, youth, and the public. Nestled within the heart of the Burnaby campus, the Trottier Observatory is the flagship facility in the Faculty of Science's myriad outreach programs, including the Starry Nights program, which has brought thousands of star-gazers to campus to scan the night skies and learn about astronomy.

## Vancouver

In the past 28 years, SFU's Vancouver campus has grown from a small storefront, continuing studies operation to a broad-based, urban university campus. Undergraduate and graduate students join thousands of working professionals enrolled in diploma programs, hundreds of seniors attending lectures, and approximately 40,000 citizens and conference attendees engaged in events annually at one of the downtown campus sites.

The campus includes the original Harbour Centre facility, the Morris J. Wosk Centre for Dialogue, the Segal Graduate School of Business, the Goldcorp Centre for the Arts (GCA), the Bill Reid Gallery, the performance and study complex and visual arts studio space at 611 Alexander, SFU Venture Labs, and the Innovation and Residence Centre at 300 West Hastings. GCA contains six public performance venues, offering cultural, community, and artistic programming within the innovative, mixed-use re-development of the historic Woodward's district. Festivals include Indian Summer, PuSh International Performing Arts Festival, and the Vancouver International Film Festival.

SFU's Vancouver campus represents the hub of the downtown educational precinct, with each site engaged with the downtown community in multiple ways: engaging in ground-breaking research in environmental health and addiction issues; providing community access and programming in the Downtown Eastside; supporting social innovation and technology startups; offering free public lectures, seminars, and dialogues on key urban issues; engaging with business and government representatives to enhance the downtown experience; and providing students with state-of-the-art learning environments.

Community-University partnership highlights include:

**CityStudio** is an innovation hub where City of Vancouver staff, students, and community co-create experimental projects to make Vancouver more sustainable, livable, and joyful. In the past four years, CityStudio has engaged 127 students in the Studio program, 1,878 students in the Partner Course Network, 75 faculty across six campuses (SFU, UBC, Emily Carr University of Art and Design, British Columbia Institute of Technology, Langara College, and Vancouver Community College), 40 City staff, and over 100 guests in dialogue and consultation.

**Philosophers' Café** is a series of informal public discussions that take place in the heart of the local communities. Since 1998, this award-winning program has engaged the interests of scholars, seniors, students, philosophers, and non-philosophers through stimulating dialogue and the passionate exchange of ideas. All cafés are free to attend and no registration is required. The Café's motto is: Think the unthinkable, imagine the impossible, discuss the improbable.

**RADIUS** (RADical Ideas, Useful to Society) is a social innovation lab and venture incubator consisting of three components:

- With people as its starting point, RADIUS Edu is re-imagining how to support the learning journeys of emerging changemakers.
- Systems-focused, RADIUS Lab works with community partners to understand problems and design, test, and launch interventions.
- Built to amplify promising solutions, RADIUS Ventures partners with impact ventures to get them market-, growth-, and investor-ready.

**SFU Morris J. Wosk Centre for Dialogue** fosters understanding and positive action by creating an environment conducive to shared understanding and dialogue. Dialogue Fellows lead initiatives that address issues of fundamental significance to communities through four programming streams: Civic Engage, Climate Solutions, Inter-Cultural Dialogue, and Peace and Security. Ground-breaking programs include Carbon Talks, Renewable Cities, and others.

**SFU Galleries** are dynamic centres for the presentation and interrogation of art practices and ideas, stewarding holdings of over 5,500 significant regional and national art works from both the 20<sup>th</sup> and 21<sup>st</sup> centuries. SFU Galleries encourage conceptual and experimental programs that explore ways in which contemporary art is socially and politically engaged. Programming includes exhibitions, publications, symposia, conversations, screenings, performances, and other events, with all galleries free of charge.

**SFU Public Square** is SFU's go-to convener of serious and productive conversations about issues of public concern. Key initiatives include an annual week-long community summit that focuses on a local or international issue of public concern.

**SFU Semester in Dialogue** is a one-semester, full-time program designed to inspire students with a sense of civic responsibility and encourage their passion for improving society. Each semester the program offers an original, interdisciplinary experience that bridges the classroom with the community and creates space for students to reflect on what they are doing and why it matters.

**SFU Vancity Office of Community Engagement (VOCE)** supports creative engagement, knowledge mobilization, and public programming in the areas of arts and culture, social and environmental justice, and urban issues, through public talks, dialogues, workshops, screenings, performances, and community partnerships. In 2017, VOCE hosted 8,000 people through their public events. Approximately 100 of these events were hosted at SFU, with an additional 100 in the community.

**SFU Woodward’s Cultural Programs (WCU)** promotes creativity and leading practices in contemporary arts as well as public community discourse. WCU engages the immediate inner-city community through unique cultural, employment, and public initiatives.

## Surrey

Established in 2002, SFU’s Surrey campus is a 105,000-square-metre architectural masterpiece located at Central City. The building, designed by acclaimed architect Bing Thom, has won numerous national and international awards.

In November 2016, the federal and provincial governments announced \$90 million in funding to support the construction of a five-storey, 15,000-square-metre Sustainable Energy and Environmental Engineering building to expand SFU’s Surrey campus. This building will house a new Sustainable Energy Engineering program to support the clean tech and sustainable energy sector.

Located in one of Canada’s largest and fastest growing cities, SFU Surrey is uniquely situated in the middle of BC’s next great metropolitan core where Surrey’s City Centre is undergoing a complete revitalization. City Centre, which currently includes a flagship library, a community plaza, a large-scale urban park, recreational facilities, and outstanding SkyTrain and transit access, will be further bolstered by the additions of a premium hotel and residence as well as multiple new commercial and residential developments.

Situated in the heart of the Surrey community, SFU’s community partnerships run deep. They include:

- The support and leadership of the long-established SFU Surrey Community Advisory Committee.
- Work on various committees and panels in the region, including Surrey’s Local Immigration Partnership, Poverty Reduction Coalition Committee, and Cultural Diversity Advisory Committee.
- Promotion and engagement in business and innovation initiatives with partners such as the Surrey Board of Trade (SBoT), the Downtown Surrey Business Improvement Association, and the City of Surrey’s Economic Development Office, which features initiatives such as Cleantech Expo, Social Innovation Summit, and SBoT’s Top 25 Under 25.
- The activation of numerous community events such as the City of Surrey’s Party for the Planet, Fusion Festival, Vaisakhi Parade, SFU’s Diwali Gala, and the SFU President’s Gala.

Community-University partnership highlights include the following:

**Innovation Boulevard** focuses on the commercialization of health technologies through collaborations with industry, academia, and innovators in Central City, Surrey. In April 2017, the BC Innovation Council announced Innovation Boulevard as Western Canada’s first HealthTech accelerator. Focusing exclusively on the commercialization of medical technology (medical devices, software, processes, etc.), the goal of the accelerator is to enable technology developers at various stages through Entrepreneurs/Executives in residence (EIRs),

collaboration, and support. Innovation Boulevard was founded by SFU, Fraser Health, and the City of Surrey.

**SFU Surrey – Central City Student Community Engagement Competition** is a community-sponsored competition that encourages students to develop and pitch ideas designed to strengthen community resiliency. Over the first four years, \$31,000 has been contributed to support the implementation of ten student projects in the Surrey City Centre and Burnaby Town Centre regions. Surrey Collaborative Outreach and Research Experience (SCORE), which aims to provide anyone at the high school, undergraduate, or graduate levels with opportunities for exposure to hands-on research experience in medical technologies and scientific training through mentorship by researchers, business leaders, and community thought leaders, was the winner in the inaugural year of the competition and has since been recognized internationally by winning the 2016 Gold Global Best Award in the category of Science, Technology, Engineering, and Mathematics for North America.

**SFU Surrey – TD Community Engagement Centre** fosters connections between SFU and the growing South Fraser Region through programming at the Surrey City Centre Library, at SFU's Surrey campus, and in various South Fraser communities to improve the educational, social, economic, environmental, cultural, and physical health of residents. In 2017, community partners and SFU students, faculty, and staff offered approximately 30 programs to 2,000 community members, and the SFU Surrey – TD Community Engagement Centre was recognized with a Global Best Award for building learning communities.

**SFU Coast Capital Savings Venture Connection** (VC) provides support for students to explore entrepreneurship and business development services for emerging ventures from initial idea through to business validation. This is accomplished through delivery of an early-stage business incubator, mentorship, co-op terms, competitions, networking opportunities, workshops, and seminars. Since 2008, VC has engaged over 4,000 participants, benefited from the support of over 150 volunteers, and provided mentorship to over 200 student teams and business development services to over 120 early-stage startups.

#### 5.3.4. Alumni

[SFU alumni](#) are reaching positions of influence and making vital contributions to the world, and they are the largest, fastest growing, and potentially most influential stakeholder group. With over 150,000 alumni in more than 130 countries, this group of people serves as the University's greatest global ambassadors, building SFU's reputation through their accomplishments and expanding the University's reach through their connections. Alumni also support the University and its students in multiple capacities, including recommending SFU to prospective students, employing SFU co-operative education students, hiring SFU graduates, and contributing toward scholarships and bursaries that support the next generation of alumni. Alumni are both the best indication of what SFU has been in the past and the best indicator of what SFU can be in the future.

## 5.4. LEVERAGING INSTITUTIONAL STRENGTH

SFU relies on the strength and flexibility of its infrastructure. From faculty and staff, to IT support, to building maintenance, and many other support units and services, SFU subscribes to the maintenance of a healthy and strong institutional infrastructure to fulfill its Vision/Mission.

### 5.4.1. Faculty and Staff

All SFU employees belong to one of seven employee groups, five of which participate in collective bargaining. Bargaining groups include:

- The Faculty Association (SFUFA)
- The Teaching and Support Staff Union (TSSU)
- The Administrative and Professional Staff Association (APSA)
- The Canadian Union of Public Employees (CUPE Local 3338)
- Poly Party – which collectively bargains on behalf of tradespeople belonging to several unions with small numbers at SFU

A small group of “excluded” staff (the sixth group) does not bargain individually or as a group; their salaries tend to be based on settlements negotiated with APSA. The senior administrative staff, including the President, Vice-Presidents, Associate Vice-Presidents, and Deans, comprise the seventh group.

In 2016, the Faculty Association was certified as a union and negotiated its first contract as a union with the University. Negotiations will be taking place to renew this contract when it expires in June 2019.



#### 5.4.1.1. SFU as an Employer

In February 2018, for the 11th consecutive year, SFU was chosen as one of Canada's top 100 employers and one of the most family-friendly workplaces by [Mediacorp Canada](#), the country's leading employment periodicals publisher. Mediacorp evaluates employers using eight criteria:

- Physical workspace
- Work atmosphere and communications
- Financial benefits and compensation
- Health and family-friendly benefits
- Vacation and personal time-off
- Employee engagement and performance
- Training and skills development
- Community involvement

SFU scored consistently high in all eight categories. The employee benefits that scored particularly high included the following:

- SFU provides generous maternity and parental leave top-up payments for employees who are new mothers, fathers, or adoptive parents (to 100% of salary for 35 weeks) and manages onsite daycare facilities that new parents may take advantage of upon their return.
- On campus, Simon Fraser University employees enjoy a variety of onsite amenities, including an employee lounge and free access to the University's various fitness facilities, which include state-of-the-art exercise equipment, a climbing wall, squash and tennis courts, a swimming pool, and 4 multi-purpose sports fields.
- Simon Fraser University helps employees plan securely for the future with contributions to a defined benefit pension plan and health benefits that extend to retirees (with no age limit). Additionally, the University offers retirement planning assistance and phased-in work options to help employees transition.

#### 5.4.1.2. Faculty Recruitment and Retention

SFU places a priority on attracting and retaining highly qualified and productive faculty. Over the past five years, approximately 1% of faculty per year (on average) have chosen to leave the University for reasons other than retirement. Retirement rates have remained lower than expected due to the elimination of mandatory retirement and uncertain economic conditions.

Faculty renewal at SFU is continuing in 2018-19 with all Faculties undertaking searches. The annual [Faculty Renewal Plan](#), produced by the Vice-President, Academic, outlines the current status of the faculty complement and proposed activities regarding faculty recruitment and retention.

SFU is recruiting more female academics, with the proportion of females in the faculty complement as of January 2018 standing at 37.1%.

## 5.4.2. Finance

### 5.4.2.1. Budgets

#### **Government Funding**

SFU's provincial operating grant for 2017-18 was \$225.0 million, up \$5.6 million from the previous year's \$219.4 million. Government of Canada operating grants for 2017-18 were \$8.9 million, up approximately 4% from the previous year's \$8.6 million.

SFU has been working proactively and collaboratively with the province on the deferred maintenance issue, which extends, to a large degree, to all post-secondary institutions in BC. Prior to 2015-16, SFU had received annual maintenance and rehabilitation funding in the range of \$2-3 million per year from the province's Routine Capital program. In 2015-16, funding rose significantly to \$12.9 million, and further increased to \$18.7 million in 2016-17 and \$23.1 million in 2017-18. In addition, for 2017-18, \$18.5 million of operating funding was transferred to fund the University's capital projects. Classroom upgrades, washroom overhauls, study space enhancements, and general building updates have all been accelerated with the additional funding. This partnered approach to bridging a funding need and addressing crucial infrastructure renewal has had a significant and positive impact on the Burnaby campus and resulted in a much improved student experience.

#### **Tuition and Student Fees**

Tuition and student fees are also a major source of operating income and have increased to \$261.4 million for 2017-18, exceeding provincial operating grant funding. The increase is due primarily to a 2% across-the-board tuition fee increase.

In some Faculties, the University has implemented differentiated tuition fees to reflect the higher cost of delivering specialty and professional programs. Since 2005, provincial government policy has limited tuition fee increases to 2% annually. This remained in effect for 2017-18, but is not applicable to international students.

## Other Revenues

Other revenues have increased slightly as tuition and fees from international students have had a positive impact on the royalty payments received from Fraser International College (FIC). Revenues generated from Ancillary Services are expected to cover all related expenses and debt service payments, as well as provide reinvestment to ensure long-term sustainability.

## Expenses

Salaries and benefits comprise most of the University's operating expenses. With approximately 2,800 continuing employees, as well as part-time and temporary faculty and staff, salary and benefit costs comprised 63% of total operating expenses for 2017-18. Salary and benefit cost increases associated with progression through the ranks and step increases are not funded by the government. However, general wage increases have been government-funded.

## University Priorities

The Strategic Initiatives program was established in 2016-17 to identify and support university-wide strategic investments that align with institutional priorities, advance SFU's engaged university vision and goals, differentiate SFU, and establish SFU as a leader. Since inception, four initiatives have been awarded funding and a fifth is being planned. The Strategic Initiatives program has assisted SFU in focusing spending on major initiatives to maximize the positive impact on the University and its global reputation. A total funding amount of \$8.9 million has been budgeted for 2018-19 for the program.

### 5.4.2.2. Investments

SFU's endowment fund, driven by a strong year of donations and investment earnings, ended 2017-18 with a market value of \$472.8 million. The endowment fund consists of over 900 individual endowments that provided \$17.7 million of support in 2017-18 for academic programs, professorships, student financial aid, athletics, library materials, and research.

In 2014-15, SFU adopted a Responsible Investment Policy and became a signatory to the United Nations Principles for Responsible Investment (UNPRI). The policy provides for governance of SFU's investment strategy consistent with the UNPRI and the University's investment objectives, with greater emphasis on environmental, social, and governance (ESG) factors in investment decisions. The University continues to review its portfolio and the portfolio management team to ensure compliance with the UNPRI and to identify ways to further enhance its sustainable investment position.

Major steps forward in 2017-18 included meeting the 30% carbon footprint reduction target of the public equity portion of the University's investment portfolio (as measured by MSCI ESG Research Inc. ahead of the 2030 target), developing strategies to further reduce the University's carbon footprint, and completing the UNPRI Annual Report filing. The 2017 UNPRI Assessment Report shows that SFU scored well against its peer group and made improvements from the previous year. As of March 31, 2018, the investment assets managed by fund managers who are UNPRI signatories totaled 94%.

### 5.4.2.3. Capital and Infrastructure

The University's capital strategy is based on four strategic initiatives that will help SFU meet its goals by fostering supportive campus environments for students, research, and the community:

1. Surrey Campus Expansion
2. Burnaby Campus Renewal
3. Community Engagement
4. Sustainability and Climate Action

Aging campus facilities are experiencing ever-increasing issues related to health and safety deficiencies, lack of functionality, and unreliable and inefficient building systems. In total, over half of the capital projects described in SFU's current Five-Year Capital Plan are targeted to renew or replace existing facilities and infrastructure.

However, the University continues to leverage creative ways to mitigate the impact of its aging infrastructure. The Deferred Maintenance Advance Initiative, approved in 2014-15, continues to support deferred maintenance requirements. This initiative provides a \$30 million internal line of credit to address building upgrades. The University has also committed \$10 million to address deferred maintenance issues in the facilities adjacent to the proposed stadium project. When available, SFU leverages contingency, budget surpluses, and carry-forward funds, as well as its Routine Capital allocation to make inroads into the University's substantial renewal requirements.

Major capital initiatives are currently either underway or in the planning stage. These initiatives include renewal and expansion of SFU's student housing facilities. The University's Residence and Housing Master Plan is a long-term strategy for the development of student communities that support learning and create healthy campus communities. Implementation of the Plan will add 1,826 new beds over five phases of development, bringing the total capacity of the housing system on SFU's Burnaby campus to 3,380 beds or approximately 10% of full-time students. When all phases are complete, the project will have effectively doubled the capacity of student housing at SFU. Phase 1 will provide 482 beds for first-year students at the University's Burnaby campus and is scheduled to open in September 2020.

Other major capital initiatives currently underway or in the planning stage include:

- A new Sustainable Energy and Environmental Engineering building (funded by the province of BC, the government of Canada, and SFU).
- A new student union building (funded by the student society).
- A new stadium and athletics infrastructure upgrade (funded jointly by the student society and SFU).
- A new bio-mass fuelled central energy plan (in partnership with SFU, UniverCity, and a private operator).

[SFU's 2018-2023 Five-Year Capital Plan](#) includes a detailed synopsis of priority, renewal/replacement, student housing, and self-funded projects.

#### 5.4.2.4. Financial Statements

The most recent Audited Financial Statements are available at:

<http://www.sfu.ca/finance/publications.html>.

#### 5.4.3. Information Technology

##### **One Information System**

The future of Information Technology at SFU requires unification of the vast and diverse array of people, processes, data, and technologies into a seamless system. Information Technology (IT) Services is referring to this vision for all Information Systems (I.S.) as “One I.S.,” meaning all systems, and staff who support them, should work together seamlessly.

Creating “One I.S.” requires integration of the University’s core administrative systems, development of a single integrated teaching and learning ecosystem, and implementation of a unified research computing environment.

Integrating SFU’s administrative systems requires the development of interfaces linking the University’s independent PeopleSoft system silos and the tools to ensure that everything works together as a single system. It means creating a shared database to ensure the University makes decisions based on a single source of the data truth.

IT Services will integrate the University’s various teaching and learning tools onto tightly integrated, consistent platforms. By using a consistent information system architecture, IT Services will provide the best support possible to the University’s teaching and learning mission.

Improving service to SFU researchers starts with unifying the research-computing environment into an understandable collection of services that are consistent, easy to find, and well supported. The University’s strategic emphasis on being the preeminent leader in Canadian research computing demands exceptional effort and support from IT Services.

Achieving this vision requires collaboration across all information systems providers throughout the University. This vision of unified information systems also demands significant internal improvements within the IT Services organization.

#### 5.4.4. Library Services

The [SFU Library](#) offers programs and services that go far beyond its traditional print collection of over three million volumes and 3,500 print journal subscriptions, to include 71,000 e-journals, and more than 10 million digital volumes in total. The Special Collections division develops and manages extensive holdings of rare books, manuscripts, archival collections, visual material, and oral histories, with a current collecting emphasis on content reflecting the literary, political, and cultural history of BC. The Student Learning Commons offers student learning and writing support to all students, including those needing help with academic English and those whose academic careers are at risk. The Research Commons provides a range of services to graduate students, such as intensive thesis writing workshops, advanced training and support for research software, and graduate-level writing support.

The Library's facilities on all three SFU campuses provide access to collections, in-person research assistance, equipment loans, and study space. Research assistance and information services are also offered through many virtual channels for the convenience of researchers via telephone, email, chat and text messaging, and twitter. The BC Electronic Library Network is hosted by the SFU Library, a synergistic relationship that has fostered online support, resource sharing, and electronic journal licensing for all BC post-secondary libraries. The Electronic Health Library of BC, which supports online information service to health services educational, training, and practitioner organizations, is also hosted by the SFU Library. An active collaborator with other research libraries, SFU is a member of the Canadian Association of Research Libraries and, in 2017, was invited to join the prestigious Association of Research Libraries following a rigorous application and vetting process.

The SFU Library is a leader in digitization and software development projects in Canada, providing access to over two million pages through local digitization projects, including [www.komagatamarujourney.ca](http://www.komagatamarujourney.ca) and many others. The SFU Library also makes all SFU theses and dissertations freely available online via Summit, the SFU Research Repository, which also houses academic papers, video, audio, and other scholarly output from the University community. In addition, the Library is the primary development site for open-source software from the Public Knowledge Project (PKP). The PKP software suite includes the Open Journal System (OJS), now the most widely used open-source software in the world for production of scholarly journals, used by more than 10,000 active publications globally. The Library's research data repository platform, Radar, provides a long-term digital preservation solution for research data in a variety of formats. The Library is also collaborating closely with SFU researchers on innovative Digital Humanities projects, creating scholarly digital editions, data visualization and modelling, and other new forms of digital scholarship. The Digital Humanities Innovation Lab is a partnership among the Library, SFU's Big Data Initiative, and Digital Humanities scholars from around the University.

Finally, the SFU Library is active in community engagement projects. The Community Scholar program extends access to published scholarly research to 500 individuals working in not-for-profit and charitable organizations in BC, and provides research training and support through librarian-led workshops, online courses, and in-person meetings. This access helps those working in BC's community-based organizations gain access to paywalled academic research as an input into programming, grant applications, and practice.

### 5.4.5. Sustainability at SFU

Sustainability is a core principle in SFU’s Vision/Mission and a thread that connects all of the University’s work in research, academics, and operations. In 2017, SFU launched the University’s [20-Year Sustainability Vision and Goals](#), which outlines specific targets toward which all vice-presidential portfolios work and provides the foundation for the University’s next Five-Year Sustainability Strategic Plan (2018-2022).

SFU’s 20-Year Sustainability Vision:

- SFU has embraced sustainability as a core value.
- SFU is globally recognized as a leading post-secondary institution for sustainability.
- SFU graduates and community members are sustainability literate.
- SFU is a safe, inclusive, diverse, equitable, and healthy campus community.
- SFU is a true part of the communities in which it is located.
- SFU’s academic programs, research, and operations recognize the bounds of our planet.

### 5.4.6. Programming for the Future

#### 5.4.6.1. Student-Focused Programming

SFU’s strategic planning processes will continue to address the current post-secondary demographic challenges in BC through new and responsive programming, expanded infrastructure, new revenue sources, and continued recruitment and retention of the best faculty, staff, and students.

In the face of heightened pressure for universities to prepare students in all programs, SFU is working to ensure that its curriculum provides the knowledge and skills that students need to engage successfully as citizens in a global, knowledge-driven economy. Students should leave SFU with the ability to think creatively, imaginatively, and constructively. They should be able to engage in dialogue and discussion, reflect on the ideas of others, and communicate their thoughts effectively using good judgment and sound argument. SFU graduates should be technologically sophisticated and able to use and adapt to emerging technologies while also evaluating the impact of those technologies on their lives and the world. SFU’s curriculum and internationalization strategies should provide graduates with an understanding of other cultures and an appreciation for the value, inevitability, and complexity of interacting in a globalized environment. Students should also have acquired the ability to identify and evaluate information resources. Their SFU experience will nurture the qualities and virtues imperative for a democratic society: compassion, empathy, ethical and moral values, and tolerance.

SFU NOW (Nights or Weekends) reflects SFU’s response to the increased need for more part-time credit studies for older working adults. Within BC, there are only a few competing, part-time degree studies programs for a learner seeking face-to-face experiences, and there is little emphasis on non-cohort-based, part-time degree studies for working adults. Since it began, SFU NOW (Nights or Weekends) has

demonstrated steady growth, providing undergraduate education specifically for the working adult student who cannot attend classes during the day. All SFU NOW classes are scheduled on weekday evenings and weekends. This program allows students to earn a full Bachelor of Arts degree or take arts courses toward another degree program.

SFU continues to expand its close working and collaborative relationships with other BC post-secondary institutions and with local school districts. A number of memoranda of understanding have been signed and subsequent partnering initiatives have been operationalized, creating opportunities that support the smooth flow of students in specific disciplines between the collaborating institutions, either through dedicated pathways or through joint programming. These and other related agreements allow for such initiatives as inter-institution program laddering and concurrent registrations, allowing for a more effective use of teaching infrastructure, and benefitting both students and the entire BC post-secondary system. Agreements with local school districts offer dual-credit opportunities for secondary students, providing advanced educational experiences at SFU that grant both high school and university credit that students can use to further their education opportunities.

#### 5.4.6.2. Planned Growth in the South Fraser Region

Surrey is one of the fastest growing cities in Canada. Through its commitment to the expansion and growth of its Surrey campus, SFU is striving to fill the demand for access to higher education in the South Fraser Region of BC.

SFU Surrey is the only research university in the South Fraser Region. It has launched over 30 academic programs, and it exceeded the Ministry's first-phase target of 2,500 FTEs by more than 550 FTEs. Over 7,900 undergraduate and graduate domestic students enrolled in at least one course at the Surrey campus in 2017-18. This does not include over 1,500 registrants in over 100 Lifelong Learning programs and courses over the same period.

#### **Surrey Expansion**

SFU is moving forward with the expansion of its Surrey campus. In November 2016, the provincial and federal governments announced a commitment of \$90 million for a new \$126 million, five-storey, 16,000-square-metre building that will house a new Sustainable Energy Engineering program.

This is the first of a three-phase academic expansion plan for SFU Surrey. Further programs in health systems innovation and creative technologies will follow as provincial funding becomes available.

The building represents the first major step in expanding the Surrey campus beyond its current home in the Central City complex. Embedded in Surrey's emerging City Centre, it will strengthen SFU's mission to be Canada's engaged university.

## 6. MAJOR STRATEGIC RISKS



### 6.1. RISK MANAGEMENT

SFU operates in an increasingly complex environment and must assume certain risks to meet its objectives and realize its Vision/Mission. To successfully manage strategic risks, the University has implemented a framework for risk identification, measurement, and monitoring, and the most significant risks are reported every November to the Audit, Risk and Compliance Committee of the Board of Governors. SFU faces four key strategic risks and is taking steps to mitigate these, as discussed below.

#### 6.1.1. Deferred Maintenance

Aging infrastructure on SFU's Burnaby campus continues to hamper the University's ability to execute its core mission of student, research, and community engagement. According to the Facilities Condition Index (FCI), 51% of Burnaby campus academic buildings are in "poor" condition. This is in addition to the deferred maintenance needs of residences, other ancillary buildings, roads, utilities, and campus infrastructure. The University's Five-Year Capital Plan guides decision making related to the construction and renewal of campus facilities. Over half of the capital projects described in the most recent Capital Plan are to renew or replace existing facilities and infrastructure.

On a positive note, in partnership with the province, the University has started to address its deferred maintenance needs. Prior to 2015-16, SFU had received annual maintenance and rehabilitation funding in the range of \$2-3 million per year from the province's Routine Capital program. In 2015-16, funding rose significantly to \$12.9 million, and further increased to \$18.7 million in 2016-17 and \$23.1 million in 2017-18. In addition, for 2017-18, \$18.5 million of operating funding was transferred to fund the University's capital projects. Classroom upgrades, washroom overhauls, study space enhancements, and general building updates have all been accelerated with the additional funding.

Even with this progress, the maintenance backlog remains, and the University is challenged in funding these projects from internal sources. This places significant financial pressure on core programs and diverts scarce resources from important academic endeavours.

### 6.1.2. Recovery from Critical Incident or Large-Scale Emergency

SFU is subject to events outside the University's control, including natural disasters and man-made incidents, which could disrupt the University with effects that are beyond transitory. The University is committed to ongoing emergency and disaster planning to reduce the risk of negative impacts on the health, safety, and welfare of the SFU community.

As part of the University's approach to risk management in general and emergency/catastrophic event recovery more specifically, SFU has prioritized development of a university-wide Business Continuity Plan. The University's Comprehensive Emergency Plan (CEMP), as part of the Business Continuity Plan, outlines the high-level structure and approach to emergency management and recovery across all SFU campuses. The CEMP includes event-specific plans, including an Active Threat Plan, a Severe Weather Plan, and a Mass Evacuation and Shelter in Place Plan. A comprehensive three-year cycle of exercises and drills, such as building-specific fire evacuation drills, SFU-wide earthquake drills, and active threat lockdown drills, is included in the CEMP.

The University has recently developed a model for departmental business continuity plans that meets the unique and specific needs of each service unit and academic department. Overarching these departmental plans will be a higher-level strategic plan for the larger enterprise. The departmental plans will identify:

- Critical functions for each department and time sensitivity for continuing those prioritized functions.
- Space requirements.
- Interdependencies with other departments such as IT Services.
- Key emergency contacts.
- Resources required to continue critical functions.
- Plans for resumption of limited and then full operations.

As part of the larger SFU Business Continuity Plan, the University has developed robust operational continuity practices and put them in place for data protection, backup, and recovery.

### 6.1.3. Recruitment and Retention of Skilled Faculty and Staff

SFU is highly dependent on the skill of its people to deliver on its academic goals and to run its administration efficiently and effectively. There are a number of factors that are eroding the ability of the University to attract and keep high-performing faculty and staff.

Compensation packages that the University offers its employees play a key role in SFU's ability to recruit and retain top talent. In recent years, the University has found it increasingly difficult to consistently offer salaries and benefits that compete with the market. The high costs associated with living in the Greater Vancouver Region (particularly housing) and the increasing global competition for skilled employees are also negative recruitment factors.

SFU has taken proactive steps to address the recruitment challenge. The Faculty Renewal Plan strives to maintain the appropriate balance of high-performing teaching and research faculty members. There is also a market differential fund, a retention fund, and a comprehensive benefits package in place to provide financial incentives for faculty to continue on as part of the University. Also, changes to the salary scales in the first round of collective bargaining have gone some way to addressing the salary pressures faced in recruitment. For senior administrative staff, along with a comprehensive benefits package, local rental housing and mortgage subsidy/downpayment assistance programs have been offered as ways to offset the high costs of living in the Vancouver area. For staff, SFU is currently undertaking a comprehensive market survey for all position levels and will work with the Public Sector Employers Council (PSEC) to adjust where possible. However, even with these programs, SFU continues to be challenged in recruiting and retaining the talent pool that is so vital in carrying out its mission.

#### 6.1.4. Maintenance of Critical Information Technology Systems

All University stakeholders' processes ubiquitously depend on information systems to function effectively on a daily basis. Processes and services must be in place to protect the ongoing operational capacity, security, and compliance of these systems. The rate of increase of potential threats is greater than the rate of increase of our investment into protecting and maintaining information systems.

There are weaknesses in the University's critical information systems resulting from, among other reasons, aging equipment, long-term lack of investment into information systems, and overloaded system capacity. In addition, there are concerns with inadequate system security, which increases the risk of cyberattacks on SFU's information and communication systems infrastructure, leading to potential privacy breaches and legal liability. The University has information assets that are valuable to attackers, and the increased reputation and prominence of research systems and increasing rate and sophistication of attacks worldwide are important risk drivers. Other risk drivers are no data warehouse and business intelligence, administrative systems replicating inefficient business processes, decentralization/inadequate integration, general market pressures such as the move to the cloud, and opportunity risk from new technology and paradigms.

In response, the University is actively addressing the information systems risk by:

- Developing an information security program to implement the recommendations from the external audit.
- Finishing the disaster recovery project, developing plans for digital authentication and identity management replacement programs.
- Implementing new priority setting committees, developing roadmaps for key business areas.
- Developing data governance and access policies and processes.
- Moving information systems to the new University Data Centre.
- Fully leveraging the stewardship model to prioritize information systems risks and investments.

Even with these internal initiatives, the lack of major investment means SFU's information systems are expected to remain vulnerable to major system interruptions/failures and increasingly sophisticated attempts at breaching its security protocols.

## 7. PERFORMANCE REFLECTED BY MINISTRY MEASURES



The following pages assess SFU's performance using the measures under the Ministry of Advanced Education, Skills and Training's Accountability Framework for post-secondary education. The Ministry assesses performance based on the following scale:

Target assessment scale	Description
Exceeded	More than 10% above target
Achieved	Up to 10% above target
Substantially achieved	Up to 10% below target
Not achieved	More than 10% below target

## 7.1. Ministry Performance Measure: Student Spaces

### Ministry Accountability Objective: Capacity

#### Operational Definition

Number of full-time equivalent (FTEs) student enrolments delivered overall and in designated program areas.

<b>SFU's Achievement:</b>		<b>Exceeded</b>	
2017-18 Target:	19,761	<b>112.1%</b>	% of target
2017-18 Actual:	22,161		

SFU's total student headcount for 2017-18 was 35,577, including 29,827 undergraduates and 5,750 graduates.

With 47% of domestic undergraduate students attending the University on a part-time basis, this equates to 18,239 total domestic FTE undergraduate students. The undergraduate and graduate FTEs for 2017-18 reached 22,161, which exceeded the government-funded enrolment target of 19,761 by 12%.

A majority of students enter SFU's undergraduate programs either directly from BC Grade 12 or through college transfer. In 2017-18, 47.5% of the University's new undergraduates came from BC Grade 12 with average entry grades of 87.1%. BC college transfer students made up 33% of new students.

## 7.2. Ministry Performance Measure: Credentials Awarded

### Ministry Accountability Objective: Capacity

#### Operational Definition

The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.

<b>SFU's Achievement:</b>		<b>Achieved</b>	
2017-18 Target:	6,087	<b>100.3</b>	% of target
2017-18 Actual:	6,103		

Total credentials awarded by SFU to students annually have grown by 3% from 2012 to 2017, with bachelor's degrees increasing by 2%, master's degrees 4%, and doctoral degrees 13%.

This year, SFU surpassed the Ministry's target. It has done this, in large part, through continued commitment to the retention of its students. Furthermore, SFU has provided student services and support that add quality to the campus experience and encourage and promote credential attainment.

SFU will continue to support degree completion by its students by giving priority to teaching excellence, recruiting high-quality students, increasing student financial assistance budgets, increasing access to affordable student residences, and providing increased funding to other student support services.

### 7.3. Ministry Performance Measure: Aboriginal Student Spaces

Ministry Accountability Objective: Access

Operational Definition

Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas.

<b>SFU's Achievement:</b>		<b>Achieved</b>
2017-18 Target:	≥ 2016-17 actual 444	<b>104.9%</b> of prior year
2017-18 Actual:	466	

From 2012-13 to 2017-18, SFU showed an increase of 26% in Aboriginal student enrolment as the University continues its efforts to recruit and retain Aboriginal students.

For 2017-18, the Ministry is requiring that all institutions set their own targets and report on them in the Institutional Accountability Plan and Report.

SFU is committed to equaling or increasing its Aboriginal FTEs. Following the target principle established in other performance measures, SFU's target for the "Ministry Performance Measure: Aboriginal Student Spaces" is to equal or increase the FTE actual from the previous year.

## 7.4. Ministry Performance Measure: Student Satisfaction with Education

### Ministry Accountability Objective: Quality

#### Operational Definition

Percentage of students who were very satisfied or satisfied with the education they received.

SFU's Achievement:		Achieved	
2017-18 Target:	≥ 90%	<b>102.2%</b>	% of target
2017-18 Actual:	92.0% (±0.9%)		

The University remains concerned with course availability. In fall 2017, 59% of undergraduate students surveyed were getting the specific courses they wanted and 83% of students were getting the number of courses they wanted each semester. SFU will continue to focus on improving this measure and to set and attain higher goals.

The University also continues to improve student facilities. A number of support centres are in place, including the Centre for Students with Disabilities, the Indigenous Student Centre, and the Student Development and Programming Centre. Furthermore, SFU has created a new senior administration position, Associate Vice-President, Teaching and Learning, in the Office of the Vice-President, Academic with a portfolio that will, among other things, concentrate on the student experience.

## 7.5. Ministry Performance Measure: Student Assessment of the Quality of Instruction

### Ministry Accountability Objective: Quality

#### Operational Definition

Percentage of students who rated the quality of instruction in their program positively.

<b>SFU's Achievement:</b>		<b>Achieved</b>	
2017-18 Target:	≥ 90%	<b>103.9%</b>	% of target
2017-18 Actual:	93.5% (±0.8%)		

SFU graduates indicate very high levels of satisfaction with the quality of instruction they receive over the course of their educational programs. The University is meeting its goal to develop an enhanced learner-centred environment for students, and it will continue to explore new ways of fostering interaction between scholars and students.

SFU piloted an online teaching and course evaluation system in the summer of 2015. The system provides feedback from students on teaching and courses, and helps identify areas for improvement and automated workflows—all designed for an elevated learning experience. The pilot was successful and a full launch of the system took place on March 24, 2017.

## 7.6. Ministry Performance Measure: Student Assessment of Skill Development

Ministry Accountability Objective: Quality

### Operational Definition

Percentage of students who indicated their education helped them to develop various skills.

SFU's Achievement:		Substantially Achieved
2017-18 Targets ≥85%	Overall Performance	<b>98.5%</b> % of target
	2017-18 Actual: <b>83.7% (±0.9%)</b>	
	Written Communication:	2017-18 Actual 82.8% (±1.2%)
	Oral Communication:	2017-18 Actual 80.9% (±1.3%)
	Group Collaboration:	2017-18 Actual 78.1% (±1.3%)
	Critical Analysis:	2017-18 Actual 91.1% (±0.9%)
	Problem Resolution:	2017-18 Actual 76.5% (±1.4%)
	Learn on Your Own:	2017-18 Actual 89.1% (±1.0%)
Reading and Comprehension:	2017-18 Actual 87.2% (±1.1%)	

In 2006, SFU implemented an initiative to ensure students graduate as improved writers, with better quantitative reasoning skills, and with a greater breadth of knowledge (WQB). Since the fall of 2006, all students must complete a minimum of 36 credit hours of courses designated as Writing, Quantitative, or Breadth, with a grade of C- or better to receive the WQB credits. Foundational courses are part of the WQB program: Foundations of Academic Literacy (FAL) and Foundations of Analytical and Quantitative Reasoning (FAN). The WQB credits are a mandatory requirement for an undergraduate degree.

Through SFU's Student Learning Commons, students can receive help with their writing, learning, and study strategies and skills. The Student Learning Commons provides workshops and one-on-one consultations aimed at providing students with the necessary communication skills that will not only help them to be successful at their studies, but will also aid them in their careers after graduation.

In a further commitment to quality and consistency in education, SFU recently adopted the practice of developing assessable educational goals for all of its programs. Each department is now required to articulate program educational goals as part of the external review process.

## 7.7. Ministry Performance Measure: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

### Ministry Accountability Objective: Relevance

#### Operational Definition

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

<b>SFU's Achievement:</b>		<b>Substantially Achieved</b>	
2017-18 Target:	≥ 90%	<b>90.7%</b>	% of target
2017-18 Actual:	81.6% (±1.4%)		

SFU strives to provide students with the knowledge and skills they need to participate effectively in society, including being successfully employed. The University believes that it is critical to provide students with work experience related to their fields of study. SFU's Work Integrated Learning is one of North America's largest and most comprehensive co-operative education programs, with over 30 years of successful student and employer work placements around the world.

International co-operative education provides students with a unique opportunity to expand their career horizons while gaining international and intercultural work experience. In the past 15 years, SFU students have worked in well over 1,000 placements throughout the globe.

Co-operative education, international study, practicums, internships, and field study offer students invaluable exposure to a wide range of occupational environments.

SFU will continue to strive to improve this measure.

## 7.8. Ministry Performance Measure: Unemployment Rate

### Ministry Accountability Objective: Relevance

#### Operational Definition

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

<b>SFU's Achievement:</b>		<b>Exceeded</b>	
2017-18 Target:*	≤ 10.6%	<b>144.3%</b>	% of target
2017-18 Actual:	5.9% (±0.8%)		

SFU's graduates' unemployment rate is almost half (5.9%) of the provincial target of 10.6%.

The Ministry's definition of "Relevance" is that the public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education to suit employment opportunities within the province.

Based on the [British Columbia Labour Market Outlook: 2017 Edition](#), it is determined that more than 50% of the high-demand occupations require a minimum of a bachelor's degree, such as jobs in the business, computer science, engineering, and health care sectors. SFU is well-situated to deliver a qualified workforce for these areas and will also continue to strive in preparing graduates for other relevant fields, such as teacher education and environmental sustainability.

\* **Target:** institution percent—less than or equal to the provincial or regional rate for the reference group.

**Reference Group:** the reference age group for the target is the population aged 18-29 with high school credentials or less.

Source—[BC Ministry of Advanced Education, Skills and Training Accountability Framework 2017-18](#)

## 7.9. Ministry Performance Measure: Sponsored Research Funding

### Ministry Accountability Objective: Capacity

#### Operational Definition

Total sponsored research funding awarded from federal government, provincial government, and other sources.

<b>SFU's Achievement:</b>	<b>Exceeded</b>  <b>126.5 %</b> <small>% of target</small>	
<b>All sources</b>		
<b>2017-18 Target: <math>\geq</math> 2016-17 actual \$109.9 m</b>		
<b>2017-18 Actual: \$139.0 m</b>		
<b>Federal sources</b>		
2017-18 Target:	$\geq$ 2016-17 actual \$64.5 m	
2017-18 Actual:	\$80.9 m	
<b>Provincial sources</b>		
2017-18 Target:	$\geq$ 2016-17 actual \$5.2 m	
2017-18 Actual:	\$16.0 m	
<b>Other sources</b>		
2017-18 Target:	$\geq$ 2016-17 actual \$40.2 m	
2017-18 Actual:	\$42.0 m	

In fiscal year 2017, SFU's total research income rose to \$139 million, which is a 26.5% increase from the previous year. This increase is largely due to new infrastructure funding from the Canada Foundation for Innovation and matching funds through provincial sources, which have supported significant expansion in the University's capacity for research and strategic growth in targeted areas. These federal and provincial investments serve to increase Canadian leadership in research and enhance economic development and job creation in British Columbia in areas such as Big Data, wearable biomedical technologies, remote sensing technologies, and other fundamental areas.

## 7.10. Ministry Performance Measures: Summary of Performance

Table 8: Summary of Performance

2017-18 Performance Reflected by Ministry Measures				
Ministry Performance Measure	Exceeded	Achieved	Substantially Achieved	Not Achieved
Student Spaces	✓			
Credentials Awarded		✓		
Aboriginal Student Spaces		✓		
Student Satisfaction with Education		✓		
Student Assessment of the Quality of Instruction		✓		
Student Assessment of Skill Development			✓	
Student Assessment of the Usefulness of Knowledge and Skills in Performing Job			✓	
Unemployment Rate	✓			
Sponsored Research Funding	✓			

## 8. CONCLUSION



SFU is proud of its Vision/Mission to be the leading engaged university. The essential elements of the Vision/Mission are reflected in the three core themes: engaging students, engaging research, and engaging communities. All University planning is now governed by these core themes as SFU strives to be the leading engaged university, defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement.

While maintaining enrolments from Vancouver to Maple Ridge, SFU is also committed to meeting the demand for relevant, high-quality post-secondary education from the growing population of the South Fraser Region. Working collaboratively with school districts, other post-secondary institutions, and communities at large, and with a recent \$90 million commitment from the federal and provincial governments to build a Sustainable Energy and Environmental Engineering building at the Surrey campus, SFU is well positioned to expand programming that meets the social and economic needs of the region and the province.

This Institutional Accountability Plan and Report analyzes SFU's performance and provides a review of achievements relating to the identified goals, objectives, and targets described in the Ministry of Advanced Education, Skills and Training's Accountability Framework. The University has exceeded the Ministry's Performance Measures in three instances, achieved them in four, and substantially achieved them in two. This analysis indicates that SFU is contributing to the achievement of the Ministry's goals for the delivery of high-quality, post-secondary education in BC.

SFU is fulfilling its Vision/Mission and mandate.

# 9. Appendix\*

## Simon Fraser University 2017/18 Accountability Framework Performance Measure Results

Performance measure <sup>1</sup>	Reporting year					
	2016/17 Actual	2017/18 Target	2017/18 Actual	2017/18 Assessment		
<b>Student spaces<sup>2</sup></b>						
Total student spaces	22,096	19,761	22,161	Exceeded		
<b>Credentials awarded<sup>3</sup></b>						
Number	6,126	6,087	6,103	Achieved		
<b>Sponsored Research Funding<sup>4</sup></b>						
Sponsored research funding from all sources (million \$)	\$109.9	≥ previous year	\$139.0	Exceeded		
Federal sources (million \$)	\$64.5		\$80.9			
Provincial sources (million \$)	\$5.2		\$16.0			
Other sources (million \$)	\$40.2		\$42.0			
<b>Aboriginal student spaces<sup>4</sup></b>						
Total Aboriginal student spaces	444	TBI	466	TBI		
Ministry (AEST)	444		466			
Industry Training Authority (ITA)	N/A		N/A			
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	92.1%	0.9%	≥ 90%	92.0%	0.9%	Achieved
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	94.3%	0.7%	≥ 90%	93.5%	0.8%	Achieved
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	84.2%	0.9%	≥ 85%	83.7%	0.9%	Substantially achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	81.2%	1.5%	≥ 90%	81.6%	1.4%	Substantially achieved
<b>Unemployment Rate<sup>9</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	8.0%	0.9%	≤ 10.6%	5.9%	0.8%	Exceeded

\*All tables, data, and notes in appendix are provided by the Ministry of Advanced Education, Skills and Training.

**Notes:**

TBI - Institutions are required to include their target and assessment.

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable

<sup>1</sup> Please consult the 2017/18 Standards Manual for a current description of each measure. See [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

<sup>2</sup> Results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year; results from the 2017/18 reporting period are based on data from the 2017/18 fiscal year.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. Changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 17 of the 2017/18 Standards Manual . Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

<sup>4</sup> Results from the 2016/17 reporting year are based on data from the 2015/16 fiscal year; results from the 2017/18 reporting period are based on data from the 2016/17 fiscal year.

<sup>5</sup> Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>6</sup> Changes have been made to the Student assessment of skill development methodology to better reflect the answers provided by individual students. The details of the new methodology can be found on page 21 of the 2017/18 Standards Manual . Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

<b>Target assessment scale</b>	<b>Description</b>
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

**APPENDIX**  
**Simon Fraser University**  
**2017/18 Accountability Framework Performance Measure Results**

Performance measure	Reporting year					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	84.2%	0.9%	≥ 85%	83.7%	0.9%	Substantially achieved
Written communication	83.1%	1.2%		82.8%	1.2%	
Oral communication	81.3%	1.2%		80.9%	1.3%	
Group collaboration	78.4%	1.3%		78.1%	1.3%	
Critical analysis	92.0%	0.9%		91.1%	0.9%	
Problem resolution	76.4%	1.4%		76.5%	1.4%	
Learn on your own	89.0%	1.0%		89.1%	1.0%	
Reading and comprehension	88.8%	1.0%		87.2%	1.1%	