

# **INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT**

**2018-19**

**SFU**

**CANADA'S ENGAGED UNIVERSITY**





# 1. EXECUTIVE SUMMARY

The Institutional Accountability Plan and Report analyzes Simon Fraser University's (SFU) 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 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. SFU now enrolls 11.5% 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 towards 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 was officially opened on April 25, 2019, and will welcome the new Sustainable Energy Engineering program's inaugural class in September 2019.

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 2018-19 mandate letter to SFU, such as responses to the TRC Calls to Action, 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 engagement.

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 leading comprehensive universities and BC's second largest research-intensive university, with three campuses in BC's three largest cities: the original campus in Burnaby 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, Venture Labs, and the Charles Chang Innovation and Residence Centre on West Hastings; and a campus located in Surrey's Central City area, which includes a new five-storey, 16,000-square-metre multi-purpose building that is host to SFU's new Sustainable Energy Engineering program.

SFU employs 974 continuing faculty, 2,012 administrative and support staff, and enrolls 35,644 full-time and part-time undergraduate and graduate students in eight Faculties: 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; and Faculty of Science.

## 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 body'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

Following an extensive consultation process within and beyond the University, the SFU Vision was developed and launched in February 2012. The Vision, 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.

#### SFU's 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.

## SFU's Vision and Community Consultation

In 2017, SFU invited the community to reflect on the impact of its Vision and to provide feedback on progress in realizing its goals. Similar to the initial consultations that launched the Vision 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 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](#).

At 18 Terry Fox was a university student.  
At 19 he was a cancer patient.  
At 21 he was a hero.

Terry's  
CAUSE  
on campus

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facebook.com/terrystycause

Register today: [www.sfu.ca/terryfox](http://www.sfu.ca/terryfox)

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

### 3.2.1. Core Theme: Engaging Students

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

#### 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: 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: 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.

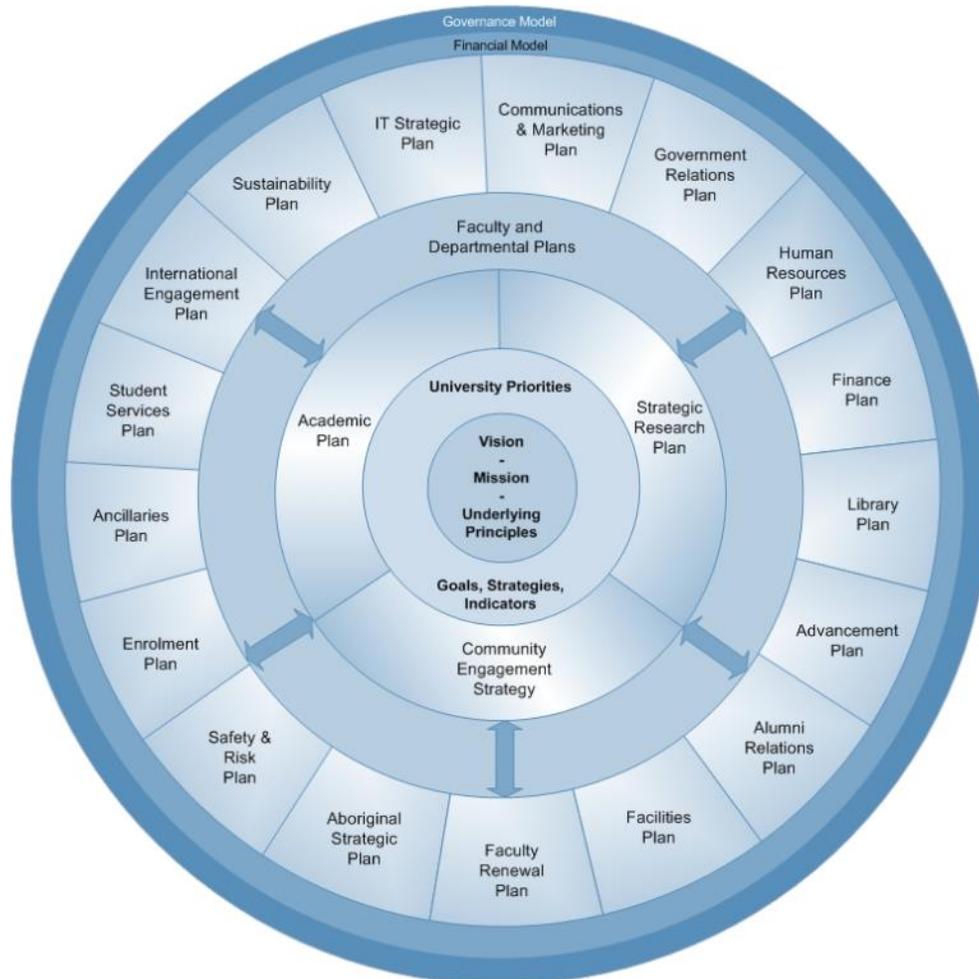
**Sustainability:** SFU will pursue ecological, social, and economic sustainability through its programs and operations. Through teaching and learning, research, and community engagement, SFU will seek and share solutions. In its own operations, it will develop and model best practices, from minimizing 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. 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 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 Goals for Post-Secondary Education in BC

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 through post-secondary education and skills training.

Objective 1.1: Implement the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples in the post-secondary education and skills and trades training system.

- SFU's 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 34 Calls to Action, 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.

Updates on Truth and Reconciliation-related initiatives and projects can be found in the Quarterly Reports published on the [SFU Reconciliation website](#).

#### Ministry Goal 2: British Columbians have increased access to post-secondary education and training across the province that helps them reach their full potential.

Objective 2.1: Ensure affordable and equitable access to quality 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.
- 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.

\* Source: <https://www.bcbudget.gov.bc.ca/2019/sp/pdf/ministry/aest.pdf>

- 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, Learning and Teaching (appointed September 2018) will be directly addressing student-related issues such as course availability. This issue and others are addressed in [SFU's Academic Plan 2019-2024](#).

**Objective 2.2: Respond and adapt to the needs of under-represented and vulnerable populations to improve educational access and inclusivity in post-secondary education and training, and increase their participation in the skilled workforce.**

- 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.
- Financial Aid
  - ◇ SFU has many grants and bursaries for students who are having financial difficulties, including specific funding aid for Aboriginal students, Youth in Care students, and students with disabilities.
- Centre for Accessible Learning
  - ◇ The Centre provides disability-related information, support, and counselling to the SFU community, including academic accommodations to offset the effects of a student's disability.

**Ministry Goal 3: British Columbians are prepared for and connected to current and emerging opportunities in BC's economy.**

**Objective 3.1: Post-secondary education, skills and trades training prepares British Columbians for current and emerging opportunities in the BC economy.**

- Environmental Programming
  - ◇ The School of Environmental Science was created on April 1, 2019.
  - ◇ SFU offers one of the only Bachelor of Environment degrees in Canada.
- Sustainable Energy Engineering Program
  - ◇ In September 2019, SFU will be offering a new Sustainable Energy Engineering program in a new \$126 million, five-storey, 16,000 square-metre Surrey campus building.
- All Faculties and departments at SFU continually revisit their curricula to ensure that programming is current, relevant, and meets the needs of the community.

**Objective 3.2: Labour market information connects British Columbians to current and emerging career opportunities.**

- Work Integrated Learning (WIL)
  - ◇ The Work Integrated Learning department at SFU connects students with employers through its flagship Co-operative Education program. WIL also offers career counselling and advising services as well as support for connecting students with experiential learning opportunities.

### 3.6. Ministry Mandate Letters to SFU 2018-19 and 2019-20

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 Mandate letters.\*

2018-19	2019-20	SFU Responsive Actions
<p><b>Mandate 1.</b> Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.</p>	<p><b>Mandate 1.</b> Implement the education-related TRC Calls to Action relevant to your institution and actively participate in the engagement process with the Ministry and local, regional, and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.</p>	<ul style="list-style-type: none"> <li>SFU created the Aboriginal Reconciliation Council—<a href="#">Walk This Path with Us</a> (see section 4.1.—Ministry Goal 1, Objective 1.1)</li> <li>In September 2018, SFU's Interim Aboriginal University Preparation program welcomed its second cohort of 16 students. The program has continued to support the post-secondary journey of its students not only through foundational courses in Math and English, but also through first-year academic credit courses in First Nations Studies, Health Sciences, and Education.</li> </ul>
<p><b>Mandate 2.a.</b> Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.</p>		<ul style="list-style-type: none"> <li>SFU does not offer English Language Learning programs for domestic students or Adult Basic Education programs.</li> </ul>
<p><b>Mandate 2.b.</b> Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.</p>	<p><b>Mandate 2.a.</b> Improving access to post-secondary education with a focus on vulnerable and under-represented students.</p>	<ul style="list-style-type: none"> <li>Supports government tuition limit</li> <li>Committed to the Youth in Care Tuition Waiver program</li> <li>Provides housing/residence</li> <li>Improving course availability</li> <li>Developed a Student Experience Initiative</li> <li>Provides accessible financial aid</li> </ul>
<p><b>Mandate 2.c.</b> Expand technology-related programming and other programs that align with the growing knowledge-based economy.</p>	<p><b>Mandate 2.b.</b> Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology, and health).</p>	<ul style="list-style-type: none"> <li>Low unemployment rate for SFU graduates</li> <li>Committed to increasing environmental programming</li> <li>Newly developed Sustainable Energy Engineering program</li> </ul> <p>(see section 4.1.—Ministry Goal 3, Objective 3.1)</p>
	<p><b>Mandate 2.c.</b> Expanding co-op and work-integrated learning opportunities for all students.</p>	<ul style="list-style-type: none"> <li>SFU's Work Integrated Learning (WIL) <ul style="list-style-type: none"> <li>WIL not only helps all students from every Faculty find applicable work experience, but it also offers workshops, one-on-one job advising, and many other services to help students successfully transition into the work force.</li> </ul> </li> </ul> <p>(see section 4.1— Ministry Goal 3, Objective 3.2)</p>

\* Source: [Ministry of Advanced Education, Skills and Training's Accountability Framework 2018/19 Reporting Cycle](#) (page 7)

2018-19	2019-20	SFU Responsive Actions
<p><b>Mandate 3.</b> Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.</p>	<p><b>Mandate 3.</b> Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including greater awareness of available supports.</p>	<ul style="list-style-type: none"> <li>• Campus Safety <ul style="list-style-type: none"> <li>◇ SFU created a 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.</li> </ul> </li> <li>• Student Mental Health and Well-Being <ul style="list-style-type: none"> <li>◇ SFU has developed a number of initiatives, programs, and services across all three campuses to support its students' mental health and well-being. Initiatives and strategies include the <i>Healthy Campus Community</i> initiative, the <i>Embedding Conditions of Well-Being in Academic Settings</i> strategy, and the <i>Bouncing Back</i> initiative, just to name a few.</li> <li>◇ <a href="#">MySSP</a> (My Student Support program) provides all students with free confidential counselling services accessible 24/7 in multiple languages from anywhere in the world by phone or downloadable app.</li> </ul> </li> <li>• Sexual Violence Support <ul style="list-style-type: none"> <li>◇ SFU's Sexual Violence Support and Prevention Office opened its doors on February 1, 2018, and is a key outcome of the campus community's development of SFU's Sexual Violence and Misconduct Prevention, Education and Support policy (GP 44).</li> </ul> </li> </ul>
<p><b>Mandate 4.</b> Align your institutional processes with the K-12 curriculum changes to ensure the seamless transition of students entering post-secondary education.</p>	<p><b>Mandate 4.</b> Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program.</p>	<ul style="list-style-type: none"> <li>• SFU recently adopted a five-course admission's model where weight is given to different courses dependent upon the Faculty a student has applied to. The model was adopted, partially, in response to the recent K-12 curriculum changes to help give more flexibility to students dependent upon their skills and aptitudes.</li> </ul>
	<p><b>Mandate 5.</b> Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate students.</p>	<ul style="list-style-type: none"> <li>• SFU is fully committed to the EducationPlannerBC common application system and has integrated it into its admissions systems and protocol as well as in its advertising/marketing and academic advising.</li> </ul>

2018-19	2019-20	SFU Responsive Actions
<p><b>Mandate 5.</b> Work closely with the Ministry to develop a balanced approach to international education.</p>	<p><b>Mandate 6.</b> Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.</p>	<ul style="list-style-type: none"> <li>• Office of International Education <ul style="list-style-type: none"> <li>◊ Working closely with the Ministry and in collaboration with other universities and governments, the Faculty of Education’s Office of International Education provides advice and support for the Faculty’s international initiatives, including the International Teacher Education Modules, recruitment and retention of international students, and various partnership and exchange activities.</li> </ul> </li> <li>• All Faculties and departments at SFU support international students through a multitude of programs and services tailored to each Faculty and/or area of study.</li> </ul>
	<p><b>Mandate 7.</b> Meet or exceed the financial targets identified in the Ministry’s three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.</p>	<ul style="list-style-type: none"> <li>• Through strong stewardship and fiscal prudence, the University continues to meet its financial commitment as outlined in the Service Plan. Moving forward, SFU will remain diligent in effectively managing its financial position while making impactful, sustainable investments in the University’s infrastructure and initiatives.</li> </ul>
<p><b>Mandate 6.</b> Comply with government’s two percent cap on tuition and mandatory fee increases.</p>	<p><b>Mandate 8.</b> Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.</p>	<ul style="list-style-type: none"> <li>• SFU supports the Ministry’s commitment to offering affordable, high-quality post-secondary education to the community while continually adhering to the province’s two percent cap on tuition.</li> </ul> <p><i>(see section 4.1— Ministry Goal 2, Objective 2.1)</i></p>

## 4. QUALITY ASSURANCE

### 4.1. 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, contributes to smoothing the progress of curriculum reform, and benefits 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>

### 4.1.1. 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	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

### 4.1.2. Quality Assurance Process Audit

In 2015, the Minister of Advanced Education, Skills and Training 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.)

## 4.2. 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>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	Nov 2018
	Earth Sciences	May 2018	uAlberta / Carleton / Western	Jan 2019
	Economics	May 2018	uCalifornia, Davis / uChicago / McMaster	Dec 2018
<b>2018-19</b>				
	Archaeology	Apr 2019	uAlberta / uArizona / uCalgary	TBA
	Communication	TBA	Chinese University of Hong Kong / McGill	
	Contemporary Arts	May 2019	uBuffalo / uCalgary / Queen's	
	English	Apr 2019	uAlberta / uWaterloo / uWisconsin	
	Master's of Digital	May 2019	uAlberta / uBritish Columbia / uSaskatchewan	
	Molecular Biology and Biochemistry	Apr 2019	uGuelph / McGill / uWaterloo	
	Sociology and Anthropology	Feb 2019	Carleton / uManitoba / uWindsor / York	

## 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 can 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 usually 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.

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
June 2018	Dean's Office, Arts and Social Sciences	Western University / JS Consulting
Nov 2018	SFU Childcare - Strategic Review	MMK Consulting
Dec 2018	SFU Childcare - Financial Review	PricewaterhouseCoopers
Mar 2019	SFU Centre for Dialogue	SFU Planning and Analysis
May 2019*	Meeting, Event, and Conference Services - Financial Review	SFU Planning and Analysis
Jun 2019*	SFU Commercial Services	360 Collective / Blue Marble Consulting
Sep 2019*	Meeting, Event, and Conference Services - Operational Review	Deloitte

\* Anticipated dates of publication - reviews in progress

## 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 2019-2024](#) and the [2019-2024 Faculty Plans](#). These plans address five key challenges:

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

### 5.1.1. Student Experience and Success

The “student experience” refers to the entirety of a student’s interactions at and with SFU, including whether that 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 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 and counselling professionals, accessibility services; and the 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 get back into 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](#).

#### Student Experience Initiative (SEI)

Begun in 2016, the SEI aims to enhance the SFU student experience by providing opportunities for meaningful experiences in positive, healthy, culturally vibrant, and intellectually engaging environments. The anticipated completion date is 2022 with four distinct phases: 1) Conceptual Definition and Framework, 2) Idea Generation, 3) Implementation, and 4) Impact Assessment.

The first phase resulted in a framework of key areas for action based on the research literature, SFU student survey data, community consultations, and a scan of what other institutions are doing. This framework encompasses eight key areas, each with a working group and designated funding:

1. Home Away From Home (needs of commuter students).
2. Healthier Campus Community (mental health and well-being).
3. Navigating SFU (online tools to help navigate SFU policies, procedures, and places).
4. Destination SFU (more vibrant and attractive campus/physical spaces).
5. Supervision for the 21<sup>st</sup> Century (improving supervisory relationships for graduate students).
6. Building Community and a Sense of Belonging (fostering an engaging, inclusive community).
7. Improving Communication with Students (university-wide communication strategy, using channels and tools students use in a coordinated manner that avoids information overload).
8. Ideas Too Good to Ignore (a space for ideas that don't fit into the other key areas).

For the second phase, working groups solicited project ideas from members of the SFU community and began working on solutions. Now in phase three, several of these projects are complete or underway. Examples include:

- Healthier Campus Community: The SEI co-funded with the Simon Fraser Student Society the [MySSP](#) (My Student Support program) to provide all students with free confidential counselling services accessible 24/7 in multiple languages from anywhere in the world by phone or downloadable app. Launched in November 2018, the project's impact is currently being evaluated and early results are promising.
- Building Community and a Sense of Belonging: Opportunities for students to build lasting relationships with peers, faculty, and staff:
  - ◇ 1) Student Mural Project
 

During the first week of classes, an artist was hired to create a mosaic design, and over 600 students participated in crafting individual tiles to complete the larger mosaic, which was subsequently installed at one of the transportation loops.

- ◇ 2) Fire Pits
 

Four fire pits were purchased and marshmallows made available for roasting (14,000+ to date). Students report the activity has made them feel more connected to the SFU community.
- ◇ 3) Spring Social
 

Targeting the broader University community to help bring together students, staff, and faculty, a "chili lunch" was served to 1,500+ attendees. Post-event survey data indicated that the event made students feel more connected to the SFU community.
- Supervision for the 21<sup>st</sup> Century: A review of both traditional and more innovative models for supervision at SFU and other institutions as well as an analysis of compiled graduate student data was undertaken to inform direction for how to improve the supervisory experience for graduate students and postdocs and bring consistency and clarity around research assistantships. An alternative supervisory model will be implemented and a case study conducted to evaluate the model in the SFU context.

### 5.1.2. 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.

The Teaching Assessment Working Group (TAWG) was established by the Vice-President, Academic in August 2017 to establish an active conversation among faculty at SFU about how the University evaluates teaching and learning beyond SETC (Student Evaluation of Teaching and Courses), SFU's online student evaluation system. The group was asked to provide a set of strategies to value teaching practice and to make recommendations to facilitate consistency, flexibility, and robustness of reviews of teaching practice of use to all stakeholders. These strategies can be found in the Working Group's recently published report: [Strategies to Value Effective Teaching](#).

### 5.1.3. Educational Goals

Since May 2013, all academic units at SFU are required to develop and assess, as part of their regular 7-year external review processes, educational goals at the academic program level (majors, minors, masters, and doctorates). These educational goals are articulated in the external review self-study reports, post-review action plans, and mid-cycle progress reports and are expected to be publicly accessible on unit websites as the goals are refined through the review and assessment processes.

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. Units are 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, was submitted to the Vice-President, Academic for consideration. In response to the complexity of curricular initiatives at SFU, including the introduction of educational goals and assessment,

a new senior academic administrator position was created within the Office of the Vice-President, Academic. Appointed in September 2018, the portfolio of the new Associate Vice-President, Learning and Teaching includes providing oversight of, and direction for, SFU's educational goals and assessment initiative. Strengthening SFU's educational goals assessment proficiency and capacity is of particular focus as academic units seek guidance and support with their mid-cycle assessment reporting.

As an initiative, educational goals and assessment have been integrated into the academic culture and structure of the University:

- Program-level educational goals are routinely developed and reviewed as part of the 7-year cycle of the external review processes.
- Many accredited programs have developed, and are regularly assessing, educational goals at the course level.
- Many units submit new courses for approval by Senate with articulated course-level educational goals. Inclusion of course-level goals is more and more becoming the norm, even for existing courses.
- As external review cycles progress, academic units are beginning to report out on their assessments of their program-level educational goals.
- Emerging commonalities of educational goals across academic units and disciplines are providing a backbone for future community consultation on institutional-level educational goals.

### 5.1.4. 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,

corporate boardrooms, government offices, startup companies, friendship centres, and other environments where they can apply their knowledge and skills.

Students can customize their 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.

### 5.1.5. Lifelong Learning

SFU Lifelong Learning is at the core of SFU's Vision to be student centred, research driven, and community engaged. As a front-facing pillar of SFU, Lifelong Learning helps create good global citizens and a more just society by bringing education to a wide range of populations.

Lifelong Learning provides academic programming that helps learners achieve their intellectual, professional, aspirational, and cultural goals. Responding to the needs of working adults, the unit crafts progressive curricula with flexible schedules and locations. Through 32 Senate-approved non-credit certificates and diplomas, learners gain theory, knowledge, and applied skills in areas as diverse as leadership, business analysis, legal interpretation and translation (Mandarin/English), non-profit management, social innovation, and urban design. Lifelong Learning offers over 600 courses to 6,000 unique students, generating over 13,000 registrations annually. The programming is designed to remove barriers to the University's rich education resources and help people pursue their goals regardless of their past life experience or educational background. The portfolio also extends the University's reach across the country and around the world through online courses that have grown 800% in the past four years.

Lifelong Learning community programming is on the front lines of SFU knowledge mobilization. The Liberal Arts 55+ program has over 5,000 fee-based registrations annually and attracts over 2,000 attendees to free events. In addition, Lifelong Learning offers educational programming designed to advance communities and, through free events such as the Philosophers' Cafés and City program lecture series, to promote open dialogue on a variety of topical issues to 14,000 attendees annually.

### 5.1.6. Student Services

SFU's [Student Services](#) is a large and diverse portfolio that includes four divisions: Student Enrolment, Student Affairs, Student Success and Strategic Support, and Athletics and Recreation. It also includes the Office of the Associate Vice-President, Students and International and units reporting directly to the Associate Vice-President, Students and International: the Sexual Violence Support and Prevention Office, International Services for Students, and Work Integrated Learning. 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 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:

- *Launch of new admissions model for BC high school students:* This new model includes a broader range of courses and allows individual academic programs to place greater emphasis on high school courses evidenced to prepare students for academic success.
- *24/7 mental health support pilot program launched for all students:* Launched in August 2018 and in partnership with the Simon Fraser Student Society, MySSP provides all SFU students with access to mental health supports in multiple languages and modalities, including text, video, phone and in-person delivery. Program usage is on track to exceed the first-year usage target with over 1,550 clinical cases opened as of March 31, 2019. More than 92% of student respondents to the Simon Fraser Student Society's Annual Student Survey agreed that "Yes, MySSP is an important service to provide students" (2,786 survey responses).
- *Significant increases of student participation in Student Services programming:* The Centre for Accessible Learning administered over 5,500 exams, the Indigenous Student Centre saw 4,038 student drop-ins, the Interfaith Centre hosted over 7,200 spiritual activities, Student Engagement and Retention programmed for 7,596 students, International Services for Students provided over 7,200 advising sessions for international students, and WIL coordinated 4,019 co-operative education placements.
- *Support for survivors of sexual violence:* The SFU [Sexual Violence Support and Prevention Office](#) is one year into providing supports to the SFU community as per the University's [Sexual Violence and Misconduct Prevention, Education and Support 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).

- *Stadium groundbreaking:* The University broke ground earlier in 2019 on its 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 Associate Vice-President, Students and International Office; Facilities Services; and the SFSS.
- *Residence front desk hours expanded to 24/7:* This has provided ongoing and immediate support for students who live on campus. Feedback from student residents has been tremendously positive.

Student Services also offers students opportunities to develop leadership and employability skills through programs such as Peer Educators, Peer Mentors, and the Innovative Leadership program. Finally, Student Services staff members work closely with both student governments, the Simon Fraser Student Society and the Graduate Student Society, on many collaborative activities related to the student experience, including the soon-to-be opened Student Union Building.

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 and others are engaged in research related to the advancement of both theory and practice in student affairs and services. 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.

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.

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 Prevention, Education and Support 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.

The 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.

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 counselling 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 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 has 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 2018-2019 academic year, the Interfaith Centre received 7,500 monthly visits.

### 5.1.8. Safety: Campus Strategies

To address the broad safety of the University community, SFU created the Safety and Risk Services Division seven years ago. This group of 135 staff and contractors 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 across all campuses. Combined, these portfolios provide:

- Emergency response.
- First aid response.
- Business continuity planning.
- Personal safety education and training.
- Safe Walk services.
- Campus security patrols.
- Personal safety planning and supports.
- Access control.
- CCTV (closed-circuit television), alarm monitoring and response.
- Laboratory, research, and workplace safety training.
- Safe workplace protocols.
- Plans and departmental audits for safety, security, and emergency.
- Travel safety for students, faculty, and staff (domestic and international).
- General and specific emergency plans.
- 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 personal safety; with Faculty Relations and Human Resources to support both faculty and staff safety, security, and emergency needs; 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 has made a strong commitment to advance Indigenous education and to support the educational interests and aspirations of Indigenous Peoples and the communities it serves. The University is working diligently to advance this important work on many levels and is pleased to report that its Indigenous student enrolment numbers and graduation rates are increasing. It should also be noted that SFU currently has over 20 tenured and tenure-track Indigenous faculty members, as well as numerous Indigenous instructional and non-instructional staff and administrators across the institution in many disciplines, Faculties, and units. For more information, please visit the [Office for Aboriginal Peoples](#) website.

SFU embraces and upholds Indigenous culture, protocol, and traditions. Leading up to the 2018-19 academic year, the full extent of SFU's commitment to Aboriginal Peoples and Aboriginal education can be found within the [2013-18 Aboriginal Strategic Plan \(ASP\)](#). In response to Canada's Truth and Reconciliation Report and Calls to Action, as well as an ever changing educational landscape, 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 consultation process and the development of the report and framework took close to a year to complete. The final report, [Walk This Path with Us](#), was presented to SFU's President in Coast Salish Protocol and Ceremony on October 16, 2017, at SFU's Burnaby campus. The Kwis Ns7eyx (Witnessing) Ceremony, which has since received national recognition through the

2018 Prix d'Excellence Award - Canadian Council for the Advancement of Education, celebrated the work of everyone who contributed in the year-long process to develop the framework and Calls to Action. SFU has committed \$9 million towards projects to promote reconciliation and to advance this important work within the SFU community, and the new report and Calls to Action will provide strategic direction and focus for the next four years through 2021-22.

During the 2018-19 academic year, much progress has been made in advancing the [Walk This Path with Us](#) report and Calls to Action in terms of developing a strong foundation to work from, and in the following clusters: 1) Safe and Welcoming Spaces 2) Curriculum Innovation and Indigenization, and 3) Student Pathways and Support. For more information, please visit [SFU Reconciliation](#) where you may view the Reconciliation Working Group's Quarterly Reports and updates and the first Annual Reconciliation Report, released June 2019.



### 5.1.10. International Engagement

SFU students and alumni understand the critical importance of interacting with the world around them. The pursuit of knowledge, understanding, and engagement to address global challenges is core to SFU's vision.

As the increasingly global economy and labour market heighten the need for globally and interculturally competent graduates, SFU offers students many ways to engage and broaden their horizons through international experiences at home and abroad.

SFU's strategic international partnerships for research, studying and working abroad, academic collaborations such as dual degree programs, and development activities provide students with opportunities to develop essential skills, perspectives, and networks that help them navigate a rapidly changing labour market. SFU values international knowledge, understanding, and engagement and seeks 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.

SFU's Engaged University Vision commits the University to valuing diversity and fostering a culture of inclusion and mutual respect. This commitment is reflected in many campus and community initiatives, including in the classrooms where faculty and students learn alongside colleagues from around the world. SFU benefits greatly from the diversity of its students, staff, and faculty. Its varied backgrounds and cultures provide a wealth of experience, knowledge, and perspective and are a source of strength and pride. The University works hard to evoke a sense of belonging and connection, ensuring SFU is a welcoming, safe, equitable, and inclusive community for all students, especially for those coming from different environments and bridging to new ones.

### International Student Undergraduate Enrolment

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 21.6% 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.

SFU has seen an increase in undergraduate, international applications, which has resulted in a highly competitive standard of admission. The University is beginning to see some impact of these high admission averages through reduced enrolment rates and lower application numbers from some student groups; specific initiatives have been developed to overcome these challenges. Finally, international applicants continue to be interested in specific programs such as those in the Faculty of Applied Sciences or the Beedie School of Business; however, SFU is focusing on diversifying both its applicants and the programs to which they are admitted.

### International Student Graduate Enrolment

The graduate student population consists of 32.8% international students, with proportions of up to 40-60% in the science and technology programs. There was an 23.4% increase in international graduate students from 2014-15 to 2018-19. World-class research and faculty, as well as competitive program offerings and no international tuition fee differential for research-based programs, attract international graduate students from over 100 countries. Programs such as the Double Degree in Global Communication with the Communication University of China speak to SFU's international engagement at the graduate level. In addition, the visiting graduate research program admits about 200 graduate students per year from across the world to conduct research for up to one year.

Table 4: Total International Student Undergraduate Enrolment (FTE)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Actual Data					
<b>International UG - FTE</b>	3,895	3,980	4,132	4,425	4,702	4,999
<b>Share of total UG - FTE</b>	17.0%	17.5%	18.2%	19.4%	20.5%	21.6%

Source: SFU Institutional Research and Planning

Table 5: Total International Student Graduate Enrolment (FTE)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Actual Data					
<b>International G - FTE</b>	995.9	1,045.1	1,075.6	1,108.2	1,233.1	1,310.1
<b>Share of total G - FTE</b>	27.3%	29.2%	29.9%	29.7%	31.4%	32.8%

Source: SFU Institutional Research and Planning

Please note: 2017-18 marks the first year graduate enrolment for the Master of Digital Media program is considered.

## 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 2,859 students. From September 2007 to April 2019, approximately 7,662 students have transferred from FIC to SFU.

language assessment) and integrating supports in curriculum design, assessment, and course delivery using a variety of approaches. Professional development of faculty, instructors, and teaching assistants in the area of linguistically- and culturally-responsive instruction is also a key activity of the Centre. CELLTR's work closely aligns with the University's vision of equity, diversity, and inclusion, and it 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.

## English as an Additional Language Supports and Services

Under the leadership of the Associate Vice-President, Learning and Teaching, the [Centre for English Language Learning, Teaching and Research](#) (CELLTR) is developing a university-wide strategy to address and support the increasing linguistic and cultural diversity on campus. This strategy focuses on identifying English as an additional language (EAL) students' discipline-specific academic writing and communication needs (i.e., through post-entry

### 5.1.11. Domestic 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 has built 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 6, 7, and 8 show SFU's Ministry-funded graduate and undergraduate enrolment growth to 2018-19.

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

	2015-16		2016-17		2017-18		2018-19		2019-20
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
<b>FTE</b>	19,990	22,181	19,903	22,096	19,761	22,161	19,831	22,102	19,941
<b>% Achieved</b>		111.0%		111.0%		112.1%		111.5%	

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

	2015-16		2016-17		2017-18		2018-19		2019-20
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
<b>FTE</b>	17,316	18,582	17,229	18,367	16,954	18,239	16,994	18,107	17,074
<b>% Achieved</b>		107.3%		106.6%		107.6%		106.5%	

**Table 8: Graduate Enrolment and Ministry-Funded Targets (FTE)**

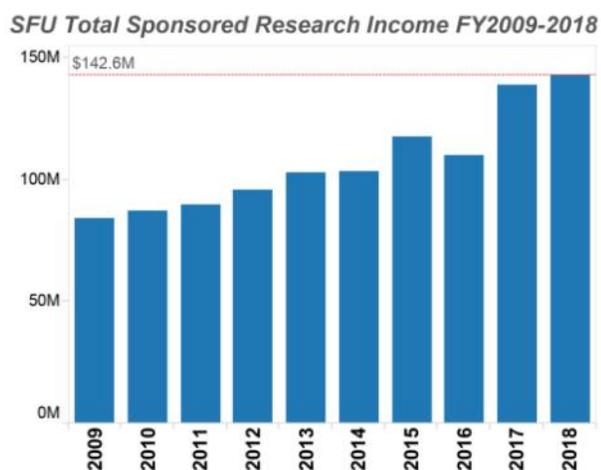
	2015-16		2016-17		2017-18		2018-19		2019-20
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
<b>FTE</b>	2,674	3,599	2,674	3,729	2,807	3,922	2,837	3,995	2,867
<b>% Achieved</b>		134.6%		139.5%		139.7%		140.8%	

Source: SFU Institutional Research and Planning

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

## 5.2. Engaging Research

SFU ranks among Canada's top 15 research universities and enjoys the fastest growing research income. The University's annual research income grew by 70% in the last 10 years, reaching \$142 million, for the first time, in fiscal year 2018.



*Sponsored Research Income by Source, FY 2009-2018.*

SFU delivers academic and research excellence. Building on a solid foundation of fundamental research, the University is committed to disseminating knowledge and harnessing new ideas and innovations for the benefit of society.

Times Higher Education rates SFU one of the world's top 55 "tech challenger universities" because of its innovation and strong industry links.

### 5.2.1. Infrastructure

SFU's Research Centres and Institutes are an integral part of research at the University. SFU has established:

- 42 Research Centres: non-departmental academic or administrative units established for the purposes of facilitating collaborative research mainly within a Faculty.
- 23 Research Institutes: created to facilitate collaborative multi-disciplinary research between different Faculties or multi-university initiatives and to provide research-related services to the community.

SFU has continued to gain recognition for its commitments to economic and social innovation and its national strength in [big data](#). This strength was acknowledged and celebrated in December 2018 with the [opening of the Canadian Statistical Sciences Institute's \(CANSSI\) national headquarters](#) at SFU's Big Data Hub. CANSSI is a not-for-profit organization that promotes statistical sciences research and training nationally and internationally. This collaboration further solidifies the University's leadership in big data innovation and data science excellence, as well as SFU's continued support of researchers across Canada.

SFU's leadership in big data gained national recognition with the launch of the [Gender Gap Tracker](#). SFU collaborated with Informed Opinions in the creation of this big data tool that measures gender equity in major news platforms across Canada. A number of SFU researchers contributed to the project.

The European Commission and the Canadian Institutes of Health Research (CIHR) announced more than \$12 million in funding to expand [SFU's iReceptor initiative](#). iReceptor is a platform for managing massive repositories of worldwide distributed data that researchers can securely access in their quest to develop new therapies for autoimmune and infectious diseases and cancer.

In January 2019, SFU celebrated the launch of the new [AGE-WELL National Innovation Hub](#) at SFU's Surrey campus to help older adults in British Columbia and across Canada live well. The AGE-WELL National Innovation Hub: Digital Health Circle will support the creation of new digital health solutions designed to impact current and future generations of seniors.

SFU's core facility, [4D LABS](#), received a [generous investment](#) of over \$1.9 million from Western Economic Diversification Canada (WD Canada). The funding will be used to equip 4D LABS' new Centre for Advanced Manufacturing and Integration with

state-of-the-art machinery to help prototype and manufacture advanced microtechnologies and nanotechnologies.

In April 2019, WD Canada announced \$558,000 in funding for solar cell equipment at SFU to develop silicon solar cell technologies. This announcement strengthens SFU’s leadership in clean tech in BC and fosters the University’s collaborations with the clean tech industry.

SFU and Fraser Health unveiled a new world-class medical imaging research facility—[SFU ImageTech Lab](#)—the first lab of its kind in Western Canada. The lab, embedded at Surrey Memorial Hospital, provides a unique combination of high-field magnetic resonance imaging (MRI) together with high-density magnetoencephalography (MEG). It offers researchers unparalleled possibilities to “watch the brain in action” by visualizing a range of different powerful measures of brain function and structure.

### 5.2.2. Research Chairs

#### Canada 150 Research Chairs

The Canada 150 Research Chairs program was created by the federal government in celebration of Canada’s 150<sup>th</sup> anniversary to enhance Canada’s reputation as a global centre for science, research, and innovation excellence.

[Caroline Colijn](#), Imperial College mathematician and Chair in Mathematics for Infection, Evolution, and Public Health was the first of two Canada 150 Research Chairs to arrive at SFU. Colijn’s research is focused on building mathematical and statistical tools to optimize use of the rich data available from sequencing technologies with the ultimate aim of improving how infections are controlled.

[Wendy Hui Kyong Chun](#) joined the SFU Faculty of Communication, Art and Technology this past winter as the Canada 150 Research Chair in New Media. Her Digital Democracies research group will

work to build connections across disciplines and combat hostile online interactions, fake news, and echo chambers.

#### Canada Research Chairs

The Canada Research Chairs (CRC) program invests approximately \$265 million per year to attract and retain some of the world’s most accomplished and promising minds.

In 2018, CRC appointments were awarded to:

- Majid Bahrami, Tier 1 Canada Research Chair in Alternative Energy Conversion Systems.
- Michael Howlett, Canada Research Chair in Policy Innovation for Climate Change.
- (Angel) Mei Yi Lin, Canada Research Chair in Plurilingual and Intercultural Education.
- Zheng Wu, Tier 1 Canada Research Chair in Aging and Health.
- Yuezhi Zhao, Tier 1 Canada Research Chair in Political Economy of Global Communication.

### 5.2.3. 2016-2020 Strategic Research Plan

[SFU’s 2016-2020 Strategic Research Plan](#) positions the University to continue to grow its capacity in research and knowledge mobilization across diverse sectors. It also identifies strengths at SFU that have led to the establishment of four research clusters: Big Data, Health Technology and Health Solutions, New Materials and Technology for Sustainability, and Community-Based Research.

The plan provides direction for solidifying the University’s interdisciplinary research strengths while building critical mass in areas that are globally relevant and strategically important. Over the past year, up to 1,373 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 (FY 2019)**

- 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.



Knowledge mobilization is at the heart of SFU's Strategic Research Plan. To initiate this priority, SFU officially became a member of [The Conversation Canada](#), a trusted media resource dedicated to translating and transmitting academic knowledge to a wider public audience. Its global reach is 35 million readers a month and growing exponentially. This is an incredible resource for SFU researchers to publicly share their knowledge with the country and beyond.

The Strategic Research Plan's Community-Based Research cluster (now known as Community-Engaged Research) will strengthen the capacity of SFU researchers and students to engage with community members and develop and strengthen meaningful, ethical, and productive research partnerships and networks in areas such as rights, justice and reconciliation, Indigenous research, health, social innovation, and economic development.

SFU launched the new Institutional Strategic Awards (ISA) Office in July 2018, bringing together the former Major Projects Office, Major Awards Office, and Research Operations Project Management Team. The mission of the ISA is to increase success, reduce administrative burden, and to make it possible for the University and its faculty to successfully compete for the most significant and prestigious grants, prizes, and awards available. Within the unit's portfolio, ISA

staff handle Canada Foundation for Innovation competitions and projects, coordinate and support Canada Research Chairs and Canada 150 Research Chairs, and manage Western Economic Diversification projects.

With SFU as a named partner university for Canada's Digital Technology Supercluster, the University continues to work closely with other participants—the University of British Columbia, the University of Victoria, and the University of Northern British Columbia—as the Supercluster looks to develop and deploy digital technologies that will improve the health and lives of Canadians.

#### 5.2.4. Strategic Research Leadership

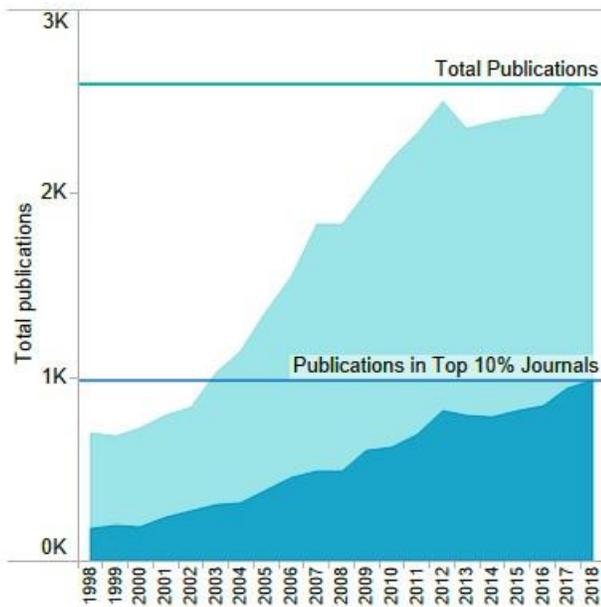
SFU's Vice-President, Research and International is providing leadership for SFU's Big Data Initiative, which empowers industry, government, and community partners to unlock data for research, training, and community impact; and SFU Innovates, a University-wide strategy and action plan to inspire, develop, and support impact-driven innovation and entrepreneurship.

SFU's Office of the Vice-President, Research and International organized the University's presence at both the 2018 and [2019 #BCTECH Summit](#). The annual summit is an excellent opportunity to activate all aspects of SFU's Vision and to highlight

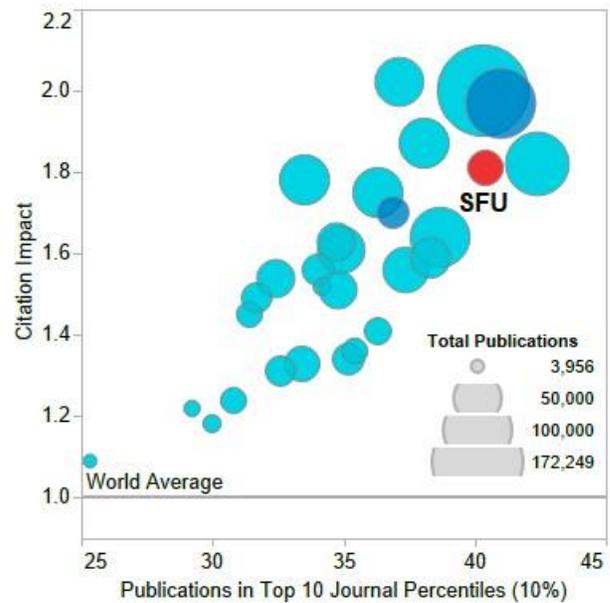
the University’s strengths in research, innovation, and technology. SFU’s President, Vice-President, Research and International, and Associate Vice-President, Research attended the summit to represent the University and engage with delegates from higher education, industry, and government. One of the highlights in 2019 was BC Premier John Horgan visiting the SFU booth to engage with and discuss the newly-launched Gender Gap Tracker.

### 5.2.5. Research Impact

Over the past two decades, SFU has increased its scholarly output almost three-fold. In 2018, SFU researchers published more than 2,500 articles, 38% of which appeared in the world’s top 10% journals, as indexed by the Scopus database.



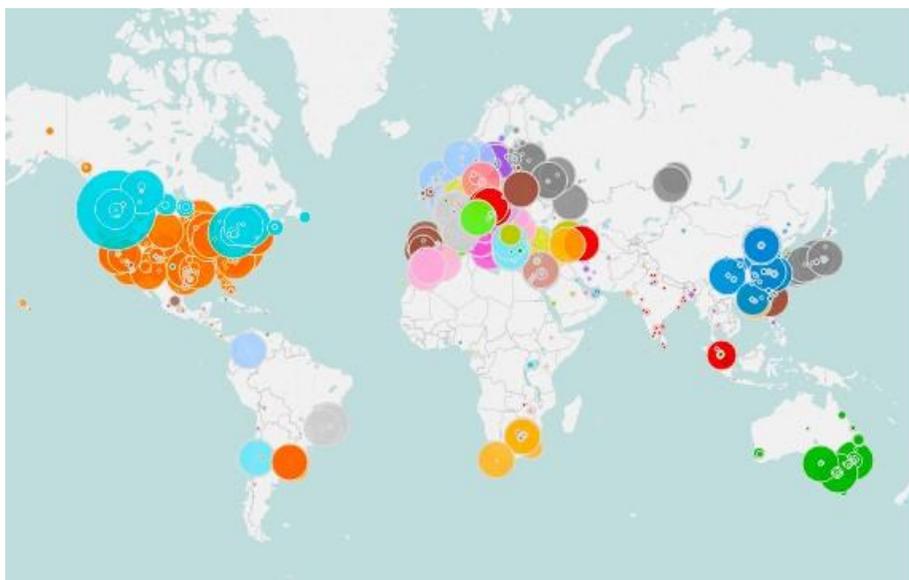
Total Number of Publications, 1998-2018 [Source: Scopus, Elsevier]



Canada's top 30 universities, 1998-2018 [Source: Scopus]

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, as its researchers increasingly participate in large-scale international research projects and lead world-class initiatives. Over the past five years, SFU has collaborated with over 3,200 institutions worldwide in 128 countries, producing over 8,650 publications.



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

### 5.2.6. 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. The primary goal of SFU's communications and marketing team in 2019-20 is to increase SFU's positive reputation and perception as Canada's engaged university. This focused effort and the accompanying objectives will position the University to exceed previous levels of 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 2018.
- **QS World University Rankings:** SFU ranks 11<sup>th</sup> in Canada overall and 2<sup>nd</sup> in research impact.

◇ SFU ranks in the top 100 at the 85<sup>th</sup> place worldwide for citations per faculty.

- **Times Higher Education:** SFU ranks 12<sup>th</sup> in Canada overall and 10<sup>th</sup> in citations.
  - ◇ In its 2019 World University Rankings, Times Higher Education ranks SFU 11<sup>th</sup> in Canada.
  - ◇ 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 2<sup>nd</sup> in Canada by percentage of international publications.
- **2018 US News Global Rankings:** SFU ranks 12<sup>th</sup> in Canada overall and is among the top 10 Canadian universities in seven subject areas.

#### Awards

In 2018, SFU researchers received a number of prestigious awards, including:

- 2019 Windham-Campbell Prize for international literary excellence.
- Michael Smith Foundation for Health Research's (MSFHR) 2018 Scholar award.

- Two Michael Smith Foundation for Health Research (MSFHR) "Innovation to Commercialization" awards.
- Two Canadian Northern Studies Trust awards.
- Pierre Elliott Trudeau Foundation scholarship for work with the Gitga'at First Nation.
- 2018 Vanier Scholarship.
- Three Innovate BC awards.
- 2019 Partners In Research Mathematics Ambassador Award.

SFU's Robert Hogg was inducted as a member of the Order of Canada for his extensive contributions to HIV/AIDS research. Hogg has been a member of SFU's Faculty of Health Sciences since 2006 where he helped to establish the SFU Interdisciplinary Research Centre for HIV.

The SFU community congratulated three faculty members, Fiona Brinkman, Jin-me Yoon, and Richard Lockhart, on being named 2018 Royal Society of Canada (RSC) Fellows, and two faculty members, Deanna Reder and Hugo Cardoso, on being named 2018 RSC College of New Scholars, Artists and Scientists Members. Fellowship in the RSC is Canada's highest academic honour. Award recipients were officially recognized at the RSC's Celebration of Excellence and Engagement in Halifax, Nova Scotia last November.

SFU mathematics professor Bojan Mohar was awarded the John L. Synge Award from the RSC. This award recognizes Mohar's deep and transformative work in topological graph theory.

SFU's Vice-President, Research and International, Joy Johnson, received an award for her career contributions in women's health from the Women's Health Research Institute. The annual award recognized Johnson for her work as the Scientific Director of CIHR Institute of Gender and Health and her contributions in developing and implementing initiatives surrounding gender and health.

SFU Computing Science researcher Angelica Lim was featured and recognized for her work as a leading Artificial Intelligence roboticist by Forbes in "5 People Building Our AI Future."

SFU PhD student Careesa Liu won YMCA's Women of Distinction Awards and the Greater Vancouver Board of Trade's Women to Watch award for developing technology to impact patient care and improve health.

SFU's School of Interactive Arts and Technology PhD candidate Mirjana Prpa was recognized and awarded as "The future of the field of art, science and technology" at Leonardo journal's 50<sup>th</sup> Anniversary Celebration at SIGGRAPH 2018.

## 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 Squamish, Musqueam, Tsleil-Waututh, Katzie, and Kwikwetlem peoples on whose traditional territories its three campuses stand.

### 5.3.1. Community Engagement – Principles, 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, public engagement, and partnership.

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 Vision and help the University connect with 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 Strategic Community Engagement Strategy

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

#### Foundational Principles and Values

- **Inclusion and diversity.** SFU practices deep respect for culture, language, and history, personally and institutionally, at all scales, from internationalization to local knowledge. As well, SFU fosters the interconnections among diverse knowledge systems—traditional, personal, formal, and informal.
- **Mutual trust, respect, and accountability.** SFU commits to transparency, shared purpose, shared ownership, and shared accountability in its work. SFU builds measurement, evaluation, and reflective practices into its collaborations for collective impact.
- **Sustainable approaches.** SFU designs for complexity and the long term, approaching activities through a systems lens, focusing on process as well as outcome, resourcing for

implementation and sustainment, and recognizing its personal agency as well as its institutional footprint.

- **Healthy relationships.** SFU cares about its relationships, from personal to institutional. SFU is flexible and adaptable, supporting its values in all stages of its partnerships.
- **Equity.** SFU recognizes power relations in university/community relationships and enables equitable partnerships. SFU listens, creates, and respects space for people to speak for themselves, in their own voices.
- **Knowledge creation.** SFU enables community engagement as a method for teaching, learning, research, and creative activity, and it works with community to co-create and cultivate knowledge and understanding for the purpose of achieving positive social change.

**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 Strategic 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/campus 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, the Canadian Pilot Cohort of the Carnegie Community Engagement Classification, 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 university/community partnerships in addressing social, health, environmental, and community issues. Over 500 people attended from community, academia, government, and industry across North America and beyond.

In 2019, SFU, together with the Carnegie Foundation for the Advancement of Teaching, Brown University, and the McConnell Foundation, commenced with co-presenting a Canadian pilot of Carnegie’s Classification for Community Engagement—a classification that examines how

universities and colleges can partner with community to create mutual benefit, share knowledge, and exchange resources. SFU's role in this partnership is to create a network of leading Canadian post-secondary institutions that are bound by an interest in self-assessment and quality improvement in their practices and approaches to civic and community engagement, and potentially, to found a Canadian version of the Classification that would offer a framework to post-secondary institutions across Canada to deepen their impact in partnership with the communities they serve.

### Community Engagement Initiative

SFU's Community Engagement Initiative was created to enhance community-engaged scholarship across all Faculties. From 2013-2018, the University funded 99 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 five years was approximately \$600,000.

### Community-Based Research

SFU's Vice-President, Research and International 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. In 2018, a cross-departmental Community-Engaged Research Steering Committee was struck to advance these goals.

### 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 and a SFU/City working group that explores partnership opportunities.

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 several Burnaby organizations that are anchors in the community. The Festival celebrates lifelong learning in creative, unconventional ways, featuring a week-long series of free events that inspire, engage, and spark creativity through performances, lectures, discussions, and tours 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 2017-18, nearly 7,600 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** are 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 30 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 Charles Chang 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 (Simon Fraser University, University of British Columbia, 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. Between April 1, 2018, and March 31, 2019, VOCE hosted 146 events that engaged 5,692 individuals.

**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 September 2019, SFU will open a new, five-storey, 16,000-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.

University/Community partnership highlights include the following:

#### **SFU 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 five years, \$46,000 has been contributed to support the implementation of 19 student projects in the Surrey City Centre and Burnaby Town Centre regions and in support of refugee and newcomer engagement. 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 2018, community partners and SFU students, faculty, and staff offered 25 programs to over 2,500 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 8,000 participants, benefited from the support of over 150 volunteers, and provided mentorship to over 800 student teams and business development services to over 175 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 160,000 alumni in more than 140 countries, this group of individuals 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 volunteering as mentors and guest speakers, recommending SFU to prospective students, employing SFU co-operative education students, hiring SFU graduates, and contributing towards 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

### 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 Simon Fraser University 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. The contract expired on June 30, 2019. Negotiations are taking place to renew it.

#### 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.

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 37.5%.



## SFU as an Employer

On November 9, 2018, for the 12th 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/rates employers using eight criteria:

Criteria		SFU Rating
1	Physical Workspace	A+
2	Health and Family-Friendly Benefits	A+
3	Vacation and Personal Time Off	A+
4	Training and Skills Development	A+
5	Financial Benefits and Compensation	A
6	Work Atmosphere and Communications	B+
7	Community Involvement	B
8	Employee Engagement Performance	C+

SFU scored consistently high in all eight categories. Here are some specific examples given by MediaCorp supporting why it regards SFU as a top employer:

- 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.
- Along with all the amenities that come with working on a university campus, Simon Fraser University is also central to one of the country's most notable new urbanist development projects called "UniverCity," designed to encourage sustainable lifestyles in a community that, when completed, will be home to 10,000 residents atop Burnaby Mountain.
- Simon Fraser University helps employees prepare for life after work with contributions to a defined benefit pension plan and health benefits that extend to retirees (with shared employer premium coverage and no age limit). Additionally, the University offers retirement planning assistance and phased-in work options to help employees transition.

## 5.4.2. Finance

### 5.4.2.1. Budgets

#### Government Funding

SFU's provincial operating grant for 2018-19 was \$232.4 million, up \$7.4 million from the previous year's \$225.0 million. Government of Canada operating grants for 2018-19 were \$8.8 million, materially consistent with the previous year's \$8.9 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. The Province has continued to build on this momentum year over year, resulting in an investment of \$26.5 million in 2018-19. 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 \$276.8 million for 2018-19, exceeding provincial operating grant funding. The increase is due primarily to a 2% tuition fee increase for domestic students and a 4% increase for international students.

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 2018-19, 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. 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 2,900 continuing employees, as well as part-time and temporary faculty and staff, salary and benefit costs comprised 62% of total operating expenses for 2018-19. 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, five initiatives have been awarded funding. 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 core funding amount of \$8.9 million was allocated in 2018-19 for the program.

New for 2019-20, the University has provided seed funding for the Strategic Initiative Project Program (SIPP), distributing at least \$1 million annually in support of smaller scale, departmentally-focused projects that will contribute to achieving the broader mission of the institution.

### 5.4.2.2. Investments

SFU's endowment fund, driven by a strong year of donations and investment earnings, ended 2018-19 with a market value of \$517.5 million. The endowment fund consists of over 930 individual endowments that provided \$18.9 million of support in 2018-19 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 2018-19 included meeting the new 40% revised carbon footprint reduction target (the previous target was 30%) for 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, 2019, 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. In partnership with SFU, the Simon Fraser Student Society has committed \$10 million to fund a new 1,800 stadium seating project, with the University making a significant additional investment to address deferred maintenance issues and enhance amenities in the facilities within and adjacent to the 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 Student Housing 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

over 1,800 new beds over five phases of development, bringing the total capacity of the housing system on SFU's Burnaby campus to just under 3,400 beds, meeting the needs of approximately 10% of the full-time student population. 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 fall 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) is preparing to welcome its inaugural class in September 2019.
- A new student union building (funded by the Simon Fraser Student Society) is nearing substantial completion and preparing for its September 2019 grand opening.
- A new stadium and athletics infrastructure upgrade (funded jointly by the Student Society and SFU) has broken ground adjacent to the Lorne Davies Complex, the University's main athletics facility.
- A new bio-mass fueled central energy plan (in partnership with SFU, UniverCity, and a private operator) is in the early stages of construction.
- A major expansion and renewal of the residence dining hall is currently being tendered, with an anticipated completion date of fall 2020.

[SFU's 2019-2024 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 and a thread that connects all of the University's work in research, academics, and operations.

In 2018, SFU renewed the University's Gold rating in the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment and Rating System (STARS), increasing the University's score

by over 10%. The STARS system scores universities and colleges on social, economic, and environmental sustainability best practices and indicators specific to the advanced-education sector.

Initiatives that contributed to this improved score include the University's reduction of operational greenhouse gas emissions by over 24% since the 2007 baseline and diversion of more than 2,700 tonnes of operational waste from landfills since 2014. As a signatory to the UN Principles for Responsible Investment, in 2016, SFU committed to reducing the carbon footprint of the University's investments by 30% by the year 2030 – SFU has since surpassed that original commitment and recently announced its intention to reduce its footprint further, to a total reduction of 40% by 2030.

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

### 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 towards 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.

### 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 original capital funded capacity of 2,500 FTEs by more than 550 FTEs. Over 7,788 undergraduate and graduate domestic students enrolled in at least one course at the Surrey campus in 2018-19. This does not include over 2,000 registrants in over 140 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.

The building, officially opened on April 25, 2019, 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 Vision to be Canada's engaged university. The Sustainable Energy Engineering program will welcome its first students in September 2019, with the 440 available student spaces in the program representing a part of the Province's tech-expansion plan for BC post-secondary education.

This is the first of a three-phase academic expansion plan for SFU Surrey, consistent with the 2006 MOU between SFU and the provincial government. Further programs in health systems innovation and creative technologies are being planned.



## 6. 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	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

## 6.1. 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>	
2018-19 Target:	19,831	<b>111.5%</b>	% of target
2018-19 Actual:	22,102		

SFU's total student headcount for 2018-19 was 35,644, including 29,904 undergraduates and 5,740 graduates.

With 46% of domestic undergraduate students attending the University on a part-time basis, this equates to 18,107 total domestic FTE undergraduate students. The undergraduate and graduate FTEs for 2018-19 reached 22,102, which exceeded the government-funded enrolment target of 19,831 by 11.5%.

A majority of students enter SFU's undergraduate programs either directly from BC Grade 12 or through college transfer. In 2018-19, 48.0% of the University's new undergraduates came from BC Grade 12 with average entry grades of 87.2%. BC college transfer students made up 34% of new students.

## 6.2. 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>Substantially Achieved</b>  <span style="font-size: 1.5em; font-weight: bold;">99.0%</span> % of target
2018-19 Target:	6,067	
2018-19 Actual:	6,007	

Increasing the credentials awarded relies on the growth in enrolment and retention of students. This requires the development of distinctive programs, curriculum, and pedagogy. It also requires that the University provide student services and support that add quality to the campus experience beyond that supplied by for-credit learning.

This year, SFU almost achieved 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, which will hopefully allow SFU to surpass the Ministry's target in the coming years.

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.

### 6.3. 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>
2018-19 Target:	≥ 2017-18 actual 466	<b>106.7%</b> % of target
2018-19 Actual:	497	

From 2013-14 to 2018-19, SFU showed an increase of 24% in Aboriginal student enrolment as the University continues its efforts to recruit and retain Aboriginal students.

For 2018-19, 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.

## 6.4. 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.

<b>SFU's Achievement:</b>		<b>Achieved</b>
2018-19 Target:	≥ 90%	<b>100.9%</b> % of target
2018-19 Actual:	90.8% (±0.9%)	

The University remains concerned with course availability. In fall 2018, 59% of undergraduate students surveyed were getting the specific courses they wanted and 67% of students were getting their required courses each semester. SFU will continue to focus on improving this measure and to set and attain higher goals.

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

## 6.5. 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>	
2018-19 Target:	≥ 90%	<b>102.9%</b>	% of target
2018-19 Actual:	92.6% (±0.9%)		

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.

## 6.6. 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
2018-19 Targets ≥85%	<b>Overall Performance</b>	<b>97.2%</b> % of target
	<b>2018-19 Actual: 82.6% (±1.0%)</b>	
	Written Communication:	2018-19 Actual 81.7% (±1.3%)
	Oral Communication:	2018-19 Actual 79.2% (±1.4%)
	Group Collaboration:	2018-19 Actual 77.6% (±1.4%)
	Critical Analysis:	2018-19 Actual 90.3% (±1.0%)
	Problem Resolution:	2018-19 Actual 75.4% (±1.5%)
	Learn on Your Own:	2018-19 Actual 87.6% (±1.1%)
Reading and Comprehension:	2018-19 Actual 85.9% (±1.2%)	

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.

## 6.7. 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>	
2018-19 Target:	≥ 90%	<b>88.6%</b>	% of target
2018-19 Actual:	79.7% (±1.5%)		

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.

## 6.8. 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>	
2018-19 Target:*	≤ 8%	<b>120.0%</b>	% of target
2018-19 Actual:	6.4% (±0.8%)		

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: 2018 Edition](#), it is determined that, in the near future, nearly 80% of job openings will require individuals with post-secondary education. Many of these openings will appear in high-demand occupation sectors, such as business, computer science, engineering, and health care. 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 2018-19](#)

## 6.9. 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>Achieved</b>  <b>102.6 %</b>  <small>% of target</small>	
<b>All sources</b>		
<b>2018-19 Target: <math>\geq</math> 2017-18 actual \$139.0 m</b>		
<b>2018-19 Actual: \$142.6 m</b>		
<b>Federal sources</b>		
2018-19 Target:	$\geq$ 2017-18 actual \$80.9 m	
2018-19 Actual:	\$86.9 m	
<b>Provincial sources</b>		
2018-19 Target:	$\geq$ 2017-18 actual \$16.0 m	
2018-19 Actual:	\$12.5 m	
<b>Other sources</b>		
2018-19 Target:	$\geq$ 2017-18 actual \$42.0 m	
2018-19 Actual:	\$43.2 m	

Approximately 61% of SFU's research funding is sourced from the federal government through the Tri-Agency (the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada) and the Canada Foundation for Innovation, 9% comes from provincial sources, and 30% from other funding sources.

Furthering and advancing meaningful research is an integral part of SFU's Vision. Faculty are continually pushing the boundaries as evidenced by [ReSearch Infosource's](#) number one ranking of SFU as the comprehensive Canadian university with the greatest publication impact in 2018. Furthermore, research-intensive faculty members are continually providing opportunities for undergraduate and graduate students to explore scholarly research through focused course seminars, independent study semesters, and honours and thesis supervision.

## 6.10. Ministry Performance Measures: Summary of Performance

Table 9: Summary of Performance

2018-19 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		✓		

## 7. CONCLUSION

SFU is proud of its Vision to be the leading engaged university. The essential elements of the Vision 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 across the province, SFU is 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 the recent opening of a \$126 million, five-storey, multi-purpose

building at the Surrey campus that is hosting a new Sustainable Energy Engineering program, 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 two instances, achieved them in four, and substantially achieved them in three. 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 and mandate.



**Simon Fraser University**  
**2018/19 Accountability Framework Performance Measure Results**

Performance measure <sup>1</sup>	Reporting year					
	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment		
<b>Student Spaces<sup>2</sup></b>						
Total student spaces	22,161	19,831	22,102	Exceeded		
<b>Credentials awarded<sup>3</sup></b>						
Number	6,103	6,067	6,007	Substantially achieved		
<b>Sponsored Research Funding<sup>4</sup></b>						
Sponsored research funding from all sources (million \$)	\$139.0	≥ previous year	\$142.6	Achieved		
Federal sources (million \$)	\$80.9		\$86.9			
Provincial sources (million \$)	\$16.0		\$12.5			
Other sources (million \$)	\$42.0		\$43.2			
<b>Aboriginal student spaces<sup>4</sup></b>						
Total Aboriginal student spaces	466	TBI	497	TBI		
Ministry (AEST)	466		497			
Industry Training Authority (ITA)	N/A		N/A			
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	92.0%	0.9%	≥ 90%	90.8%	0.9%	Achieved
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	93.5%	0.8%	≥ 90%	92.6%	0.9%	Achieved
<b>Student assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	83.7%	0.9%	≥ 85%	82.6%	1.0%	Substantially achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	81.6%	1.4%	≥ 90%	79.7%	1.5%	Substantially achieved
<b>Unemployment Rate<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	5.9%	0.8%	≤ 8.0%	6.4%	0.9%	Exceeded

**Notes:**

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

N/A - Not assessed

- <sup>1</sup> Please consult the 2018/19 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 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting period are based on data from the 2018/19 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 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.
- <sup>4</sup> Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.
- <sup>5</sup> Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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%.

<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

**APPENDIX**  
**Simon Fraser University**  
**2018/19 Accountability Framework Performance Measure Results**

Performance measure	Reporting year					
	2017/18		2018/19	2018/19		2018/19
	Actual		Target	Actual		Assessment
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	83.7%	0.9%	≥ 85%	82.6%	1.0%	Substantially achieved
Written communication	82.8%	1.2%		81.7%	1.3%	
Oral communication	80.9%	1.3%		79.2%	1.4%	
Group collaboration	78.1%	1.3%		77.6%	1.4%	
Critical analysis	91.1%	0.9%		90.3%	1.0%	
Problem resolution	76.5%	1.4%		75.4%	1.5%	
Learn on your own	89.1%	1.0%		87.6%	1.1%	
Reading and comprehension	87.2%	1.1%		85.9%	1.2%	



# Appendix B – Reporting Template for Mandate Priority #1

## Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress.

*SFU Note: Below is an overview of Indigenous educational, research, and community activity in which the University is involved. It is not an exhaustive list.*

<b>TRC CALL TO ACTION<sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</b>	<b>PROGRESS</b> (N/A, In Progress, Implemented) <sup>2</sup>	<b>INITIATIVE AND PARTNERSHIP DETAILS</b> (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)
<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child- welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	Implemented	<p><a href="#">Community Capacity Building for Rural Aboriginal Communities</a></p> <ul style="list-style-type: none"> <li>The Stepping Stones Community Capacity Building Certificate for Aboriginal peoples is a continuing studies certificate program designed to help Aboriginal students develop the skills needed to create healthy economies and environments that honour their unique cultures, traditions, and ways of life.</li> </ul>

<sup>1</sup>“...” represents omitted text not related to post-secondary education from the original Call to Action.

<sup>2</sup>Use N/A if there is no relevant program on this subject offered at institution.

<p><b>12: EARLY CHILDHOOD EDUCATION</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>N/A</p>	
<p><b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b></p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>Implemented</p>	<p><a href="#">First Nations Languages Program (FNLP)</a></p> <ul style="list-style-type: none"> <li>• First Nations Language Proficiency Certificate</li> <li>• First Nations Language Proficiency Diploma</li> <li>• Graduate Certificate in Linguistics of a First Nations Language</li> <li>• Master of Arts in Linguistics of a First Nations Language</li> </ul> <p><a href="#">First Nations Language Centre</a></p> <ul style="list-style-type: none"> <li>• The First Nations Language Centre at Simon Fraser University coordinates the activities of grassroots <a href="#">community partners</a> across BC and academic linguists from SFU, UBC, UNBC, and many other universities in a project to document, analyze, and revitalize Aboriginal languages.</li> </ul>
<p><b>23: HEALTH-CARE PROFESSIONALS</b></p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p>Implemented</p>	<p><a href="#">Indigenous Health Research</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Dr. Jeff Reading</a>, Professor, Faculty of Health Sciences First Nations Health Authority Chair in Heart Health and Wellness at St. Paul's Hospital. Professor Reading has more than two decades of experience enhancing knowledge in Indigenous health issues, both in Canada and globally.</li> <li>• <a href="#">Dr. John O'Neil</a>, Professor of Global and Indigenous Health. From 2007 to 2017, Professor O'Neil was Dean of the Faculty of Health Sciences at SFU. Previously, he was Director of the Manitoba First Nations Centre for Aboriginal Health Research, and Professor and Head of the Department of Community Health Sciences in the University of Manitoba's Faculty of Medicine. He has published more than 150 papers and reports related to Indigenous health.</li> </ul> <p><a href="#">Indigenous Health Programs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Masters of Science (MSc) Program in Indigenous Population Health</a> <ul style="list-style-type: none"> <li>○ Students will earn an MSc in Health Sciences from Simon Fraser University and receive mentorship and training in</li> </ul> </li> </ul>

		<p>Indigenous population health practice and First Nations approaches to research from the First Nations Health Authority. Graduates will have marketable skills in mixed methods epidemiology, enhanced knowledge of First Nations data governance, and demonstrated ability to apply these skills in real work settings such as the First Nations Health Authority.</p> <ul style="list-style-type: none"> <li>• <a href="#">Promoting Indigenous Led Action on Respecting Tobacco Project (PILAR)</a> <ul style="list-style-type: none"> <li>○ SFU’s Faculty of Health Sciences and the First Nations Health Authority are working in partnership to conduct a 3-year project (2017-2020) aimed at strengthening commercial tobacco control in Aboriginal communities. This will be achieved by carrying out a consultation intervention in BC First Nations communities.</li> </ul> </li> </ul> <p><u>Faculty of Health Sciences Indigenous Courses</u></p> <ul style="list-style-type: none"> <li>• Separate from the MSc Program in Indigenous Population Health, the Faculty of Health Sciences offers these Indigenous courses: <ul style="list-style-type: none"> <li>○ <a href="#">HSCI 404</a> – Global Perspectives in Indigenous Health</li> <li>○ <a href="#">HSCI 842</a> – Indigenous Health in Canada</li> </ul> </li> </ul>
<p><b>24: MEDICAL AND NURSING SCHOOLS</b>  We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>N/A</p>	

<p><b>28: LAW SCHOOLS</b></p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	<p>N/A</p>	
<p><b>57: PUBLIC SERVANTS</b></p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Implemented</p>	<p><a href="#">San’yas: Indigenous Cultural Safety Training</a></p> <ul style="list-style-type: none"> <li>San’yas: Indigenous Cultural Safety (ICS) training is a unique, facilitated on-line training program designed to increase knowledge, enhance self-awareness, and strengthen the skills of those who work both directly and indirectly with Aboriginal peoples. The goal of the ICS training is to further develop individual competencies and promote positive partnerships. SFU Human Resources has made this training available to all continuing SFU employees. Over 500 employees have taken this training.</li> </ul>
<p><b>62: TEACHER EDUCATION</b></p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>Implemented</p>	<p><a href="#">Faculty of Education: Office of Indigenous Education</a></p> <ul style="list-style-type: none"> <li>The Faculty of Education is committed to collaborative work with diverse Indigenous communities and organizations as well as individual students and educators in a range of rural and urban locations. The Office of Indigenous Education’s focus is inclusive of Aboriginal peoples in Canada (First Nations, Metis, and Inuit) as well as Indigenous peoples from other countries. The Office’s vision emphasizes: <ul style="list-style-type: none"> <li>Collaboration and equal partnerships with a diversity of Indigenous communities and organizations.</li> <li>Equitable representation of Indigenous peoples in enrolment across programs.</li> <li>Integration of Indigenous content and perspectives across the curriculum.</li> <li>Equitable representation of Indigenous peoples on faculty and staff.</li> <li>Support and encouragement of Indigenous research and scholarship.</li> <li>Integration of Indigenous awareness and local protocol as</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ part of all faculty and staff orientation.</li> <li>○ Requirement of anti-racism, multicultural, and Indigenous pedagogical approaches as a part of all teacher certification.</li> </ul> <p><a href="#">Indigenous Perspectives in Teacher Education (IPTeM) Professional Development Program Module</a></p> <ul style="list-style-type: none"> <li>• The IPTeM module incorporates Indigenous knowledge and cultural resources available in the environment of the Musqueam, Sto:lo, and Squamish peoples, as well as resources available in Aboriginal communities residing in metropolitan centres. The module focuses on two pressing issues in education today: <ol style="list-style-type: none"> <li>1. Increasing the number of First Nations teachers in BC.</li> <li>2. Augmenting the knowledge, skills, and understandings of non-Indigenous people teaching and working with First Nations children and youth.</li> </ol> </li> </ul> <p><a href="#">Indigenous Education Advisory Committee</a></p> <ul style="list-style-type: none"> <li>• SFU’s Faculty of Education formed this committee in 2012 to ensure that its Indigenous activities are in congruence with the Vision for Indigenous Education in the Faculty of Education and aligned with the intent of the University's Vision and its First Nations Strategic Plan.</li> </ul>
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b></p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	<p>Implemented</p>	<p><a href="#">SFU offers these applicable courses:</a></p> <ul style="list-style-type: none"> <li>• <a href="#">HIST 325</a> - History of Aboriginal Peoples of North America to 1850</li> <li>• <a href="#">HIST 326</a> - History of Aboriginal Peoples of North America Since 1850</li> <li>• <a href="#">HIST 427</a> - Topics in Indigenous Histories</li> <li>• <a href="#">HIST 443W</a> - Aboriginal Peoples, History, and the Law</li> <li>• <a href="#">HIST 888</a> - Indigenous Peoples</li> <li>• <a href="#">CRIM 419</a> - Aboriginal/Indigenous Justice</li> <li>• <a href="#">CRIM 429</a> - Indigenous Peoples and International Law</li> <li>• <a href="#">PLCY 821</a> - Indigenous Policy</li> </ul>

**92: BUSINESS SCHOOLS**

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Implemented

Director, Indigenous Programs

- In 2018, SFU’s Beedie School of Business appointed [Joy Cramer](#), a former Deputy Minister with the Province of Manitoba, to the newly created position of Director, Indigenous Programs. Cramer will lead the School’s strategy to grow Indigenous programming, integrate Indigenous learning into the mainstream curriculum, and increase engagement with Indigenous communities.

Executive MBA in Indigenous Business and Leadership

- [The SFU Executive MBA in Indigenous Business and Leadership \(EMBA IBL\)](#) is the only accredited MBA program in North America addressing Indigenous business, economic development, and governance. Designed primarily for mid-career Indigenous professionals from across Canada, participants are proven leaders who share an interest in Indigenous business management, economic development, nation-building, and self-determination.

First Peoples Enterprise Accelerator Program

- [The First Peoples Enterprise Accelerator Program](#) is a ten-year collaboration between Simon Fraser University and the RBC Foundation to support entrepreneurship in Indigenous communities. The vision of the program is to be a catalyst and resource for sustainable economic growth and diversification in Indigenous communities, using citizen entrepreneurship as its primary vehicle.

Indigenous Courses in MBA Program

- [BUS 741](#)- Business and Indigenous Peoples (2 credits, offered in FT MBA, PT MBA, GDBA)
- [BUS 730](#) – Business and Indigenous Communities (2 credits, offered in FT MBA and PT MBA)
- [BUS 648](#) – Indigenous Business and Communities (2 credits, EMBA equivalent of 741)



	In Progress	<ul style="list-style-type: none"> <li>• In addition to the courses in the above-mentioned programs, SFU offers Indigenous specific courses in these disciplines: <ul style="list-style-type: none"> <li>○ Archaeology</li> <li>○ Business</li> <li>○ Criminology</li> <li>○ Ecological Restoration</li> <li>○ Education</li> <li>○ English</li> <li>○ Gender, Sexuality, and Women’s Studies</li> <li>○ History</li> <li>○ Public Policy</li> <li>○ Resource and Environmental Management</li> <li>○ Sociology and Anthropology</li> </ul> </li> </ul> <p><a href="#">SFU Aboriginal Strategic Plan</a></p> <ul style="list-style-type: none"> <li>• This plan forms the operational strategy of the Office for Aboriginal Peoples and is the basis upon which all annual progress reports for the Office are measured.</li> </ul> <p><a href="#">Advisory Council for Indigenous Initiatives</a></p> <ul style="list-style-type: none"> <li>• The Centre for Educational Excellence is currently setting up an advisory council, which will include Indigenous students willing to share their “lived experience as Indigenous students,” to guide and advise Indigenous initiatives at SFU (in progress).</li> </ul> <p><a href="#">Post-Secondary Education Accessibility</a></p> <ul style="list-style-type: none"> <li>• SFU has an <a href="#">Aboriginal Undergraduate Admission Policy</a> that takes into consideration an Aboriginal applicant’s educational history, cultural knowledge, work experience, educational goals, and other achievements.</li> <li>• SFU’s Faculty of Arts’ <a href="#">Interim Aboriginal University Preparation Program</a> helps pave the way for successful transition to undergraduate studies for Indigenous peoples. The program offers first-year academic credit courses that integrate humanities and social sciences with Indigenous perspectives.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>• An Indigenous Pathways Planning Group has been formed to</li> </ul>

	In Progress	<p>develop a better understanding of First Nations, Metis, and Inuit students’ needs and opportunities to embark on their journey to and through SFU. Focus of the Group will be on issues pertaining to admissions, access, and retention, as well as the needs of the students and how SFU can support them (in progress).</p> <p><u>Financial Assistance</u></p> <ul style="list-style-type: none"> <li>• SFU offers a variety of <a href="#">financial assistance opportunities</a> to Canadian undergraduate and graduate Aboriginal students, including an <a href="#">Indigenous Graduate Entrance Scholarship</a> and <a href="#">Indigenous Graduate Travel Award</a>.</li> </ul> <p><u>Aboriginal Spaces</u></p> <ul style="list-style-type: none"> <li>• <a href="#">First Peoples’ Gathering House</a> <ul style="list-style-type: none"> <li>○ SFU is committed to building a Gathering House. The community consultation process is currently taking place and will conclude in September 2019. With the time required for design and construction, the First Peoples’ Gathering House could open in spring 2022 (in progress).</li> </ul> </li> <li>• <a href="#">Indigenous Student Cultural House</a> <ul style="list-style-type: none"> <li>○ Part of SFU’s Residence and Housing Living and Learning Communities initiative, the Indigenous Student Cultural House is designed for Canadian Indigenous students who want to connect with other Indigenous students, engage with and share their own Indigenous heritage and knowledge, and participate in cultural and educational opportunities guided by SFU’s Indigenous Student Centre.</li> </ul> </li> <li>• <a href="#">Indigenous Gathering Space</a> <ul style="list-style-type: none"> <li>○ The Office of Indigenous Education is located within the Faculty of Education and has played a leading role in the establishment of the Indigenous Gathering space. The spacious, light-filled room features comfortable seating, a small kitchen, and natural hardwood flooring while teachings and historic photos from the Bill Reid Centre's image collection adorn the walls. The space creates an environment of belonging and one in which to advance</li> </ul> </li> </ul>
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	In Progress	<p>Indigenous education within the Faculty and the communities it serves.</p> <ul style="list-style-type: none"> <li>○ A Memorial Gardens outside the Indigenous Gathering space is currently in the planning stages. The Gardens will include a plaque commemorating the people who attended each of the BC Residential Schools, a garden area featuring Indigenous plants, especially those used in ceremony and/or healing, and an outdoor classroom (in progress).</li> </ul>
	In Progress	<p><u>Partnerships</u></p> <ul style="list-style-type: none"> <li>● The Squamish Nation and SFU signed a three year (renewable) Memorandum of Understanding (MoU) on November 29, 2017, to create new pathways to support Indigenous students, staff, and faculty, and to create deeper connections between SFU and the Squamish Nation. Currently, SFU and the Squamish Nation are co-constructing a Master’s of Education program to build capacity within the Squamish Nation.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>● SFU and the Surrey Urban Indigenous Leadership Committee have entered into a partnership to promote and support the academic, research, and community engagement needs and interests of the region’s growing urban Indigenous peoples.</li> </ul>