SFU

SIMON FRASER UNIVERSITY

SFU Institutional Accountability Plan and Report

2024-25

SFU
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October 2, 2025

Honourable Jessie Sunner
Minister of Post-Secondary Education and Future Skills
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Sunner,

We are pleased to present Simon Fraser University's Institutional Accountability Plan and Report for the 2024-25 reporting cycle. The document was reviewed and approved by the senior executive of SFU and by our Board of Governors on September 25, 2025.

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

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

Sincerely,

Paula Martin
Chair, Board of Governors

Joy Johnson
President and Vice-Chancellor

attachment

Simon Fraser University respectfully acknowledges the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), səlilwətaɬ (Tsleil-Waututh), q̓íc̓əy̓ (Katzie), kʷikʷəƛ̓əm (Kwikwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose unceded traditional territories our three campuses reside.

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1. Introduction

Established in 1965 on Burnaby Mountain, SFU was known as the “radical campus” for its students’ activism. With such progressive thought and philosophies at its forefront, SFU has built itself into a world-class research university with vibrant campuses in British Columbia’s three largest cities—Burnaby, Surrey, and Vancouver. Acting on its vision to be a leading research university, and advancing an inclusive and sustainable future, SFU strives for positive lasting social, economic, and cultural change.

SFU is recognized around the world for excellence, innovation, and sustainability. The university is consistently ranked among the top research universities in Canada and as one of the top 300 universities in the world. It is a world leader in research, knowledge development, and innovation, and for many years has been consistently forging lasting partnerships that encourage diversity and sustainability.

SFU is distinguished by the extraordinary variety of educational and learning opportunities it offers its students both on campus and in the community. As a result, its students graduate with the skills they need to succeed, contribute to their communities, and fulfill their potential.

SFU faculty fuel research discoveries, drive social innovations, and devise solutions that contribute to a more innovative, inclusive, and sustainable economy in British Columbia and around the world.

They, together with SFU's students and staff, are leaders in fields such as public health, climate action, food security, and sustainable engineering. With a Strategic Research Plan that focuses on innovation and knowledge mobilization, among other things, SFU is helping to solve problems that improve lives and benefit society.

SFU does not shy away from tackling some of the province's most pressing societal issues. The addition of the new School of Medicine puts the university at the forefront of solving the doctor shortage in the province. SFU is extremely excited to be able to welcome its first class of student doctors, which is currently scheduled to be August 2026.

SFU employs 1,085 continuing faculty, 2,330 administrative and support staff, and in the 2024-25 fiscal year enrolled 34,075 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

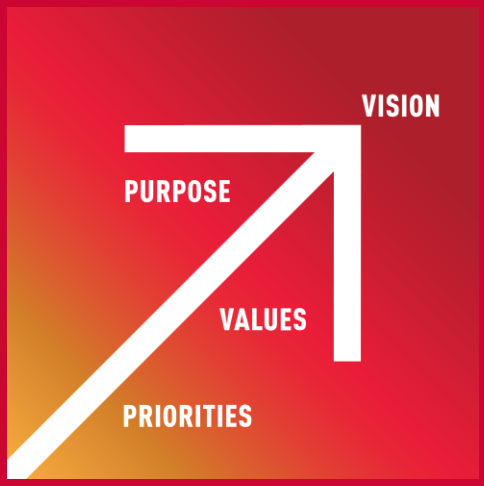
Faculty of Education

Faculty of Environment

Faculty of Health Sciences

Faculty of Science

SFU has more than 16,000 participants in Lifelong Learning programs and events annually, including more than 5,800 registered non-credit students. The university is also proud of its more than 200,000 alumni.



WHAT'S NEXT:
THE SFU STRATEGY

2. Strategic Context

2.1. SFU Vision - What's Next: The SFU Strategy

Vision: Who we aspire to be

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

Building from our progress as Canada's engaged university, our vision represents our ambitions for the next stage in SFU's journey, provincially, nationally, and internationally. The vision inspires and drives us, declaring both our goals as a global research community and our deeply felt and abiding commitments to belonging and climate action. Our challenge in this strategy is to consistently rise to the standards of the vision; our future and the future of the world depend on it.

Purpose: Why we exist

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

Our purpose as a university is the essence of SFU; it is what each of us strives to do daily. It reflects our belief that we are a community of citizens and scholars, working with partners to develop and share knowledge and make a difference in the world.

Values: How we do it

Our values guide us as individuals and as an institution. The alignment and, in some cases, apparent tensions between the values encourage us to think carefully about the choices we make. The articulation of engagement as a value sets SFU apart from our peers and reflects the integrity of our position as Canada's engaged university. We will embed these values in every decision and every action and hold ourselves accountable for doing so.

Academic Freedom and Critical Thinking
We honour the autonomy of intellectual enquiry and explore ideas with academic rigour.

Excellence and Responsibility
We aspire to high standards and truth in information, accountable to one another and the public.

Respect and Reciprocity
We build and sustain relationships with care and a desire for mutual growth.

Equity and Belonging
We create an inclusive, supportive, and affirming community where all thrive.

Engagement and Openness
We seek and include diverse perspectives and a wide circle of involvement.

Resilience and Sustainability
We steward resources effectively, with the needs of present and future generations in mind.

Innovation and Adaptability
We learn, unlearn, and embrace uncertainty through discovery and failure.

2.2. SFU Priorities

Uphold Truth and Reconciliation

SFU recognizes and honours the title and rights of Indigenous Peoples as stated in UNDRIP, and we respect and partner with the host Indigenous Nations on which our campuses are located. We have the responsibility to illuminate the Truth of Indigenous Peoples in Canada and around the world and to begin to chart a path of Reconciliation. We will embrace this critical and complex call, striving

to create a strong and safe sense of belonging for all Indigenous Peoples to discover and unlock their gifts.

Through this strategy we will:

- Improve the support, mentorship, and recruitment of Indigenous students, with continuing focus on curriculum innovation, welcoming spaces, and learner pathways.
- Strengthen Indigenous faculty and staff attraction and retention through targeted hires and permanent positions, embedding Indigenous knowledge systems and ways of knowing.
- Harness momentum and insight for sustainable change within and beyond SFU, aligning our priorities and approach through a new Indigenous Strategic Plan.

Engage in Global Challenges

With leading researchers in today's critical issues, from climate action to democracy to health outcomes, combined with our focus on developing entrepreneurship and a global mindset in our students, we effect positive outcomes. Working with peers and colleagues around the world, these efforts are underpinned by our shared commitment to the Sustainable Development Goals. We will leverage our experience, approach, and connections to help address humanity's most complex problems and questions.

Through this strategy, we will:

- Cultivate a thriving research and teaching environment that deepens the undergraduate and graduate experience and prepares students for varied careers.
- Enable and value interdisciplinarity and diverse forms of scholarship, notably in community-centred climate innovation, to spark creativity and collaboration.
- Invest in world-class faculty and infrastructure while connecting SFU scholars with national and international research networks.

Make a Difference for B.C.

SFU has an outsized impact on the province. For students, we are a global university in their communities, offering relevant, exceptional education. We attract learners from around the world and many of our alumni remain in B.C. after graduation, contributing their talents and enriching society. Through our people, research, partnerships, and spaces we make our mark, bolstered by our collective attention to community engagement. We will reinforce our role as the university for B.C., using our capacity for social and economic change to strengthen the province and connect the world with B.C.

Through this strategy we will:

- Expand experiential education, lifelong learning, and credential models to improve student outcomes and accelerate regional impact and innovation.
- Establish a socially accountable medical school and graduate physicians with the competencies to provide team-based health care and serve B.C.'s diverse communities.
- Facilitate evidence-informed public dialogue that fosters pluralism and shared problem-solving across the province.

Transform the SFU Experience

To achieve these priorities, we need to put students at the heart of all we do, create the conditions for faculty and staff to flourish, and actively embrace possibilities and new ways of doing things. We must focus on the well-being of all those who learn and work at SFU, mindful of preparing students for an uncertain and complex world. We will break barriers, reduce biases, and create systems that promote student success, improve campus vibrancy, and create space for everyone to do their best work.

Through this strategy we will:

- Sustain the excellence of an SFU education, meeting the changing needs of learners through curriculum and service enhancements across our campuses that reflect the importance of mental health, affordability, and flexibility.
- Integrate progressive people practices that centre equity, encourage healthy working practices, and ensure a thriving SFU.
- Optimize processes, technology, and facilities to support people at SFU, propel the academic mandate, and reinforce responsible stewardship.

2.3. Enrolments

Based on B.C. Stats population projections, the population of the 18-20 age group in the Greater Vancouver, Whistler, Sunshine Coast, and the Maple Ridge/Pitt Meadows school districts (SFU's primary catchment school districts) is projected to decrease by approximately 9.4% by 2027.

The shrinking demographic of 18–20-year-olds in the Lower Mainland, SFU's traditional market, means that enrolment from school leavers and college students from this region will undoubtedly decline. To mitigate the impact of this enrolment decline, SFU has to become more strategic in its general recruitment and strategic enrolment planning.

In 2021, SFU released a Long-Range Strategic Enrolment Plan (2021-2027) that addresses the issues and problems that arise from out of this population shift. The plan considers a complex set of policies and practices that impact the size and composition of SFU's student body, including recruitment, admission and registration of new students, success and retention of existing students, student credit-loads, and the number of students completing programs. It proposes practical ways forward to help the university plan, and ultimately, achieve meaningful enrolment objectives. The enrolment plan will be updated as part of the actions flowing from the 2025-30 Academic Plan.

It is also important to note the new and relevant programming SFU is offering to attract students, such as the Sustainable Energy Engineering Program and the university's new School of Medicine, which is currently projected to accept its first students in August 2026.

Enrolment at SFU, as well as all post-secondary institutions in B.C., faces many challenges in the foreseeable future, some of which are related to shifting demographics and recent federal immigration caps that have impacted international student enrolment. These policy changes,

combined with Immigration, Refugees, and Citizenship Canada (IRCC) processing delays, have created uncertainty for both students and post-secondary institutions. The Province can help to mitigate impacts in the years to come by increasing its allocation of Provincial Attestation Letters (PALs) to public institutions and decreasing its allocation to private institutions. SFU is adapting to mitigate these, and other enrolment challenges, with the advent of strategic enrolment planning and highly relevant course and program development as laid out in its Long-Range Strategic Enrolment Plan, which SFU is closely monitoring and adjusting, when applicable, in response to the ever-changing economic and geopolitical times in which we find ourselves.

Table 1: Total Undergraduate and Graduate Enrolment and Ministry-Funded Targets (FTE)

	2021-22		2022-23		2023-24		2024-25		2025-26
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	20,201	21,701	20,201	21,555	20,216	22,029	20,391	22,543	20,534
% Achieved		107.4%		106.7%		109.0%		110.6%	

Table 2: Domestic Undergraduate Enrolment and Ministry-Funded Targets (FTE)

	2021-22		2022-23		2023-24		2024-25		2025-26
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	17,274	18,119	17,274	18,005	17,289	18,680	17,464	19,284	17,607
% Achieved		104.9%		104.2%		108.0%		110.4%	

Table 3: Domestic Graduate Enrolment and Ministry-Funded Targets (FTE)

	2021-22		2022-23		2023-24		2024-25		2025-26
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	2,927	3,582	2,927	3,550	2,927	3,349	2,927	3,259	2,927
% Achieved		122.4%		121.3%		114.4%		111.3%	

International Student Enrolment

Undergraduate international enrolment in 2024-25 was 17.3% of SFU's total undergraduate full-time equivalents (FTE) for the 2024-25 academic year. This marks a decline from recent years and can be attributed to social factors, such as the fallout of the pandemic and the housing crisis currently occurring in the Lower Mainland of B.C. and the rest of Canada. Just within the last year, the federal government's clamp down on international student numbers and the subsequent advent of the Provincial Attestation Letters (PALs) required for all international students has greatly exacerbated the issue. With these factors considered together, the projected enrolment for international students over the coming years looks bleak.

In response, SFU recently launched a new international recruitment strategy and is currently developing a refreshed international enrolment strategy that takes into account the need to manage PALs efficiently. In addition, the university just completed an International Education Strategic Plan that was submitted to the Ministry of Post-Secondary Education and Future Skills in March 2025. SFU has also launched new initiatives to increase retention, including the development of welcome guides for international students and international-specific advising services.

Table 4: International Student Undergraduate Enrolment (FTE)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Actual Data					
International UG - FTE	5,335	5,449	5,313	5,048	4,493	4,011
Share of total UG - FTE	23.1%	23.1%	22.7%	22.0%	19.5%	17.3%

Table 5: International Student Graduate Enrolment (FTE)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Actual Data					
International G - FTE	1,370	1,322	1,455	1,531	1,536	1,441
Share of total G - FTE	34.6%	34.9%	37.0%	38.8%	41.5%	40.1%

2.4. Quality Assurance

2.4.1. Accreditation

SFU sought and was granted accreditation from the Washington-based Northwest Commission on Colleges and Universities (NWCCU), effective September 1, 2015. The NWCCU is one of six independent regional agencies officially sanctioned by the United States Department of Education to evaluate post-secondary educational quality and institutional effectiveness.

In 2023, SFU completed its latest seven-year accreditation cycle with the NWCCU.

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 enhances its reputation for academic quality.
- 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.

SFU reports submitted to the NWCCU can be found at: Accreditation - Provost and VP Academic - Simon Fraser University (sfu.ca)

2.4.2. Academic Accreditation/Recognition

SFU has several programs accredited and/or recognized by relevant professional governing bodies and associations. Professional associations, industry, and the faculties and departments demand reviews to maintain the highest standards for their respective programs. The SFU School of Medicine is currently applying for accreditation with the Committee on Accreditation of Canadian Medical Schools.

Table 6: 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
Applied Sciences	Sustainable Energy Engineering	Canadian Engineering Accreditation Board
Arts and Social Sciences	Criminology 417: Special Topics- Criminal Intelligence Analysis.	Accredited as meeting the International Association of Law Enforcement Intelligence Analysts (IALEIA) prerequisite to enter the Professional Analyst Certification Program (PACP).
Arts and Social Sciences	Masters in Applied Legal Studies	Recognized by Society of Notaries Public of British Columbia as a prerequisite for admission.
Arts and Social Sciences	Master of Arts and PhD-Clinical Psychology	Graduates from the program who wish to be admitted to the Society of Notaries Public of British Columbia and practice as a Notary in British Columbia meet the first prerequisite for admission to the Society and must satisfy all additional requirements prescribed by the Society and by provincial legislation.
Arts and Social Sciences	Urban Studies	Urban Studies graduates are eligible to obtain certification as Registered Professional Planners and Members of the Canadian Institute of Planning via the Prior Learning Assessment Recognition process.
Business	Business Administration	European Quality Improvement System (EQUIS)
Business	Business Administration	Association to Advance Collegiate Schools of Business (AACSB)

Business	Business Administration	Business Technology Management Accreditation Council (BTMAC)
Education	Teacher Certification	Ministry of Education and Child Care – Teacher Regulation Branch
Environment	Bachelor of Environment, Resource and Environmental Management Planning	Canadian Planning Standards Board (accreditation body for the Canadian Institute of Planners and all provincial affiliates)
Environment	Bachelor of Science, Environmental Science Major-Applied Biology Stream	College of Applied Biology
Environment	Bachelor of Science in Physical Geography-Biogeophysical Stream *	Courses Recognized by the B.C. Institute of Agrologists (BCIA) *Note: The Biogeophysical stream is designed to ensure that all required courses for the accreditation eligibility are part of the program, but BCIA doesn't endorse full programs.
Environment	Physical Geography-Geosciences Concentration	Program Recognized by Engineers and Geoscientists British Columbia
Environment	Master of Resource Management (Planning)	Recognized by the Canadian Institute of Planners and the Planning Institute of B.C.
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 Engineers and Geoscientists British Columbia
Science	Biomedical Physiology and Kinesiology (Kinesiology major with the Active Health and Rehabilitation concentration)	British Columbia Association of Kinesiologists
Science	Statistics	Statistical Society of Canada
Science	Actuarial Sciences	Canadian Institute of Actuaries
Science	Biological Sciences – Ecology, Evolution, and Conservation Stream only	College of Applied Biology

2.4.3. Quality Assurance Process Audit

In 2015, the Ministry of Post-Secondary Education and Future Skills (formerly the Ministry of Advanced Education and Skills 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 the 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 fall 2016. 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 with 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 given to 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.)

The Ministry's ninth year of audit reports is underway for 2024-25. SFU is not currently scheduled for an audit report. An update on this Ministry initiative can be found here.

2.4.4. Academic Departmental External Reviews

All academic departments are reviewed periodically, normally once every seven years. They involve campus visits, which include inspection of the facilities, curriculum, research undertaken, and interviews with faculty, students, and staff. Upon completion of the review, the reviewing committee produces a report with recommendations. The department responds by putting together an action plan that addresses each of these recommendations, and the dean of the faculty responds to the action plan. The report also includes the educational goals for the department. At the middle point of the seven-year cycle, the department releases a mid-cycle report, which provides an update on how far the department has moved toward the implementation of its action plan. The ultimate goal of the external review process is to help each department refine its effectiveness and improve student learning and achievement.

All external review reports and action plans are approved by Senate.

The external reviews allow the units to:

- Assess their strengths and weaknesses.

- Obtain the advice of external experts in the field.
- Support academic planning.

The review process is intended to ensure that:

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

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

Table 7: SFU's Academic Departmental External Reviews

SFU Academic Department External Reviews				
Year	**Department**	**Recommendations received following site visits**	**External Reviewers' Home Institutions**	**Action Plan developed and approved by Senate**
2022-23				
	Faculty of Health Sciences	Jun 2023	uCalgary / Queen's	Apr 2024
	Mathematics	Apr 2023	Georgia Tech / Queen's / uWaterloo	Jan 2024
	Psychology	May 2023	Dalhousie / Queen's / uRegina	Dec 2023
2023-24				
	Chemistry	May 2024	Dalhousie / uWaterloo / York	Dec 2024
	Criminology	May 2024	uAlberta / Rutgers uNewark / uToronto	Feb 2025
	Education	May 2024	uCalgary / Mount Royal / uOttawa	Mar 2025
	Gerontology	Apr 2024	uCalgary / uManitoba / Pacific Northwest u of Health Sciences	Feb 2025
	International Studies	Mar 2024	Concordia / uOttawa / uToronto	Oct 2024

	Library	Mar 2024	uManitoba / Northwestern / uOttawa	Sep 2024
	Linguistics	Mar 2024	uManitoba / uToronto / uWashington	Dec 2024
2024-25				
	Gender, Sexuality, and Women's Studies	TBA	uManitoba / Mount Allison / Mount Royal	TBA
	Indigenous Studies	TBA	uAlberta / uOklahoma / uSaskatchewan	TBA

2.4.5. 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.
- Improve service effectiveness by collecting end user survey data or core activities.

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

SFU has embarked on a multi-year program to acquire detailed data that focuses on its administrative services and activities. Working with the Nous Group (formerly Cubane Consulting) to deploy the UniForum@SFU Program, SFU is gathering data and benchmarking its services against other comparable post-secondary institutions. SFU will then use this data to review and ultimately optimize the delivery and performance of its administrative services.

Table 8: SFU's Administrative Departmental External Reviews

SFU Administrative Department External Reviews		
Findings Released	**Department**	**External Reviewers**
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
Feb 2020	Human Resources	Deloitte
Feb 2021	Review of Student Programs and Services	Keeling and Associates
Nov 2021	UniForum @SFU Benchmarking Program	Cubane Consulting
Mar 2022	Work-Integrated Learning Financial Review	SFU Planning and Analysis
Apr 2022	UniForum Service Effectiveness Survey	Cubane Consulting
Nov 2022	SFU Centre for Dialogue Financial Review	SFU Planning and Analysis
Nov 2022	Communications and Marketing External Review	Academica Group
May 2023	UniForum@SFU Y3 Collections	Cubane Consulting
Fall 2023	Review of Advising Services	Internal review as a result of Feb 2021 Keeling and Associates review of student programs and services.
Oct 2023	Communications and Marketing Internal Review	Multi-departmental working group
Nov 2023	UniForum Service Effectiveness Survey P2	NousCubane Consulting
Jan 2024	IT Services Internal Resource Review	Multi-departmental working group
Feb 2024	VP Finance and Admin Org Structure Review	VP Finance and Admin internal working group
May 2024	UniForum@SFU Y4 Collections	NousCubane Consulting
Nov 2024	UniForum Service Effectiveness Survey P3	NousCubane Consulting
Dec 2024	Athletics and Recreation	Canadian Sports Institute Pacific
Jan 2025	Finance Function Realignment	Internal Working Group

3. Strategic Direction

3.1. Academic Plan

The 2025-2030 Academic Plan was created in consultation with the SFU community and stems from the aspirational foundations of SFU's What's Next strategy. The Academic Plan is the next step in the process, providing priorities, commitments, and goals aimed at advancing and centering the university's strategy and academic mission.

The Academic Plan identifies six key focus areas, each with its own established commitment. These focus areas provide a working roadmap for all faculties and support units to follow as they devise and/or incorporate their own plans in alignment with the holistic aspirations of the university strategy.

The Academic Plan Focus Areas:

Focus Area 1: Program Development and Curriculum Renewal

Focus Area 2: Research Excellence

Focus Area 3: Indigenization and Decolonization

Focus Area 4: Inclusive Excellence and Access

Focus Area 5: Internationalization and Global Engagement

Focus Area 6: Institutional Effectiveness

Each of the six focus areas of the 2025-30 Academic Plan have specific goals attached to them, which are the drivers of the plan. Moving forward, they will allow the university to tangibly measure its success and ultimately strengthen its core during these challenging economic and socio-political times. The university is optimistic that this will lead to a more adaptable, stronger, efficient, and accessible SFU in the years to come.

The Strategic Research Plan is woven into the Academic Plan and so too is SFU's ongoing commitment to Reconciliation, equity, diversity, and inclusion, and it helps to establish the 2025-30 Academic Plan as the primary planning framework for the entire university.

3.2. Strategic Research Plan

SFU has been one of the fastest growing research institutions in the country over the past 10 years. In that time, SFU scholars have been recognized both for traditional academic outputs and for community impacts. SFU is well-positioned to continue to expand its research activities, to deepen its engagement with community, and to grow the impact of its scholars on the world.

SFU's 2023-2028 Strategic Research Plan (SRP) captures some of the breadth of activities at the university while identifying areas of strength and focus for 2023-2028. It is accompanied by an implementation plan that identifies specific actions that will be taken to support and enhance the impact of the university in these priority areas:

Priority 1: Advancing Community-Centred Climate Innovation

Priority 2: Supporting Health and Wellness of Individuals, Populations, and Communities

Priority 3: Expanding the Foundations of Knowledge and Understanding our Origins

Priority 4: Strengthening Democracy, Justice, Equity, and Education

Priority 5: Transforming Industry and Economies through Technology, Management, and Policy

Each of these priority areas span multiple disciplines. As an academic institution, SFU is committed to building multi-disciplinary communities of practice in these areas.

SFU's SRP provides a list of priority areas and approaches to performing research and other scholarly work at the university from 2023-2028. It is a high-level document describing long-term strategic priorities. In order to support the SRP, concrete steps will need to be taken by the Office of the Vice-President, Research and Innovation (VPRI) and by the university community as a whole. These steps are outlined in the SRP Implementation Plan and its accompanying progress reports.

3.3. People Plan

The SFU People Plan is a blueprint for action to transform the faculty and staff experience at SFU over the coming years (2023-2028).

The plan includes six key themes, 23 early actions, and four working groups to guide success and support faculty and staff at SFU. Specific to faculty, the university will begin developing a detailed list of actions for and with faculty members through a year of listening and engagement.

Table 9: SFU's People Plan – Themes

Theme	Intent	Progress to Date
1. Leadership and Organization Development	• Common goals and clear expectations • Great People Leaders and Culture • Future-focused organization • Resilient organization	**Discussions Underway:** • Establish a formal Leadership and Organizational Development working group. *(Staff)* • Mandate training on key risk and priority areas. *(Staff)* • Conduct a needs assessment for faculty leadership development in conjunction with Faculty Relations. *(Faculty)*
2. Experience and Well-Being	• Healthy organizational culture • Well-being of individuals and teams • People Leaders have an increased understanding of their role and responsibilities in creating a healthy organization	**Discussions Underway:** • Implement actions in the well-being strategy. *(Faculty and Staff)* • Promote early actions to promote well-being, mental, and psychological health. *(Faculty and Staff)* • Develop a working group dedicated to engaging faculty and their unique role in order to better inform long-term actions. *(Faculty and Staff)*
3. Recruitment and Retention	• Employer of choice for highly qualified faculty and staff • A culture and reputation for supporting faculty and staff success • Secure first choice candidates faster	**Actions Underway or Completed:** • Complete initial assessment towards a succession planning program. *(Staff)* **Discussions Underway:** • Ensure the faculty member working group (from Theme 2) creates actions focused on recruitment and retention. *(Faculty)*

4. Job Evaluation and Compensation	• Confidence in compensation • Clear and transparent processes • Awareness and understanding of how SFU's compensation model works • Faster turnaround time on job evaluations	**Actions Underway or Completed:** • Gather data and conduct analysis of compensation comparators. *(Staff)* **Discussions Underway:** • Review total compensation strategies and recommendations to support attraction and retention. *(Staff)*
5. Employee Group Relations	• Organizational employee group stability and resilience • Consistent application of collective agreements and policy frameworks • Strong and effective relations with employee groups	**Actions Underway or Completed:** • Develop a comprehensive strategy to support long-term positive and productive relationships. *(Staff)* • Collaborate with Provost Office in offering necessary training and to develop communication strategies. *(Faculty)* **Discussions Underway:** • Review labour relations philosophy on an ongoing basis (every 3 years). *(Staff)*
6. Operational and Service Excellence	• SFU's people-serving operations are well-respected, clear, efficient, and accessible • Optimized people strategies and organizational structures making the best and most strategic use of university resources	**Actions Underway or Completed:** • Create and share annual people metrics for informed decision-making. *(People, Equity, and Inclusion Infrastructure)*

The 2025 People Plan Annual Report can be found here.

3.4. Equity Compass

The Equity Compass is a strategic framework outlining the focus for SFU's institutional equity, diversity, and inclusion (EDI) work over the coming years, 2023-2028. The Compass includes:

- The purpose, vision, and principles upholding the framework.
- 5 Strategic Goals, 11 Objectives, and a total of 34 Calls to Action for 2023-2028.

Purpose:

The purpose of the Equity Compass is to provide direction for the realization of SFU's value of equity and belonging.

Vision:

At SFU, our equity work builds on our institutional commitment to advancing an inclusive and sustainable future. We therefore work towards an SFU that is a preferred research university known for practicing inclusive excellence and achieving equitable outcomes for members of its community.

Table 10: SFU's Equity Compass – Goals and Objectives

Goals	Objectives
1. Respect, Inclusion, and Belonging Culture and Structures	1. Ensuring the effective implementation of processes to comply with EDI-related legislation and institutional commitments for other equity-deserving groups. 2. Fostering a culture of inclusive excellence.
2. Accountability, Leadership, and Governance	1. Measuring, tracking, and reporting our progress on EDI goals via equity office reporting. 2. Establishing clear leadership roles and responsibilities, and providing decentralized support to ensure institution-wide progress on EDI. 3. Embedding an equity lens into governance, policy, and leadership at SFU.
3. Education and Capacity-Building	1. Providing ongoing inclusive excellence training to all SFU leaders. 2. Providing EDI learning and training that is responsive to the evolving needs of our community.
4. Employment and Pay Equity	1. Advancing employment and pay equity commitments in partnership with employee groups and subject to collective agreements. 2. Attracting and retaining employees from equity-deserving groups.

5. Equity Data	1. Establishing an equity data taskforce. 2. Developing a data equity framework.

To date, much work has been done toward fulfilling the objectives of the Equity Compass. SFU has developed an Accessibility Plan and prioritized and executed the Scarborough Implementation Plan. Executives have been supported in the development of five-year EDI objectives, and toolkits to promote and support EDI awareness are being developed for academic departments and administrative units. The year 2 RESPECT Indigenous Program for employees has been launched, and gender affirming care (GAC) benefits have been made available to SFU employees. These are just a sample of some of the initiatives in operation. A full overview can be found in the 2025 Equity Compass Annual Report.

3.5. International Engagement

SFU faculty, students, staff, 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, and 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 to ensure that SFU is an engaged partner and contributor on the international stage. The university achieves this through knowledge creation, mobilization, and dissemination, with a focus on global impact and sustainability.

SFU's What's Next vision commits the university to valuing diversity and fostering a culture of inclusion and mutual respect. Many campus and community initiatives reflect this commitment, including in the classrooms where faculty and students learn alongside colleagues from around the world. SFU benefits greatly from the diversity of its students, faculty, and staff. 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 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. International students, as of the 2024-25 academic year, represent approximately 17.3% of total undergraduate enrolment.

SFU has seen international undergraduate applications lessen over the past several years partially due to the highly competitive international recruitment landscape and geopolitical issues. In the past year, federal government policies aimed at reducing the number of international students in Canada had an almost immediate impact on applications, and recent changes requiring transfer students to apply for a new study permit and Provincial Attestation Letter further threaten SFU's position to provide pathways to international students already in Metro Vancouver.

SFU's new international recruitment strategy aims to address the trend of declining applications, increase the diversity of international students attending SFU, and reduce reliance on a single pathway. The strategy also seeks to improve timely access to information and services through increased global presence, therefore improving the international student experience prior to arrival. Finally, international applicants continue to be interested in programs and co-curriculars such as Co-operative Education that provide a strong basis to enter into in-demand careers, such as computer science, engineering, and economics.

International Student Graduate Enrolment

Two-fifths (40.1%) of the graduate student population are international students, with proportions of 44.2–76.3% in science and technology programs. There was a 5.1% increase in international graduate students from 2019-20 to 2024-25. World-class research and faculty, as well as competitive program offerings and advantageous fee programs, attract international graduate students from over 100 different countries.

There was a significant decrease (46%) in international applications over the past year due to the federal government policies aimed at reducing the number of international students. To highlight SFU as an attractive destination for graduate students, a new minimum funding policy was introduced in 2024. All new PhD students receive a minimum funding package of $28,000 for four years, which is a particularly attractive guarantee for international students.

3.6. Library

The SFU Library is a site of inspiration and scholarship. Library facilities on all three SFU campuses provide access to collections, in-person research assistance, equipment loans, and study spaces. SFU Library Collections include three million print volumes and 3,500 print journal subscriptions, 71,000 e-journals, and more than ten million digital volumes.

Library highlights include the following:

- The Special Collections Division develops and manages extensive holdings of rare books, manuscripts, archival collections, visual material, and oral histories with a current emphasis on collecting content that reflects the literary, political, and cultural history of B.C.
- The Student Learning Commons offers learning and writing support to all students, including those needing help with academic English, those studying in French, 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. Services are available on all three campuses, and dedicated graduate-student spaces are available in Burnaby and Vancouver.
- The Media and Maker Commons opened in the W.A.C. Bennett Library in January 2020, offering 3D printing, laser cutting, audiovisual production facilities, sewing and embroidery machines, a working antique letterpress, and more.
- The Digital Humanities Innovation Lab assists researchers with the development of digital scholarship research by providing consultation, training, mentoring, research software development, and technical support to faculty and graduate students.
- The Indigenous Curriculum Resource Centre presents collections on Indigenizing curriculum and Indigenous pedagogy in addition to post-secondary curriculum resources such as the Materials Centre on Indigenous Approaches to Teaching and Learning, which supports the work of Indigenizing and decolonizing curriculum at SFU.
- Research Data Management services support the responsible handling and organization of data created during a research project. Good practices help researchers to satisfy grant funding and publisher requirements, create efficient research and publishing workflows for projects, and support research integrity and re-use of data sets.
- The Library partners with the Public Knowledge Project, a multi-university initiative developing free, open-source software and conducting research to improve the quality and reach of scholarly publishing. This world-class project is based at SFU and works in close collaboration with the SFU Library.
- The new Dick Kouwenhoven Book Arts Studio opened in the WAC Bennett Library in May 2024. It features floor-mounted and tabletop letterpresses, bookbinding equipment, and expert instruction in fine printing, book arts, and production.
- The recently opened fabricommons in Fraser Library (SFU Surrey) is a hands-on learning space with a focus on material creation and textiles developed in collaboration with the School of Interactive Arts and Technology. Offering access to sewing machines, an

embroidery machine, direct to film printer, heatpress, and more. The SFU community is welcome to use the space, services, tools, and training to make, create, prototype, and play.

3.7. Sustainability

SFU launched the Strategic Sustainability and Climate Action Plan for the 2022-2025 period and implementation is well underway. The plan includes goals and actions for which the provost and Vice-Presidents hold ultimate accountability. The plan is implemented through the Embedding Sustainability and Climate Action (ESCA) framework. The cornerstones of this framework include:

- Setting accountability and responsibility with each Vice-President for setting and delivering on goals in the plan.
- Assigning at least one Vice-President direct report per portfolio to lead and coordinate sustainability planning in their areas.
- Actively seeking and developing synergistic cross-portfolio projects that make the best use of SFU's assets and people resources.

This framework is designed to embed sustainability and climate action work throughout the institution as well as into SFU's impact locally and globally.

SFU is a leading research university, advancing an inclusive and sustainable future. The research, innovations, and contributions from students, staff, faculty, and partners have positioned SFU as an international sustainability leader that is not only seeking to meet the targets in the sustainability and climate action plan, but that is also building an active community around critical climate issues, working towards science-based solutions for an equitable path forward.

Times Higher Education's (THE) Impact Rankings assess universities against the United Nations' (UN) sustainable development goals (SDGs). Recognizing SFU's commitment to excellence, research, and innovation, Times Higher Education placed SFU in the Top 50 world-wide in multiple categories in the 2025 rankings, including for Sustainable Cities and Communities (11); Climate Action (25); Peace, Justice, and Strong Institutions (31); Life Below Water –for conserving and sustainably using ocean, sea, and marine resources (34); and Affordable and Clean Energy (47). In Canada, SFU is ranked within the top five institutions in the categories of Affordable and Clean Energy (2), Sustainable Cities and Communities (3), Climate Action (3), Peace, Justice, and Strong Institutions (4), and Industry, Innovation, and Infrastructure (5).

SFU is leading and acting locally through its critical research program, Climate Innovation, nationally through participation in networks such as Universities Canada, and globally through participation in United Nations conferences on climate and water, and projects such as the Arusha Climate and Environmental Research Centre that enables meaningful collaboration on environmental research aimed at dealing with the impact of climate change while also enhancing opportunities for joint projects in East Africa.

All of SFU's faculties are doing work at the intersection of sustainability, climate action, planetary health, resilience, and regeneration. SFU has a Faculty of Environment, a Planetary Health research group within the Faculty of Health Sciences, and a Sustainable Energy Engineering (SEE) Program.

The Embark Sustainability student non-profit is the largest student society at SFU representing both undergraduates and graduates and contributes to learning, experience, and impact within the SFU community. SFU works closely with this student society to achieve its goals.

3.8. Advancement and Alumni Engagement

SFU is currently preparing for its largest-ever comprehensive fundraising campaign to further the strategic goals and objectives of the university. The campaign will raise funds for strategic priorities identified within each of the four key priority areas outlined in What's Next: The SFU Strategy. These include:

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

The campaign will serve as a platform for sharing the university's vision and inspiring the philanthropic support needed to:

- Advance SFU's academic mission.
- Attract and retain top faculty, staff, and students.
- Strengthen SFU's brand and reputation as a world-class university and research centre.
- Boost engagement with SFU's 200,000+ alumni.
- Introduce innovative research, programming, and initiatives that reflect SFU's commitment to Indigeneity, equity, diversity, inclusion, and community engagement.
- Increase donor funding for awards, bursaries, and scholarships to support SFU students.

4. Ministry Goals and Objectives

4.1. Mandate Priorities

As per the Ministry of Post-Secondary Education and Future Skills' guidelines for this reporting year, the following pages consist of responses to the issues in the current January 16, 2025, Minister's Mandate Letter.

In this section, SFU demonstrates its support for the 2025 Ministry of Post-Secondary Education and Future Skills Service Plan by referencing a select list of activities and initiatives that specifically respond to the priorities in both the 2025 Minister's Mandate Letter and the Ministry's Accountability Framework for the 2024-25 reporting cycle. Below are points of particular relevance that SFU is committed to.

- SFU dedicates itself to delivering affordable, accessible, and quality education to its students through credit, non-credit, in-class, and online platforms.
- With affordability being a key issue for many of today's students, SFU maintains the Ministry's 2% annual increase tuition cap. It also provides numerous services related to scholarships, student loans, and all other forms of financial aid to assist those who might not be able to otherwise access post-secondary education, including former youth in care British Columbians.

- SFU provides a wealth of services for many vulnerable and underrepresented groups, such as former youth in care. The university is also committed to providing Indigenous services and supports that are respectful of, and aspire to, Reconciliation.

- SFU is committed to Work-integrated Learning and has a robust system in place that helps to prepare students for work terms and to find a meaningful job placement while providing full support throughout the Co-operative Education cycle.

4.1.1. Minister's Mandate Letter

Mandate Letter:

- Strengthen health care by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.

Based in Surrey, B.C., and in partnership with Fraser Health and the First Nations Health Authority, SFU will be launching the first new medical school in western Canada in over 50 years. Students will have learning opportunities in the Fraser Salish region and across the province. With an original approach, the SFU School of Medicine will embed First Nations, Inuit, and Métis knowledge systems and perspectives into the curriculum as it trains students with a focus on community health and family medicine. SFU has planned its first intake for August 2026.

Goals of SFU's School of Medicine

1. **Training More Primary Care Physicians in and for Communities:** The SFU School of Medicine will strengthen the supply of primary care physicians required to improve access for British Columbians who count on public health care for the well-being of their families, loved ones, and communities.

2. **Changing the System for Greater Equity, Access, and Experience:** By expanding admissions for people from diverse backgrounds, SFU will create a more equitable health workforce that better reflects the province's diversity, provides culturally safe experiences, and delivers better health outcomes for communities in the Fraser Health region and across B.C.

3. **Advancing Team-Based Care:** The curriculum will focus heavily on interprofessional education in the medical doctor and residency programs' clinical training, where students, residents, and health professionals learn with and from each other in academic learning environments and Fraser Health clinical settings.

4. **Transforming B.C.'s Health Care System:** Programs and graduates will contribute to a health workforce that delivers high-quality health care and acts as a catalyst for change in B.C.'s health system. Students will gain skills and knowledge that will prepare them to practice in primary care, family medicine, or specialty/sub-specialty practice.

Mandate Letter:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low. This is important in the context of current Provincial budget constraints, the job opportunities available and projected to be available for British Columbians in the near future, and the threat of American tariffs.

British Columbia's current StrongerBC Future Ready Action Plan relies heavily upon the Province's investment in its ability to educate and train its population for the job opportunities that both currently exist and lay ahead, including training people for career areas and jobs that have been identified as being in demand and/or have shortages of key skilled workers and professionals. These include jobs in technology, business, environmental management, teaching, and health care. Below is a non-exhaustive list that highlights some SFU initiatives that are responding to the key initiatives within the Future Ready Action Plan:

Sample of Relevant Programming

- SFU is doing its part to address the need for more socially relevant and purposeful technology-based training with programming in the School of Sustainable Energy Engineering, School of Mechatronic Systems Engineering, and the School of Interactive Arts and Technology.

- SFU's School of Computing Science offers programming that focuses on giving its students applicable computer skills that can be taken directly into the workforce and/or industry. Its Master's in Professional Computer Science offers courses and training in areas such as data science, data engineering, computer vision, computer graphics, deep learning, computer security, software security, and more.

- SFU's Beedie School of Business continues to work closely with industry throughout B.C. and Canada as it supports entrepreneurialism and business growth. One such example is its Graduate Certificate in Science and Technology Commercialization, which is a unique entrepreneurship program that helps scientists and engineers commercialize their inventions and overcome marketplace challenges.

- The Charles Chang Institute for Entrepreneurship is designed to help students discover their economic and social potential. The institute houses programming that provides students with the skills and resources to discover, evaluate, and actualize opportunities that positively impact their communities.

- SFU's commitment to fighting climate change can be seen in the high priority SFU places on environment studies with the creation of the first Faculty of Environment in Western Canada.

- Through the Masters in Resource Management-Research Project, SFU is training environment-sensitive resource managers. This program aims to increase students' familiarity and competence in understanding the dynamics of natural resources, the strategies and techniques of natural resource and environmental planning and management, and the biological, physical, social, economic, and institutional implications of resource decisions.

- B.C. is beginning to see a critical shortage of K-12 teachers. SFU has a robust and highly established Professional Development Program that trains students to be teachers in B.C.'s K-12 system. The program has a very "hands-on" approach where students spend a full term of their studies in a classroom setting under the tutelage of a current B.C. teacher. SFU also supports the Alaska Highway Consortium on Teacher Education (AHCOTE), which trains teachers to work in Northern and remote British Columbia communities.

- In response to the doctor shortage in B.C., SFU established the School of Medicine. The program's primary focus will be training doctors for family and community practice, an area that is in particular need at the moment. The first intake is currently scheduled for August 2026.

Mandate Letter:

- Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches.

Lifelong Learning

Along with the relevant programming mentioned in response to the previous listed Minister's Mandate, SFU has a large Lifelong Learning unit that offers a multitude of non-credit learning opportunities and credentials that often directly respond to industry needs. Amongst the offerings, there are many specific programs that have been approved by the Ministry as eligible for the StrongerBC Future Skills grant, which allows B.C. residents to access up to $3,500 to cover tuition costs for short-term skills training. A sample of the programs approved for the grant are:

- Business Analysis Certificate
- Business Management Certificate
- Career Development Practitioner Certificate
- Climate Action Certificate
- Dialogue and Civic Engagement Certificate
- Editing Certificate
- Evaluation for Social Change and Transformational Learning Certificate
- Executive Leadership Certificate
- Leadership Essentials Certificate

- Medical Translation and Interpretation Certificate (Mandarin Chinese/English)
- Non-Profit Management Certificate
- Plain Language Certificate
- Restorative Justice Certificate
- Technical Communications Certificate

Lifelong Learning is committed to working with the Ministry as it develops and offers programming that supports learners at every stage of their career, including new graduates preparing to enter the workforce, new immigrants needing Canadian business knowledge, and established professionals planning to advance in their existing career or transition to a new one.

Micro-Credentials

In response to the B.C. Ministry of Post-Secondary Education and Future Skills' continued work on the B.C. micro-credential framework and initiatives grant funding, SFU is developing new approaches to more flexible, bite-sized education that will improve the accessibility of education for British Columbians.

Lifelong Learning's Continuing Studies as well as several faculties offer a variety of non-credit micro-credentials, and continue to develop new ones, that provide students with relevant career-focused upgrading and training. More recently, the university has also been developing micro-credentials that are for-credit that not only provide students with directly relevant career training but can also ladder toward additional for-credit credentials. Below are examples of recently launched micro-credential programming.

- SFU's Continuing Studies, in collaboration with the Provincial Health Services Authority, developed and launched the Equity in Healthcare Certificate, which provides students with the tools needed to develop skills and strategies to work with diverse populations and promote equitable access to healthcare. The certificate comprises six online courses that are self-paced within set deadlines. There are also three separate micro-certificates within the program, each made up of two courses.

- Developed in collaboration with Indigenous advisors and instructors and aligned with Canadian Public Relations Society industry standards, SFU's Continuing Studies offers the Public Relations Certificate, which is made up of three separate micro-certificates—the Foundations of Public Relations Micro-Certificate, the External Communication Micro-Certificate, and the Strategic Public Relations Micro-Certificate.

- The School of Interactive Arts and Technology's Human-Centred Artificial Intelligence (AI) Micro-Certificate is a suite of four SFU courses developed with guidance from industry intended for alumni or professionals working in the industry to gain working knowledge with AI.

- The Creative Technology Micro-Certificate, offered by the School of Interactive Arts and Technology, is made up of a suite of three dual-studies courses for high school students to

explore digital creativity. Students have the potential to receive both high school and university credit that is applicable at SFU or transferable to other local university programs.

- In partnership with the Centre for Digital Media, SFU has launched a leadership-related micro-credential. The Leadership and Agile Production Management micro-credential helps students to develop essential skills (principles, concepts, tools, and techniques) for people management while exploring leadership management practices. The course also addresses remote/hybrid work models.

- The Building Blocks of Digital Media, offered in partnership with the Centre for Digital Media, is an entry-level micro-credential targeted to non-technical professionals in various fields, including education, healthcare, business, entertainment (film), natural resources, government, and service sectors who need to leverage digital media within their workplace.

- In partnership with the First Nations Business Development Association, SFU Beedie Executive Education has developed two micro-credit courses in a series focused on developing and expanding the capacity needed for establishing, operating, and growing First Nation-owned development corporations across British Columbia.

- The Digital Innovation and Leadership (DIAL) initiative, founded by SFU's Beedie School of Business in partnership with DIGITAL Supercluster, is a strategic initiative constituting a consortium of private sector, public sector, and non-profit organizations, as well as post-secondary institutions, to create highly responsive and flexible training programs to rapidly skill workers and strengthen Canada's capacity for digital and economic advancement. Through short term, 8-12-week duration programs/micro-credentials, professionals are equipped with the skills, knowledge, and leadership capabilities necessary to drive innovative transformation in today's marketplace and global economy.

SFU is committed to the ongoing development and offering of micro-credentials.

Mandate Letter:

- Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy.

The Government of Canada's recent changes to federal immigration policy, particularly the caps on undergraduate and graduate student study permits, have significantly impacted international student enrolment across B.C.'s post-secondary sector. These changes are in addition to pandemic and post-pandemic economic challenges, including inflationary cost pressures for both students and institutions, a changing labour market, and stagnant to decreasing domestic enrolment. These

challenges could potentially be compounded in coming years by the complex global geopolitical climate, a high inflationary environment, and the declining value of the Canadian dollar, so now more than ever, institutions need to start considering cost reduction measures and new revenue streams.

SFU is committed to providing a welcoming and excellent educational environment for international students. Federal changes to international student policy have negatively affected Canada's reputation on the world stage. Canada is no longer seen as a favourable choice for many international students. SFU is working hard to change this perception and is committed to developing a new international engagement plan that will include investment in strategic student recruitment initiatives.

As SFU looks to the future, it will not only be working to increase its international enrolment, but it will also be looking to plan and develop new and sustainable generation streams. The university has already begun offering new micro-credentials with many more in development. Micro-credentials are for-profit endeavours that not only help the university financially but provide much needed short-term credentialling to improve students' employment skills and job readiness. The university will also be looking into investing in key technology projects as well as other ventures and planning with the goal of establishing new revenue streams.

SFU is also implementing cost reductions. Effective budget planning is at the forefront of all university planning. Cuts are being made where appropriate, and the university has put hiring controls into place. The university underwent a redundancy program in the spring of 2024, resulting in approximately 100 position eliminations. There were two subsequent but smaller programs targeting non-student facing areas that were also eliminated during this time. A hiring freeze was also implemented university-wide across all administrative areas, with approval only being made in very exceptional circumstances, and only for those positions that will lead to future revenue growth or to long-term administrative cost reductions. Staff attrition has also been leveraged to reduce costs, with replacement personnel also being subject to the rigorous, Provost-led hiring freeze process. The last two budget cycles have also included mandated cost reductions, requiring departments to find efficiencies and cost savings at the local level.

Finally, beyond micro-credentials, the university continues to look for new revenue sources. International funding partnerships (including in climate and agritech); new training programs in key, emerging disciplines (e.g., AI, quantum); land monetization (through the development of a mixed-use innovation hub and through more coordination with the City of Burnaby); and enhanced, targeted international enrolment recruitment are all underway to mitigate the funding challenges.

SFU is committed to working with the Ministry to overcome the funding challenges caused by the federal government's policy changes that have significantly impacted international student enrolments. It recommends the Ministry consider committing to a long-term, sustainable funding model for B.C.'s public post-secondary institutions; one that includes flexibility for institutions to pursue alternative revenue tools so that the sector can continue to train people for good jobs that contribute to the province's economic growth and improve quality of life.

Mandate Letter:

- Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.

SFU is fully committed to Reconciliation and offers a host of programming and relevant partnerships to help Indigenous students access and thrive at the university. Furthermore, SFU recognizes that Indigenous learners need to feel welcome in the university community in order to thrive. With this in mind, SFU has many initiatives, services, and programs intended to provide culturally sensitive and welcoming learning environments for Indigenous students so that they can indeed excel in their post-secondary studies. Below is a non-exhaustive list of services, spaces, and events SFU provides for Indigenous students.

- The Indigenous University Preparation Pathway (IUPP) at Simon Fraser University helps Indigenous learners prepare and transition to undergraduate studies. Students are part of a cohort of like-minded Indigenous learners, exploring university together with Elders, mentors, tutors, and instructors while taking first-year academic credit courses that integrate humanities and social sciences with Indigenous perspectives.

- The Indigenous Student Centre (ISC) is a welcoming, inclusive, and safe environment for Indigenous students to study, network, and access additional supports, such as academic advising, health and counselling, and countless other services throughout the university. The ISC also provides Indigenous students the opportunity to connect with a peer mentor and/or speak with an Elder for guidance and support as well as unique programming such as the Wellness Program, which provides an opportunity for Indigenous students to connect and share their stories and experiences with other Indigenous students. With the student experience being at the core of its work, the ISC strives to provide space, access, and resources that support the emotional, physical, spiritual, and intellectual well-being of Indigenous students.

- The Faculty of Education's Indigenous Gathering Space was created to provide a welcoming meeting and gathering space for Indigenous students, staff, faculty, and community that supports their emotional, physical, spiritual, and intellectual well-being.

- The First Nations, Métis, and Inuit Student Association (FNMISA) hosted its third annual "Honouring Indigenous Students" Powwow on April 12, 2025. The intention for this yearly Powwow is to celebrate the end of the school year and to honour Indigenous students while creating a positive space on campus for representation and community connection. The intertribal event provides an opportunity for all to participate, interact, and learn more about the depth and beauty of Indigenous communities and cultures. The event is organized by student volunteers and all are welcome to attend.

- The Indigenous Garden and Outdoor Classroom is a welcoming space for learning, reflecting, and healing. The Indigenous Garden is for all students, faculty, and staff to gather

and reflect on the displacement and dispossession of the stewards of these lands that has taken place. It was created to honour Residential School Survivors, intergenerational survivors, and their families and communities.

- SFU's First Peoples' Gathering House is a response to Call to Action #3 from SFU's Walk This Path With Us Report. Upon completion in fall 2025, the Gathering House will be a ceremonial space that will also serve as a cultural hub for the use and education of all SFU community members and visitors.

The above initiatives represent a sampling of the many different services available to Indigenous learners (a more detailed listing of Indigenous services can be found in Appendix B of this report). The university also has partnership agreements and MOU's, such as the Nechako Lakes School District partnership and the MOU with the Squamish Nation, that show SFU's ongoing commitment to meaningful engagement with Indigenous communities across British Columbia, helping to ensure that Indigenous learners are able to achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures.

Mandate Letter:

- Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.

SFU takes accessibility very seriously and strives to reduce as many barriers for students as possible. The university provides extensive services to assist students with their finances, academics, health and wellness, etc. Particular attention and support are given to those who face multiple challenges often related to poverty through SFU's commitment to the Former Youth in Care Provincial Tuition Waiver Program. Also, specific support is provided for those with disabilities through the Centre for Accessible Learning. A non-exhaustive list of these, and other examples of the services SFU provides, can be found below. SFU is committed to reducing barriers and providing students with the necessary means to attain their educational goals equipped with skills that allow them to seek meaningful employment upon graduation.

- In partnership with the Ministry of Post-Secondary Education and Future Skills, SFU offers the Former Youth in Care Provincial Tuition Waiver Program, which provides financial assistance to eligible former youth in care students.

- The Centre for Accessible Learning provides disability-related information, support, and counselling to the SFU community and campus visitors. The centre facilitates disability-related accommodations and supports that create a fair and equitable academic experience for students with disabilities at SFU. It works with students, instructors, and other units on campus to explore ways to remove disability-related barriers in all aspects of university life.

- SFU Financial Aid and Awards supports all SFU students (undergraduate and graduate, full-time and part-time, domestic, and international). It is responsible for the student experience

and service excellence as it pertains to the front-line advising and administration of all undergraduate entrance, athletic, in-course scholarships and awards, and needs-based funding, which includes bursaries, government student loans (Canadian and US), emergency funding, and work-study opportunities for both graduate and undergraduate students.

- The Financial Aid and Awards office has specific supports in place to assist students with disabilities and Indigenous students, and generally helps any student in need apply for and secure, grants, loans, and other funding in order to further their education. The office provides a wealth of knowledge, including advisors, to inform students of all their options and to help make post-secondary education more accessible to them.

- SFU has Health and Counselling services available to all SFU students. Appointments can be scheduled in-person or virtually as needed to accommodate a student's schedule and location. The team consists of various health professionals available on the Burnaby, Vancouver, and Surrey campuses for support.

    - My SSP is a resource designed to support the overall mental health and well-being of students by providing real-time 24/7 access to professional counsellors as well as scheduled short-term counselling support. Students can use the My SSP app to connect with live support and to review an extensive library of digital emotional health and well-being content, which includes access to virtual fitness sessions and self-administered assessments.

- The Indigenous Student Centre (ISC) at SFU is dedicated to providing Indigenous students with programs and services that are unique, cultural, and wholistic. With the student experience being at the core of its work, the ISC strives to provide space, access, and resources that support the emotional, physical, spiritual, and intellectual well-being of Indigenous students.

- SFU's Advisor Link platform is a centralized space for students to access their personalized support team, including academic advising, financial aid advising, and international student advising. It provides students with enhanced support from several types of advisors who have access to their pertinent information, making it an easy and welcoming way for students to engage with advisors and feel supported across different topics.

- SFU's Back on Track Program is designed to help students that are in extreme academic distress and have been required to withdraw from the university. It gives them a second chance, allowing them to ease back into full-time studies with guided assistance and coaching that provides them with the tools and confidence to be successful as they move forward.

- SFU has a dedicated Career and Volunteer Services unit that provides job boards for both summer employment and full-time employment upon graduation, job search strategies, resume building workshops, interview help and support, and a host of other services related

to job and career success. Students are welcome to peruse the information made available to them in the unit's office as well as meeting with career educators and career peers.

Mandate Letter:

- Work with the Minister of Housing and Municipal Affairs to ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.

SFU published a Housing Master Plan in 2015. This five-phase plan is committed not only to building and growing new, accessible residence and housing communities for both domestic and international SFU students, but also to developing student residential communities that create a supportive learning and healthy campus environment for all.

The core of the plan consists of three building construction phases. Phase one, completed in 2020, saw the opening of a new seven-storey building housing 482 single rooms for first-year students. Phase two culminated in 2023 with the completion of a 2,780 square-metre dining commons in 2022 and the Courtyard Residence in 2023, which provides 383 student rooms for primarily first-year students. The construction of phase three is currently underway. It will be an eight-storey building that will include 445 new beds for upper-year undergraduates. With the completion of phase three, SFU will be able to offer on-campus housing to approximately 8% of the SFU student population.

SFU is working hard to provide accessible and affordable housing for its students in a timely manner through a five-phase rollout. The final phase of SFU's Housing Master Plan is projected to be completed in 2035.

4.1.2. Reporting on Strategic Initiatives

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

SFU is making significant progress on the TRC Calls to Action and UNDRIP, especially in the areas of Indigenous languages, health, education, resource management and business, and is seeking to enhance and expand on this work in other areas of programming and partnership. See Appendix B for all updates regarding this Strategic Initiative.

Sexualized Violence Prevention and Response Initiatives

Introduction

SFU's Sexual Violence Support and Prevention Office (SVSPO) is the university's central hub for support services, education, and leadership on sexualized violence prevention, intervention, and response. The SVSPO serves all members of the SFU community, including undergraduate and graduate students, staff, and faculty across SFU's three campuses as well as Fraser International College and the Centre for Digital Media.

Overview of Awareness and Prevention Activities

The SVSPO's awareness and prevention programming is guided by its annual Education Plan, which identifies key learning outcomes, annual priorities, methods, and methodology. Consisting of awareness campaigns, outreach events, self-directed resources, and in-person and virtual workshops, the SVSPO's educational programming is multi-modal, scaffolded, and developed collaboratively with campus partners.

- **Awareness Campaigns**
  The SVSPO organizes two main annual awareness-raising campaigns: Consent Matters in the third week of September and Sexual Assault Awareness Month (SAAM) throughout January. These campaigns consist of print posters, social media, and other digital communications (e.g., newsletters), and outreach events and activities. The theme for Consent Matters 2024 was technology-facilitated sexualized and gender-based violence, and for SAAM 2025, the theme was workplace sexual harassment.

- **Your Choice, Our Support: Comic on SVSPO's Support Services**
  As part of the Ministry's anonymous reporting initiative, the SVSPO developed a comic book to explain the office's support services, including options for anonymous support. Your Choice, Our Support: We Are Here to Help You was launched in May 2024. Print copies were distributed to key student-facing spaces and were provided by Residence Community Advisors in fall 2024 to all 2600 students living in student housing.

- **Safer Campuses for Everyone: Asynchronous Course for Students**
  Initially introduced in August 2023 as part of SFU's online new student orientation program, the SVSPO launched Safer Campuses for Everyone, an online non-credit course on sexualized violence prevention and response for all SFU students. Varsity athletes, residence community advisors and area coordinators, and other student leader groups are now required to complete this course as part of their onboarding and training. Students receive co-curricular recognition for this course and may also request a completion certificate.

Education and Training

In-person and virtual synchronous workshops are the most important component of the SVSPO's awareness and education programming. These workshops are offered by request to all members of the university community, including undergraduate and graduate students, faculty, and staff. Workshop topics include Responding to Disclosures of Sexualized Violence, Active Bystander Intervention Strategies, and Professional Boundaries and Healthy Relationships. Most of the workshops are optional, although participation in these workshops is mandatory for specific student groups, such as residence community advisors.

Table 11: Synchronous Workshops for SFU Community Members: September 1, 2023, to August 31, 2024

Workshop Topic	Student Sessions		Employee Sessions	
	# of sessions	Total # of participants	# of sessions	Total # of participants
Responding to Disclosures	4	51	8	156
SVSPO/GP 44 Overview	0	0	2	21
Professional/Peer Boundaries and Healthy Relationships	16	223	0	0
Bystander Intervention	4	60	0	0
Customized Workshops	2	50	4	54
Total	**26**	**384**	**10**	**231**

Sexualized Violence Policy Review

In the fall of 2016, Simon Fraser University launched a university-wide process to develop a sexual violence and misconduct policy. Throughout this process, students, faculty, and staff were encouraged to provide input and feedback on the policy, including definitions, jurisdiction, and how the policy would be operationalized. This process, spearheaded by the Sexual Violence and Misconduct Policy Advisory Committee, ended on March 30, 2017, when the university's Board of Governors approved SFU's Sexual Violence and Misconduct Prevention, Education and Support Policy, GP 44.

British Columbia's Sexual Violence and Misconduct Policy Act (2016) requires all post-secondary institutions within the province to review their sexual violence and misconduct policies every three years. The university undertook the second review of its Sexualized Violence Policy (GP 44) in fall 2023. The review process included consultation with students, staff, and faculty as well as an environmental scan of best practices and emerging issues in the post-secondary environment. The review process was completed in fall 2024, and the revised Sexualized Violence Policy and accompanying procedures were approved by the SFU Board of Governors in November 2024. The highlights from the policy review process and the resulting actions are outlined in the 2023-24 Policy Review Future Pathways Report. Further information, along with an overview of SVSPO implementation of initiatives and services can be found in the SVSPO annual report.

Support Services

The SVSPO offers free, confidential, and comprehensive support services to SFU community members who have been impacted by sexualized violence, regardless of when or where the incident(s) took place. The office's support services are available in person on each of SFU's campuses, by phone, email, text, and via Zoom. Clients also can connect with the SVSPO for

anonymous support in a variety of ways. This low-barrier approach to client care ensures that the office's staff can meet clients in ways that make sense to them.

During the reporting period of September 1, 2023, to August 31, 2024, the office noted that while the number of new client intakes had plateaued, the assistance required by clients had increased both in terms of initial services and ongoing support. For example, there have been significant increases in the use of the following services: medical assistance, referrals to police/victims' services, and safety planning assistance.

Implementation of Survey Results

Once the results of the 2024-25 Student Perceptions of Sexualized Violence Survey are provided to SFU, the SVSPO team will review the findings, identify key learnings, and develop action items. The SVSPO will produce a report with this information, which will be shared with campus partners and the SFU community on the SVSPO website. The results of the survey will also be used to inform the SVSPO's 2025-2026 Education Plan.

Former Youth in Care – Supports for students who are former youth in care, including participation in the Provincial Tuition Waiver Program

Part of preparing our student demographic to be "future ready" and to have the skills for the new opportunities that lay ahead is having the ability to support and assist all students, including underrepresented groups. One such group consists of those who are former youth in care.

SFU has partnered with the Ministry of Post-Secondary Education and Future Skills to offer the Former Youth in Care Provincial Tuition Waiver Program, which provides tuition to eligible former youth in care students. In August 2023, the B.C. government announced the creation of the Learning for Future grant to provide an annual grant of $3,500 per program year to eligible current or former youth in care students to assist with additional educational related costs that are not covered by the Provincial Tuition Waiver Program.

SFU's Financial Aid and Awards Office administers these programs and provides financial aid advisors to help students with their questions through the application process, ensuring that outstanding payments are deferred to the Ministry for payment, as well as acting as navigators for other campus-based supports. In a similar manner, Financial Aid and Awards provides connections to other applicable service areas and departments as needed.

Both Financial Aid and Awards and general SFU recruitment teams promote the Former Youth in Care Tuition Waiver Program. Promotional material is given out by SFU recruitment teams and made available outside the Financial Aid and Awards offices. When students apply for admission at SFU, they are provided with information on how to access supports as a former youth in care. The program is also promoted through the Financial Aid and Awards website and at information sessions for incoming students.

For the 2024-25 academic year, running September through August, Financial Aid and Awards has partnered with SFU's Student Engagement and Retention team to provide additional supports for

eligible Provincial Tuition Waiver students in the form of a dedicated Academic Advisor. Monthly hosted lunches started in spring 2025 to help build community within SFU's former youth in care population and personal and professional development workshops will be offered on term-by-term basis starting in summer 2025. Both teams within Student Services are participating in training opportunities, such as the San'Yas Indigenous Cultural Safety Training Program, in order to better support the university's diverse group of students, including former youth in care students.

Table 12: Former Youth in Care Tuition Program

Program Year	Total Eligible	Total Eligible and Enrolled
2017-18	19	15
2018-19	25	25
2019-20	28	27
2020-21	39	31
2021-22	34	30
2022-23	30	29
2023-24	39	37
2024-25	55	46

Note: These numbers are for enrolment in for-credit courses and programs only.

In the 2024-25 academic year, SFU's Financial Aid and Awards Office distributed $263,592 worth of benefits from the B.C. government's Provincial Tuition Waiver Program to 46 former youth in care enrolled in undergraduate studies. This represents an increase of approximately 25% over the previous year. A further $36,436 in benefits was issued to former youth in care who enrolled in SFU Lifelong Learning programs.

Additional programming SFU offers and supports to help former youth in care:

- Learning for Future Grant
  For the 2024-25 academic year, the Province issued $404,460 to SFU in support of the Learning for Future Grant program. This included an 8% administration fee of $29,960 paid to SFU Financial Aid and Awards Office as part of their operating budget to administer the grant. The remaining funds were administered as a one-time only payment to individual students in the amount of $3,500 each for a total of $374,500.

- Youth Futures Education Fund
  SFU offers pathways to help former youth in care students access the United Way B.C.'s Youth Futures Education Fund, which helps create equal educational opportunities for adults who have been in government care by providing low-barrier access to funds for basic living expense like food, rent, technology, childcare, and more.

- Strengthening Abilities and Journeys of Empowerment (SAJE)
  SFU supports the B.C. Ministry SAJE Program and helps former youth in care students access SAJE, which can provide assistance with costs of things such as housing, childcare, tuition, and health care while they are attending university. SFU advisors can help eligible students apply for this funding.

K-12 Transitions and Dual Credit Programming

To provide ample access to post-secondary education for B.C.'s high school graduates, SFU is fully committed to the EducationPlannerBC module and will continually work with the Ministry, the K-12 provincial system, and its colleague institutions in the B.C. post-secondary system to enhance and improve the module. SFU maintains ongoing representation on each of the committees and working groups that form the foundation of the ongoing operations and expansion of EducationPlannerBC, which include the Steering Committee, Nominations Committee, Functional Advisory Committee, and Transfer Services Reference Group.

SFU is continually working with various high schools, school districts, and national and international education programs, such as the International Baccalaureate and Advanced Placement programs, to offer various transfer credit opportunities and transition initiatives for high school students. A non-exhaustive list of active, dual credit and transition initiatives is as follows:

Dual Credit Initiatives:

- Advanced Placement (AP): SFU grants transfer credit and/or advanced standing to students who complete AP examinations in certain transferable subjects and achieve a score of 4 or 5.

- International Baccalaureate (IB): SFU grants transfer credit for all standard level and higher-level subjects passed with a grade of 4 or higher. One full year of transfer credit (30 units) will be granted for a completed IB diploma.

- The Creative Technology Micro-Certificate, offered by the School of Interactive Arts and Technology, is made up of a suite of three dual-studies courses for high school students to explore digital creativity. Students have the potential to receive both high school and university credit, which is applicable at SFU or transferrable to other local university programs.

- The Fraser Heights Science Academy is a partnership between SFU and Fraser Heights Secondary in the Surrey School District, which gives students the opportunity to enrol in university-level chemistry or computer science courses while still in secondary school.

- Graphic Design Course: In partnership with SFU, the Surrey School District provides students with an opportunity to complete the introductory SFU course, Graphic Design, IAT 102. Students have the potential to earn both high school credits for graduation and post-secondary credits in SFU's Bachelor of Arts (BA) and Bachelor of Science (BSc) within the

School of Interactive Arts and Technology (SIAT). Currently, there are 24 seats in the course reserved for Surrey School district students, but plans are in place to open an additional 16 seats to students in other school districts in the near future.

Transition Initiatives:

- Concurrent Studies: B.C. secondary students with superior academic standing (90% average or higher), or those who have been selected to participate in a faculty-specific concurrent studies program, can apply to take courses at SFU as concurrent studies students. Eligible students may take one or two SFU courses while still attending secondary school.

- Counsellors' Day: Hosted annually by SFU, this event invites high school counsellors from across the province to come to SFU to speak with faculty and admission representatives to learn about the various SFU programs, opportunities, and admission requirements.

- The SFU Soccer Year-Round Program and SFU Basketball Year-Round Program: In partnership with School District 41, Burnaby, grade 8-12 participants receive high performance soccer or basketball training in a university environment while receiving physical education credits to help fulfill their grade 12 graduation.

- The Faculty of Education's Friends of Simon initiative recruits, prepares, and assigns university students as literacy tutors in the Lower Mainland, particularly with newcomer K-12 students. With SFU's cooperating sites, Friends of Simon works to increase school success through after-school programs in small group and individualized settings. The program, in conjunction with other faculties and departments at SFU, also hosts an annual field trip day for K-12 classes to visit SFU.

- Faculty of Arts and Social Sciences High School Visits are invitations to high school counselors and teachers to bring their classes to SFU to provide them with the experience of being a university student. Among the activities, participants attend a live lecture, receive a campus tour, and can register for an optional university student mentor meeting.

- Specialized Science 12 is a Surrey School District course offered in partnership with SFU's School of Sustainable Energy Engineering during the month of July. Students not only explore the technology behind electric and hybrid vehicles, but also the supporting infrastructure and networks needed to allow for mass adoption of the technology.

- SFU Surrey-TD Engagement Centre has partnered with Pathways to Education Canada to provide a Pathways to Education Program for youth in low-income communities that helps students graduate from high school and successfully transition onto post-secondary education, training, or employment. Pathways to Education addresses systemic barriers to education by providing leadership, expertise, and a community-based program proven to lower dropout rates.

- In partnership with the Surrey School District, SFU's Faculty of Communication, Art and Technology created the Surrey Filmmaking Academy. It is a two week-long intensive summer program open to Surrey and White Rock students in Grades 8 to 11 where they can earn credit for their upcoming year. Students are taught the basics of pre-production, filming, and post-production, including scripting, storyboarding, and editing.

- In partnership with the Burnaby School District, SFU's Faculty of Communication, Art and Technology (FCAT) created a digital activism summer school class. The class is officially taught by a Burnaby School District teacher in collaboration with two SFU faculty members from the Schools of Communication and Interactive Arts and Technology. Classes take place at the university and the students get to use FCAT's cameras and other digital media equipment to explore causes that matter to them through the lens of digital democracy, giving them a taste of what it is like to study on campus.

- In partnership with the Nechako Lakes and Surrey School districts, SFU's Faculty of Communication, Art and Technology (FCAT) hosts an annual field trip for Indigenous Surrey students in grades 5-7 to SFU Surrey. Students and teachers spend the day visiting exciting stations that introduce them to interactive design and digital media. Stations are operated by FCAT students and staff who mentor the youth and create a welcoming space on campus.

- The SFU Library's Student Learning Commons has a site dedicated to learning and studies strategies for making the transition to university. With recent secondary graduates as the primary audience, this web page offers tips and numerous links to resources to help make the transition to university easier and more manageable for students coming from high school.

Co-operative Education/Work-Integrated Learning

SFU's Co-operative Education (Co-op) Program sits within the Work-Integrated Learning (WIL) unit. Co-op provides students with paid work experience relevant to their academic studies. With dedicated Co-op coordinators and advisors, Co-op staff coach students on how to search for jobs in fields relevant to their degrees and apply for them during their study semesters. Co-op has a large network of employers locally, nationally, and internationally and assists students to find jobs in all sectors and industries and to ladder their Co-op experiences in order to build on their professional skills and acumen. Often, students' Co-op jobs lead to their first full-time career-related job upon graduation.

Co-op offers career planning and development to students across all faculties and is committed to offering Co-op opportunities to Indigenous students, equity-seeking students, and students dealing with barriers to accessing jobs.

Mandatory Co-op is supported at both undergraduate (Engineering Science: Faculty of Applied Science) and graduate levels (Master's of Science in Professional Computing Science: Faculty of Applied Science and Master's in Public Policy: Faculty of Arts and Social Sciences).

In addition to Co-op, another form of WIL at SFU is in the School of Contemporary Arts (SCA) Professional Development Program. The SCA Professional Development Coordinator leads the development and implementation of career programming, curriculum, workshops, and support services to serve the unique career needs of undergraduate and graduate students in SCA. They manage curricular arts internships, practicums, and field placements for students and create and deliver professional development programs, initiatives, and job opportunities within the arts and culture sectors. They initiate and maintain relationships with the professional arts community and contribute to the SCA's expansion of programs related to professional practices. This program is different from Co-op and is usually unpaid.

Over the 2025-26 academic year, Student Services anticipates that the two currently distinct units of WIL (Co-operative Education and SCA Professional Development) and Career and Volunteer Services (CVS) will work more closely together to gain greater efficiencies and to serve a wider range of students across the university.

Since the pandemic and recent (2023) downturn in the economy, total Co-operative Education numbers at SFU have been decreasing. Below are yearly totals of SFU Co-op placements from 2010 to 2024 (table 13), new Co-op placements from 2022 to 2024 (table 14), the 2024 Co-op placements broken down by program (table 15), and the School of Contemporary Arts placements from 2022 to 2024 (table 16).

Table 13: SFU Co-operative Education Placements 2010-2024

Year	Spring	Summer	Fall	Total	+/- % from previous year
2010	825	876	678	2,379	
2011	848	1,020	804	2,672	12.3%
2012	919	1,077	876	2,872	7.5%
2013	878	1,110	891	2,879	0.2%
2014	876	1,117	957	2,950	2.5%
2015	1,014	1,271	1,057	3,342	13.3%
2016	1,133	1,359	1,213	3,705	10.9%
2017	1,209	1,437	1,217	3,863	4.3%
2018	1,282	1,469	1,359	4,110	6.4%
2019	1,279	1,647	1,290	4,216	2.6%
2020	1,171	1,102	1,207	3,480	-17.4%
2021	1,233	1,513	1,548	4,294	23.4%
2022	1,525	1,721	1,461	4,707	9.6%
2023	1,294	1,353	1,181	3,828	-18.7%
2024	1,053	1,162	1,069	3,284	-14.2%

Table 14: SFU Co-operative Education Enrolment (New Applications) 2022-2024

Year	Spring	Summer	Fall	Total	+/- % from previous year
2022	760	714	1,491	2,965	
2023	744	662	1,446	2,852	-3.8%
2024	878	853	1,511	3,242	+13.7%

Table 15: Co-op Placements Broken Down by Program 2024

Program	Spring	Summer	Fall	Total
Arts and Social Sciences	94	144	87	325
Big Data	1	57	20	78
Business	263	213	228	704
Communication	55	51	44	150
Computing Science	173	146	168	487
Cybersecurity	0	17	7	24
Engineering Science	105	94	91	290
Environment	32	62	26	120
Health Sciences	50	43	44	137
Interactive Arts and Technology	36	42	44	122
Mechatronic Systems Engineering	62	63	103	228
Science	125	168	121	414
Software Systems	20	24	22	66
Sustainable Energy Engineering	37	20	57	114
Visual Computing	0	18	7	25
2024 Totals	**1,053**	**1,162**	**1,069**	**3,284**

Table 16: SFU School of Contemporary Arts Placements 2022-2024

Year	Spring	Summer	Fall	Total	+/- from previous year
2022	12	18	17	47	
2023	19	19	0	38	-19.1%
2024	11	13	10	34	-10.5%

Developing and implementing protections for international students that support their fair treatment.

Support Services for International Students

SFU is committed to creating a diverse, equitable, and inclusive community for all and offers a myriad of programs, services, policies, procedures, and dedicated offices that support the fair treatment of international students.

SFU makes available and communicates current and accurate information regarding admission policies, language proficiency requirements, credential assessment, programs, instruction, courses, services, tuition, refund policies, terms, grading and academic standing policies, housing policies, and all other related policies and procedures.

SFU's Office of Student Support, Rights and Responsibilities is a resource for international students, as well as all other students, faculty, and staff. Students can find out about their responsibilities and rights as members of the SFU community and learn about the supports available to them.

SFU's Ombudsperson can assist with fairness issues, appeals, interpersonal conflict, academic concerns, and policy questions.

SFU's International Services for Students staff includes a team of dedicated regulated Canadian Immigration Consultants and International Student Experience Coordinators who support holistic international student success by promoting awareness of international students' rights and responsibilities in B.C. and Canada, and by providing referrals to on and off campus resources and services.

SFU has a number of additional dedicated offices in place to help support its community members through difficult situations and, where possible, provide further protection from harm. All services are available to both domestic and international students.

International Education Strategic Plan

The Ministry of Post-Secondary Education and Future Skills released an International Education Strategic Plan Guidelines document in June 2024 for all British Columbia post-secondary institutions. The guidelines are meant to support a common and consistent approach to the development of International Education Strategic Plans and to help further inform institutions with a current International Strategic Plan and assist in the development of a plan for those who do not currently have one.

SFU has followed the Ministry guidelines and produced an International Education Strategic Plan in March 2025. The plan covers a wide array of topics from background in the international landscape to international student enrolment to international agent management to many topics in between. It is a non-exhaustive yet thorough overview of the state of international students and education at SFU and how the university is responding to the strict new government rules and regulations that are now affecting international education in Canada.

The plan highlights SFU's commitment to aligning its international planning and actions with the government's objective of a balanced approach to international education that delivers positive education outcomes for both international and domestic students. Furthermore, the plan shows how SFU will achieve this through defined and sustainable enrolment management that recognizes the value of a diverse student community, a commitment to equitable access, and by providing services and opportunities for ongoing and meaningful international engagement.

SFU's International Education Strategic Plan is a guidebook for how it will approach, support, and encourage international education for the next 3-5 years. The university is committed to the implementation of the plan and looks forward to working with the Ministry to ensure a well-managed and balanced international education system that maintains and enhances the benefits of international education for all British Columbians.

5. Ministry Performance Measures

The following pages assess SFU's performance using the measures under the Ministry of Post-Secondary Education and Future Skills' Accountability Framework for Post-Secondary Education. The Ministry assesses performance based on the following scale:

Table 17: Ministry Scale for Target Assessments

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially Achieved	90% - <100% of the target
Not Achieved	<90% of the target

5.1. Ministry Performance Measure: Student Spaces

Ministry Accountability Objective: Capacity

- **Intent**—to indicate if the targeted capacity of the B.C. public post-secondary system is achieved.
- **Operational Definition**—number of full-time equivalent (FTEs) student enrolments delivered overall and in designated program areas.

SFU's Achievement:	Achieved
2024-25 Target: 20,391	**110.6%** % of target
2024-25 Actual: 22,543	

SFU's total student headcount for the 2024-25 fiscal year was 34,075, which included 29,001 undergraduates and 5,074 graduates.

The undergraduate and graduate FTEs for 2024-25 reached 22,543, which exceeded the government-funded enrolment target of 20,391 by 10.6%.

The majority of students enter SFU's undergraduate programs either directly from B.C. Grade 12 or through college transfer. In 2024-25, 60.0% of the university's new undergraduates came from B.C. Grade 12 with average entry grades of 87.0%. B.C. college transfer students made up 23.1% of new students.

5.2. Ministry Performance Measure: Credentials Awarded

Ministry Accountability Objective: Capacity

- **Intent**—to indicate if the capacity of the system is adequate to address the need for skilled graduates in the B.C. economy.
- **Operational Definition**—the average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.

Certificate	Substantially Achieved
2024-25 Target: ≥ 639	**96.1%** % of target
2024-25 Actual: 614	

Bachelor	Substantially Achieved
2024-25 Target: ≥ 3,973	**94.7%** % of target
2024-25 Actual: 3,761	

Graduate, First Professional and Post-Degree	Achieved
2024-25 Target: ≥ 1,720	**104.0%** % of target
2024-25 Actual: 1,789	

Like many post-secondary institutions in B.C, SFU's credentials awarded performance measure is now feeling the impact of some of the enrolment and retention struggles that the post-secondary education sector experienced during the pandemic. Many of SFU's 2024-25 bachelor graduates started their academic studies during the tail end of the pandemic, which has contributed to a lower than usual number for this credential. Whereas, graduate and professional degree programs, many of which are less than four years in duration, are graduating students in 2024-25 that primarily enrolled into their programs after the pandemic. As a result, this number is reaching its target.

SFU has traditionally been a degree granting institution, but, in response to labour market demand, it has recently started to build and offer many new professional and continuing education certificate programs. The growth plan is outlined in a recent Senate-approved Additional Credentials: Report and Recommendations document in which SFU identifies the credentials it will be potentially adding to the current for-credit credential framework and the steps needed to make them operational. SFU expects the number of certificates awarded to increase as its many new certificate offerings begin to mature and grow.

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 supports that add quality to the campus and student experience.

SFU will continue to support students' degree completion by giving priority to teaching excellence, recruiting high-quality students, increasing student financial assistance budgets, increasing access to affordable student residences, and providing other applicable student support services as best as the university can.

5.3. Ministry Performance Measure: Indigenous Student Spaces

Ministry Accountability Objective: Access

- **Intent**—to indicate the accessibility of the system for self-identified Indigenous learners.
- **Operational Definition**—number of full-time equivalent enrolments of Indigenous students delivered in all program areas.

SFU's Achievement:	Achieved
2024-25 Target: ≥ 2023-24 actual 709	**102.6%** % of target
2024-25 Actual: 727	

The Ministry requires that all institutions set their own Indigenous student targets and report them in the Institutional Accountability Plan and Report.

SFU is committed to equaling or increasing its Indigenous FTEs. Following the target principles established in other performance measures that are based on year-over-year increases or improvement, SFU's target for the "Ministry Performance Measure: Indigenous Student Spaces" is to equal or increase the FTE actual from the previous year. In order to assess achievement for this performance measure, SFU has adopted the Ministry scale for target assessment (see Table 15).

SFU is committed to making post-secondary education accessible to Indigenous Peoples. An Undergraduate Admission Policy for Indigenous Students takes into consideration an Indigenous applicant's educational history, cultural knowledge, work experience, educational goals, and other achievements, which helps to identify students that are ready for university regardless of their secondary grades. The university has created an Indigenous University Preparation Pathway to help Indigenous learners prepare and transition to undergraduate studies. SFU also has financial assistance services in place to help prepare Indigenous students for post-secondary education and to help them overcome any financial barriers. As a result of this, and many other efforts, SFU has seen a significant increase in Indigenous student enrolment. From 2014-15 to 2024-25, SFU has increased its Indigenous student enrolment by 70.7%.

5.4. Ministry Performance Measure: Student Satisfaction with Education

Ministry Accountability Objective: Quality

- **Intent**—to indicate the quality of education programs through former students' assessments of how satisfied they were with their educational experience.
- **Operational Definition**—percentage of students who were very satisfied or satisfied with the education they received.

SFU's Achievement:	Substantially Achieved
2024-25 Target: ≥ 90%	**98.1%** % of target
2024-25 Actual: 88.3% (±1.6%)	

SFU has been conducting an undergraduate student survey every fall semester since 1992. The survey asks students about their experiences with course availability and credential completion at SFU, as well as a range of other topics that change from year to year. In the most recent surveys, students have said that issues pertaining to course availability, student life/campus community, and campus facilities need to be addressed to help improve their university experience.

- The university remains concerned with course accessibility. In fall 2024, 63% of undergraduate students surveyed were able to register in all the courses they wanted to take. SFU will continue to focus on improving this measure and increasing the level of student satisfaction.

- SFU feels that creating a welcoming environment for new students sets the tone for an overall positive university experience. The #KnowYourSFU events that happen at the start of each semester successfully introduce new students to their faculties, services, and supports while sparking connections between students and the SFU community as well as helping them ease their transition into university life.

- The university continues to improve student facilities. Critical infrastructure that students have been asking for has recently been completed and opened, including new student residences, a redesigned and updated dining hall, and a new Student Union building with plenty of meeting and study space. In 2022, the university also completed the SFU Stadium at Terry Fox Field and renovated and upgraded much of its athletics and gym facilities during a first phase of renovations. A second phase of major renovations is currently underway with an expected completion date of late 2025. The university is committed to providing its students with the facilities they need to support and assist them in their educational journey.

- A number of support centres are also in place, including the Centre for Accessible Learning, the Indigenous Student Centre, and the Library's Student Learning Commons, which assists students with academic writing, learning, and study strategies—in an environment of collaboration, discussion, and peer learning.

5.5. Ministry Performance Measure: Student Assessment of the Quality of Instruction

Ministry Accountability Objective: Quality

- **Intent**—to indicate the quality of education programs through former students' assessments of the instruction they received.
- **Operational Definition**—percentage of students who rated the quality of instruction in their program positively.

SFU's Achievement:	Achieved
2024-25 Target: ≥ 90%	**100.9%** % of target
2024-25 Actual: 90.8% (±1.4%)	

SFU baccalaureate degree graduates indicated a high level of satisfaction with the quality of instruction they received 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 is taking positive steps toward improving its quality of instruction with the help of the Centre for Education Excellence. With an emphasis on enhancing the teacher/student experience at SFU, the Centre aims to collaborate with SFU's learning and teaching community to inspire and support innovative, inclusive, and reflective teaching approaches that create enriched and engaging learning experiences for students. The Centre is committed to:

- An institutional culture that values and celebrates teaching excellence.
- A teaching environment that embraces experimentation, innovation, and risk-taking.
- A teaching community whose members feel connected and supported in their work.
- Instructors who feel equipped with the knowledge, teaching approaches, and technologies to excel in their teaching, assessment, curriculum design, and educational leadership roles.
- Academic units that have the tools to design and offer innovative programs and learning experiences that are relevant to SFU's diverse students and their communities.

5.6. Ministry Performance Measure: Student Assessment Skill Development

Ministry Accountability Objective: Quality

- **Intent**—to indicate the quality of education programs through former students' assessments of attaining identifiable skills
- **Operational Definition**—percentage of students who indicated their education helped them to develop various skills.

SFU's Achievement		Substantially Achieved
2024-25 Targets ≥85%	Overall Assessment of Skill Development 2024-25 Actual: 82.0% (±1.3%)	**96.5%** % of target
	Written Communication:	2024-25 Actual 83.1% (±1.9%)
	Oral Communication:	2024-25 Actual 77.9% (±2.0%)
	Group Collaboration:	2024-25 Actual 74.8% (±2.1%)
	Critical Analysis:	2024-25 Actual 90.4% (±1.4%)
	Problem Resolution:	2024-25 Actual 77.6% (±2.1%)
	Learn on Your Own:	2024-25 Actual 86.4% (±1.7%)
	Reading and Comprehension:	2024-25 Actual 84.2% (±1.8%)

All undergraduate 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 meet the WQB requirements, which are applied to all SFU undergraduate degrees. Foundational courses are part of the WQB requirements 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. The goal of the WQB requirements is to provide students with a superior education with greater applicability and relevance to better prepare them for their careers.

Through SFU's Student Learning Commons, students can receive help with their writing, learning, and study strategies. 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.

The Faculty of Science has established a peer tutoring program. Science and Math Peer Tutoring is offered virtually and in-person on a drop-in basis for many first- and second-year courses. The volunteer tutors are students who have already taken these classes and who can provide valuable

support to students to not only help them through a particular class but to improve their overall quantitative skills.

In a further commitment to quality and consistency in education, SFU has adopted the practice of developing assessable educational goals for all its programs. Each department is required to articulate program educational goals as part of the external review process. SFU Senate recently approved the adoption of institutional educational goals, which further emphasizes SFU's commitment to provide students with an environment where achievable outcomes such as skill development are accessible to them.

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

Ministry Accountability Objective: Relevance

- **Intent**—to indicate the relevance of education programs and their effectiveness in enabling former graduates to contribute to the economic development of B.C. through their assessment of the knowledge and skills they acquired in relation to the requirements of their subsequent employment.
- **Operational Definition**—percentage of employed graduates who indicated the knowledge and skills they acquired through their education were useful in performing their job.

SFU's Achievement:	Substantially Achieved
2024-25 Target: ≥ 90%	**90.7%** % of target
2024-25 Actual: 81.6% (±2.2%)	

SFU strives to provide students with the knowledge and skills they need to participate effectively in society, including being successfully employed. The university believes 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.

Co-operative Education provides students with a unique opportunity to expand their career horizons while gaining local, national, or international and intercultural work experience. Since 2010, SFU students have worked in over 50,000 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.

Study exchanges abroad provide students with unique opportunities to enhance both their educational and personal experiences while working to complete their degrees at SFU. Studying for

a term or two in another country allows students to build their network abroad, explore global opportunities, experience a new culture, and develop global competencies valued by employers.

Venture Connection is an example of an SFU program/initiative that helps to give students real world, practical entrepreneurial and employment skills. As part of SFU's Charles Chang Institute for Entrepreneurship, the Venture Connection Program is run on all three SFU campuses. In the last 15 years, it has engaged more than 20,000 participants in entrepreneurship and innovation activities and has supported the launch and/or development of over 300 early-stage startups.

Through initiatives like the ones mentioned above and other similar programming, SFU will continue to strive to improve this performance measure.

5.8. Ministry Performance Measure: Unemployment Rate

Ministry Accountability Objective: Relevance

- **Intent**—to indicate the relevance of education programs to the needs of the B.C. economy through the students' ability to transition from public post-secondary education to the labour market.
- **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.

SFU's Achievement:	Achieved
2024-25 Target: ≤ 11.8%	**107.3%** % of target
2024-25 Actual: 11.0% (±1.6%)	

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

Based on the current British Columbia Labour Market Outlook (2024 Edition), B.C. is expected to have approximately 1,120,000 job openings between 2024 and 2034. Roughly 75% of these job openings will require some form of post-secondary education and training, and many of these openings will appear in high-demand occupation sectors, such as business, computer science, engineering, education, and health care. SFU is well situated to deliver a qualified workforce for these areas and will also continue striving to prepare graduates for other relevant fields, such as teacher education and environmental sustainability.

Estimates of lifetime earnings by educational attainment indicate that the typical Canadian high school graduate will earn $2.42 million in today's dollars over their lifetime. Additional education and

training will increase lifetime earnings over and above this amount. Research based on the latest Canadian census indicates that an individual's lifetime earnings could increase by an additional $172,300 to $902,800 with an undergraduate degree in arts or science and by an additional $2.46 million with a degree in medicine, dentistry, or veterinary medicine (pg.15 of B.C. Labour Market Outlook 2024 edition).

5.9. Ministry Performance Measure: Sponsored Research Funding

Ministry Accountability Objective: Capacity

- **Intent**—to indicate the capacity of the public post-secondary system to contribute to the economic and social development of B.C. through research activities.
- **Operational Definition**—total sponsored research funding awarded from the federal government, provincial government, and other sources.

SFU's Achievement:	Achieved
All Sources	**107.3%** % of target
2024-25 Target: ≥ 2023-24 actual $150.2M	
2024-25 Actual: $158.7M	
Federal sources	
2024-25 Target:	≥ 2023-24 actual $79.6M
2024-25 Actual:	$89.2 M
Provincial sources	
2024-25 Target:	≥ 2023-24 actual $10.5M
2024-25 Actual:	$6.9 M
Other sources	
2024-25 Target:	≥ 2023-24 actual $60.1M
2024-25 Actual:	$62.6 M

Approximately 56% 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, while 4% comes from provincial sources and 40% from other funding sources.

SFU researchers ask fundamental questions about our natural world, as well as our societies and cultures, as they seek to expand the foundations of knowledge and understanding of our origins. Researchers at SFU measure and predict natural phenomena on multiple scales from the subatomic to the cosmic, from a single gene to a multi-celled organism, and from single entities to complex interacting systems of those entities. They use data and quantitative techniques, as well as qualitative approaches across a wide range of disciplines within this priority area.

Technology impacts every aspect of our lives—at multiple scales—from nanotechnology to satellite communication to technology for work and home life. These technologies are applied to all areas of the human endeavour, from building a sustainable world, to improving human health, to transforming the way in which we partake in everyday activities. SFU is committed to transforming industry through technology, management, and policy.

5.10. Ministry Performance Measure: Summary of Performance

Table 18: Summary of Performance 2024-25

2024-25 Performance Reflected by Ministry Measures				
Ministry Performance Measure		Achieved	Substantially Achieved	Not Achieved
Student Space		✓		
Credentials Awarded	Certificate		✓	
	Bachelor		✓	
	Graduate, First Professional, and Post-Degree	✓		
Indigenous 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 the Job			✓	
Unemployment Rate		✓		
Sponsored Research Funding		✓		

Table 19: Summary of Performance 2023-24

2023-24 Performance Reflected by Ministry Measures				
Ministry Performance Measure		Achieved	Substantially Achieved	Not Achieved
Student Spaces		✓		
Credentials Awarded	Certificate	✓		
	Bachelor		✓	
	Graduate, First Professional, and Post-Degree			✓
Indigenous 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		✓		

6. Financial Information

Financial Information

SFU's most recent Audited Financial Statements are available at:

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

7. Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION[8] and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS Identify whether the initiative is: • New[9] • Planned / In Progress / Implemented or Ongoing	**INITIATIVES AND PARTNERSHIPS** Provide key details on 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. Include links where relevant. Add rows to report on additional initiatives as required.
1: SOCIAL WORK	
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.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**

[8] "…" represents omitted text not related to post-secondary education from the original Call to Action.
[9] New initiatives start in the current reporting year and have not been previously reported on.

Ongoing	Indigenous Social Work Educators • Mathew Fleury, Manager of Research and Knowledge Exchange (First Nations Health Authority). He is a bilingual (English and French) Indigenous Social Worker, community-based researcher, and public health professional. Mathew is Nēhiyawak (Mistawasis Nēhiyawak; Plains Cree), and as a proud member of one of the founding families of the Métis Nation, he has deep roots in the Red River Valley of Manitoba.
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**
N/A	
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**

Ongoing	Indigenous Languages Program (INLP)
	• Certificate in Indigenous Language Proficiency
	• Diploma in Indigenous Language Proficiency
	• Indigenous Languages Minor
	• Graduate Certificate in the Linguistics of a First Nations Language
	• Master of Arts in Linguistics of a First Nations Language
	• Courses offered in co-operation with local First Nations communities and language authorities include the following languages:
	  ○ Haíłzaqvḷa (Haíłzaqv (Heiltsuk), Bella Bella)
	  ○ Hul'q'umi'num' (Vancouver Island)
	  ○ Han, Dene, Kaska, Northern and Southern Tutchon, Gwit'chin, Tàgish, Tlingit, Upper Tanana (Yukon)
	  ○ Secwepemctsin (Kamloops, Williams Lake)

Ongoing	○ Skwxwú7mesh (Squamish) ○ Xaad-Kil Haida (Old Masset) ○ Hənqəmíṅəm - Downriver (Pitt Meadows) ○ Halq'emeylem - Upriver (Chilliwack) ○ Nsyilxcən (Okanagan) ○ Nuxalk (Bella Coola) ○ St'at'imcets (Lillooet) ○ Tsilhqot'in (Williams Lake) ○ Bakwąmkala (Port Hardy) ○ Gwit'chin, Tàgish, Upper Tanana (Yukon) Indigenous Languages Centre • The Indigenous Languages Centre at Simon Fraser University co-ordinates the activities of grassroots community partners across B.C. and academic linguists from SFU, UBC, UNBC, and many other universities in a project to document, analyze, and revitalize Indigenous languages. • Dr. Marianne Ignace has a joint appointment with Indigenous Studies and Director, Indigenous Languages Centre. For the past twenty years, Dr. Ignace has focused her research on the Secwepemc (Shuswap) people of the Plateau, where her interests are Indigenous land use and occupancy, ethnobotany, traditional ecological knowledge, ethnohistory, and the linguistic and anthropological analysis of Indigenous language discourse. Since 2013, she has led a partnership program with 20 Indigenous communities across B.C., Yukon, and Alaska to preserve First Nations languages.
23: HEALTH-CARE PROFESSIONALS	
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.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**

Ongoing	Indigenous Health Research • Dr. John O'Neil, 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. • Dr. Lyana Patrick focuses on challenging colonial constructions of community planning as it connects to health and well-being. Specifically, her work on the interconnections between justice and health seeks to promote Indigenous understandings of community building and toward better understanding the factors that hinder or help Indigenous Peoples to create community connectedness. • Dr. Jeff Reading, 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. • Dr. Krista Stelkia Syilx/Tlingit from Osoyoos Indian Band, is a University Research Associate in the Faculty of Health Sciences. Her doctoral research at SFU examines the complex and intersecting ways in which structural racism can influence chronic disease and comorbidity among First Nations in Canada. Krista brings over 12 years of professional experience working with First Nations communities and organizations, most recently in the Office of the Chief Medical Officer at the First Nations Health Authority. Indigenous Health Programs • Master of Science (MSc) Program in Indigenous Population Health ○ Students will earn an MSc in Health Sciences from Simon Fraser University and receive mentorship and training in 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. • Master of Science (MSC) or Doctor of Philosophy Opportunities-Indigenous Healthy Life Trajectories Initiative ○ This initiative explores the early origins of mental health problems (anxiety, depression, substance use and suicide) and cardio-metabolic problems (obesity, type-2 diabetes, and heart disease) in Indigenous communities. It also explores the efficacy of existing Nuu-chah-nulth Tribal Council interventions starting at conception to reduce these health risks. The research conducted in the initiative is aimed at optimizing healthy early life trajectories and well-being for Indigenous Peoples. *(Note: New for this year is the addition of a PHD option to this program)*

	• Promoting Indigenous-Led Action on Respecting Tobacco Project (PILAR)
	  ○ SFU's Faculty of Health Sciences and the First Nations Health Authority worked in partnership to conduct a 3-year project (2017-2020) aimed at strengthening commercial tobacco control in Indigenous communities. It was achieved by carrying out a consultation intervention in B.C. First Nations communities.
	
	Faculty of Health Sciences Indigenous Courses
	• Separate from the MSc Program in Indigenous Population Health, the Faculty of Health Sciences offers these Indigenous courses:
	  ○ HSCI 220 – Indigenous Experiences of Health
	  ○ HSCI 406 – Global Perspectives in Indigenous Health
	  ○ HSCI 480 – Senior Seminar in Indigenous Health
	  ○ HSCI 842 – Indigenous Health in Canada

24: MEDICAL AND NURSING SCHOOLS	
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.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**
Ongoing	Health Research • The First Nations Health Authority (FNHA) and Simon Fraser University have signed a Research Affiliation Agreement that will support FNHA to manage federal government funds for research into Indigenous health and wellness. The agreement will also help FNHA build its future capacity for directly holding federal grants. The first agreement of its kind between FNHA and an academic institution, it gives FNHA research affiliate status with SFU.
In Progress	SFU School of Medicine • The SFU School of Medicine will supplement B.C.'s current academic health ecosystem by providing students with a complementary medical education path. The School of Medicine will partner with Fraser Health and the First Nations Health Authority (FNHA) to locate and embed education and training within communities—allowing students, residents, and researchers an opportunity to gain valuable experience, insight, and skills and inspiring them to pursue a career in primary care practice in Fraser Health and across B.C. The new school's curriculum is currently being developed on six foundational pillars, one of which is Indigenous Knowledge Systems, which will

New	embed and equalize Indigenous knowledge systems in learning, research, and practices within the curriculum. • Associate Dean, Indigenous Health – Dr. Rebekah Eatmon Dr. Rebekah Eatman is Tsimshian from Lax Kw'alaams, from the Raven Clan on her father's side and Métis on her mother's side. She is a highly respected Indigenous Family Physician who practices full scope family medicine. Dr. Eatmon is the recipient of the B.C. College of Family Physicians Resident Leadership Award (2020) and the Canadian College of Family Physician's Indigenous Medical Resident Award (2020).

28: LAW SCHOOLS	
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.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**
N/A	

57: PUBLIC SERVANTS
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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	RESPECT • The RESPECT Program is designed to teach cultural safety and anti-racism for all employees at SFU with a focus on the implications of such skills for engaging with Indigenous faculty, staff, and students and engaging in Reconciliation as an institution more generally. The RESPECT Program is run by SFU Human Resources.

62: TEACHER EDUCATION
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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing	Associate Dean of Indigeneity
	• SFU's first Associate Dean of Indigeneity in the Faculty of Education, Dr. Michelle Pidgeon of Mi'kmaq ancestry, was appointed in fall 2020.
	
	Faculty of Education: Office of Indigenous Education
	• 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 Indigenous Peoples in Canada (First Nations, Métis, and Inuit) as well as Indigenous Peoples from other countries. The Office's vision emphasizes:
	  ○ Collaboration and equal partnerships with a diversity of Indigenous communities and organizations.
	  ○ Equitable representation of Indigenous Peoples in enrolment across programs.
	  ○ Integration of Indigenous content and perspectives across the curriculum.
	  ○ Equitable representation of Indigenous Peoples on faculty and staff.
	  ○ Support and encouragement of Indigenous research and scholarship.
	  ○ Integration of Indigenous awareness and local protocol as part of all faculty and staff orientation.
	  ○ Requirement of anti-racism, multicultural, and Indigenous pedagogical approaches as a part of all teacher certification.
	
	Indigenous Perspectives in Teacher Education (IPTEM) Professional Development Program Module
	• IPTEM focuses on Indigenizing the curriculum through the inclusion of Indigenous worldviews, knowledge, and perspectives and an increased awareness of colonizing behaviours and patterns. The IPTEM incorporates knowledge and resources available from local First Nations communities and Indigenous SFU faculty

	members. Indigenous Education and Reconciliation Council • Consisting of Indigenous and non-Indigenous SFU Faculty of Education faculty, staff, and students, the council provides guidance, support, and recommendations on matters relating to Indigenous education and outreach in the Faculty of Education. Indigenous Education: Wholistic Teachings and Transformative Pedagogies • This Graduate Diploma in Advanced Professional Studies in Education (GDE) is designed for educators involved in K–12 or community-based education who are interested in developing their pedagogical practice while engaging in sustained reflective inquiry, all within the context of wholistic teachings and transformative pedagogies woven into Indigenous education. MED in Educational Leadership: Indigenous Resurgence • Collaboratively developed by Simon Fraser University (SFU), the Lower Similkameen Indian Band (LSIB) and Nicola Valley Institute of Technology (NVIT). This two-year MEd Educational Leadership Program takes place on the traditional unceded territories of the Lower Similkameen Indian Band (Cawston, B.C.). Indigenous Tutoring and Mentoring Program • As an Indigenous student training to be a teacher, current SFU student Todd Nelson launched this free tutoring program as a way to take action towards Reconciliation by helping Indigenous children to attain their education. Education Faculty Indigenous Courses • EDUC 311 Foundation in Indigenous Education, Language, and Culture.
86: JOURNALISM AND MEDIA SCHOOLS	
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.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**

New	Nechako Lakes School District Partnership • SFU's Faculty of Communication, Art and Technology (FCAT) is collaborating with the Nechako Lakes School District, which has one of the largest Indigenous populations in B.C., serving over 14 Indigenous communities. The partnership involves annual visits to each other's communities where youth are guided through interactive digital literacy, theatre production, and design workshops. The goal of the partnership is to engage Indigenous youth with interactive, play-based academic activities while also allowing FCAT students to gain understanding in Indigenous and remote community issues.
Ongoing	Communication and Journalism Research • Dr. Karrmen Crey is Sto:lo and a member of the Cheam Band. She is an Assistant Professor in the School of Communication where her research examines the rise of Indigenous media in Canada and the institutions of media culture that Indigenous media practitioners have historically engaged and navigated to produce their work. Her current research examines Indigenous film festivals and Indigenous digital media, particularly Indigenous virtual reality and augmented reality. SFU offers these applicable courses: • HIST 325 – History of Aboriginal Peoples of North America to 1850 • HIST 326 – History of Aboriginal Peoples of North America Since 1850 • HIST 427 – Topics in Indigenous Histories • HIST 443W – Aboriginal Peoples, History, and the Law • HIST 888 – Indigenous Peoples • CRIM 419 – Aboriginal/Indigenous Justice • CRIM 429 – Indigenous Peoples and International Law • PLCY 821 – Indigenous Policy Indigenous Digital Media Grant • Indigenous Digital Media Grants (IDMG) provide financial support to SFU researchers, creators, and makers to cover costs associated with the development of Indigenous digital resources. The grant welcomes applications for projects that aim to create forms of "digital media" through processes of digitization, or through the creation of new media (films, podcasts, websites, etc.). Skoden Indigenous Film Festival • Skoden Indigenous Film Festival celebrates the works of Canadian based Indigenous filmmakers and talent, and features Indigenous cultural traditions, including a welcoming ceremony and witness. Started in 2019 by two SFU Film students in the School for Contemporary Arts, the festival was created to showcase Indigenous filmmakers and to Indigenize the SFU community.

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.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**
Ongoing	Director of Indigenous Business Programs • In 2020-21, Simon Fraser University's Beedie School of Business appointed Alexia McKinnon as its Director, Indigenous Business Programs. An alumnus of SFU Beedie's Executive MBA in Indigenous Business Leadership (EMBA IBL) Program, and a citizen of the Champagne and Aishihik First Nation, McKinnon has a wealth of experience of Indigenous education and governance. 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. The Fireweed Fellowship • The Firewood Fellowship is the first national accelerator program for Indigenous entrepreneurship in Canada. The program consists of a 10-month-long, immersive, cohort-style fellowship program including distance subject-matter-expert sessions, entrepreneurial online group learning, and leadership development.
New	Indigenous Business Leadership Executive MBA • The SFU Indigenous Business Leadership Executive MBA (IBL EMBA) Program is an internationally accredited MBA grounded within Indigenous ways of knowing, being, and doing. The IBL EMBA learning journey encompasses Indigenous business, strategy, decision-making, governance, entrepreneurship, and leadership. The cohort program weaves together Indigenous worldviews with business theory to provide students with the tools and skills to create economically sustainable communities.
Ongoing	• Honouring Spaces of Belonging: The Beedie School of Business wanted to work with local nations to bring the story of place, the people, and the land to the school. Spearheaded by Aliexa McKinnon, the School of Business commissioned Angela George, a Coast Salish weaver, to do a weaving which is now prominently displayed in the Segal Graduate School of Business, serving as a visual identity to the Indigenous Business Leadership Executive MBA.

	Indigenous Courses in IBL EMBA Program • BUS 648 – Indigenous Business and Communities • BUS 657 – Marketing Strategies for Indigenous Leadership • BUS 665 – Indigenous Policy and Governance • BUS 668 – Financial Management for Indigenous Leadership • BUS 675 – Indigenous Economies • BUS 679 – Business Strategy for Indigenous Leaders • BUS 683 – Negotiations for Indigenous Leaders • BUS 692 – Indigenous Sustainability • BUS 730 – Business and Indigenous Communities • BUS 741 – Business and Indigenous Peoples
New	• BUS 608 – Indigenous Business Leadership and Organization • BUS 617 – Indigenous Business Ethics • BUS 619 – Financial Accounting for Leaders in Indigenous Business • BUS 620 – Managerial Accounting for Leaders in Indigenous Business • BUS 622 – Fundamentals of Project Management in Indigenous Organizations • BUS 626 – Financial and Managerial Accounting for Indigenous Leaders • BUS 630 – Data and Decision Making for Indigenous Businesses
UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	

How is your institution working with Indigenous Peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous Peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

Indigenous Peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	• SFU's What's Next strategy recognizes and honours the title and rights of Indigenous Peoples as stated in UNDRIP, and the university respects and partners with the host Indigenous Nations on which its campuses are located. SFU will honour the history, culture, and presence of Indigenous Peoples, will welcome and nurture Indigenous students, and will seek opportunities for greater representation of Indigenous Peoples amongst its faculty and staff. • In 2016, SFU's Aboriginal Reconciliation Council was convened and, through intense consultation, developed Walk this Path With Us, an all-inclusive report focusing on all Indigenous-related issues, planning, and initiatives at the University. Regular updates of all Reconciliation planning and initiatives can be found in quarterly/bi-annual reports and an annual Reconciliation report.
In Progress	• The development of SFU's new Indigenous Strategic Plan has been delayed as SFU works to restructure leadership and staffing for Truth & Reconciliation work at the University in an environment of significant budget pressures. It is anticipated to be in place by the end of 2025.
New	• The Indigenous Executive Lead position was created within the Office of the President and Chris Syeta'xtn Lewis was hired into the position in the fall of 2023. Chris is a member of the Executive Team, and the Office for Aboriginal Peoples came under his executive oversight. He then worked to establish a new Indigenous Governance structure for SFU.

Ongoing	• SFU's Indigenous Council, made up of representatives from Indigenous Faculty, staff, and students, held its inaugural meeting in November, 2024. In 2025, SFU aims to establish an External Council made up of representatives from each Host Nation and key Indigenous partner groups. The governance structure will also begin incorporating semi-regular convenings of an Indigenous Caucus to which all Indigenous faculty, staff, and students will be invited. • The Bill Reid Centre The goals of the Bill Reid Centre for Northwest Coast Studies are to (1) encourage community and academic conversations regarding the visual culture of Northwest Coast First Nations, and (2) promote public understanding and respect for the First Nations of the Northwest Coast past and present. • Indigenous Initiatives, Project 57: Unlearning and learning together The Decolonizing the Library Working Group (DLWG) launched this initiative in response to the TRC Call to Action 57, which calls on "federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples." Over a 57-week period the DLWG will share information about a topic related to Indigenous Peoples, communities, and culture. **Indigenous Resources** • Office for Aboriginal Peoples • Indigenous Student Centre (ISC) • Indigenous Languages Centre • SFU First Nations, Métis, and Inuit Student Association (FN-MISA) • Faculty of Education: Office of Indigenous Education • Library Services for Indigenous Students. • SFU Library: Indigenous Curriculum Resource Centre • SFU Elders Program • Indigenous Graduate Support
New	• Peer Cousins Mentorship Program connects senior Indigenous students with students who may be new to the SFU community, have questions about university, or are looking to meet other Indigenous students. • From 2023-2024 an internal working group co-chaired by Chris Lewis and Dr. Dorothy Cucw-la7 Christian, Associate Director of Indigenous Pedagogy in Graduate Studies, developed an Indigenous Welcoming Procedure to build a safe and welcoming community for Indigenous faculty, staff, and students and prevent Indigenous identity fraud. The procedure will be piloted in Graduate Studies, Student Services, and the School of Medicine in 2025.

	• SFU and key language and culture experts from the Host Nations where the Burnaby campus is located advanced a family-based process to name the campus and key Indigenous spaces on campus in Skwxwú7mesh Snichim (Squamish) and Hən̓q̓əmín̓əm.

Ongoing	**Indigenous Programming**
	• Indigenous Studies (INDG)
	• Major
	• Minor
	• Indigenous Studies Post Baccalaureate Diploma
	• Indigenous Studies Research Certificate
	• Indigenous Studies Co-operative Education Program
	• Indigenous Languages Program (INLP)
	• Supporting Aboriginal Graduate Enhancement Programs (SAGE)
	• Indigenous Business Leadership Executive MBA (IBL MBA)
	• The First Peoples Enterprise Accelerator Program
	• Indigenous Perspectives Teacher Education Module (IPTEM)
	• In addition to the courses in the above-mentioned programs, SFU offers Indigenous specific courses in these disciplines:
	  ○ Archaeology
	  ○ Business
	  ○ Criminology
	  ○ Ecological Restoration
	  ○ Education
	  ○ English
	  ○ Gender, Sexuality, and Women's Studies
	  ○ History
	  ○ Public Policy
	  ○ Resource and Environmental Management
	  ○ Sociology and Anthropology

New Ongoing	**Post-Secondary Education Accessibility** • SFU has an Undergraduate Admission Policy for Indigenous Students that takes into consideration an applicant's educational history, cultural knowledge, work experience, educational goals, and other achievements. • SFU's Faculty of Arts and Social Sciences' Indigenous University Preparation Program 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.

- The Indigenous Pathways Planning Group was formed to develop a better understanding of First Nations, Métis, and Inuit students' needs and opportunities to embark on their journey to and through SFU. Focus of the Group has been on issues pertaining to admissions, access, and retention, as well as the needs of the students and how SFU can support them. In fall 2019 the Group published its first report, Looking Forward... Indigenous Pathways to and Through Simon Fraser University.

- In partnership with the Surrey School District, SFU's Faculty of Communication, Art and Technology (FCAT) hosts an annual field trip for Indigenous Surrey students in grades 5-7 to SFU Surrey. Students and teachers spend the day visiting exciting stations that introduce them to interactive design and digital media. Stations are operated by FCAT students and staff who mentor the youth and create a welcoming space on campus.

Financial Assistance

- SFU offers a variety of financial assistance opportunities to Canadian undergraduate and graduate Indigenous students, including an Indigenous Graduate Entrance Scholarship and Indigenous Graduate Travel Award.

Indigenous Spaces

- Indigenous Student Centre
  A space expansion to the Centre located next to Saywell Hall on the 3000 level of the Academic Quadrangle, opened in Spring 2023.

- Indigenous Learning Living Community
  The Indigenous Learning Living Community is an enriching intercultural residence and housing living environment 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.

- Indigenous Gathering Space
  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 Indigenous education within the faculty and the communities it serves.

New	• Honouring Indigenous Students Powwow The SFU First Nations, Métis and Inuit Student Association (FNMISA) hosted the third annual "Honouring Indigenous Students" Powwow on April 12, 2025, at the Burnaby campus to celebrate the end of the school year and to honour the achievements of Indigenous students past and present. In 2024, the event attracted over 1,000 visitors, over 200 registered dancers, hosted 3 drum groups, 40 vendors, and more than 65 volunteers.
Ongoing	• The Indigenous Garden The Indigenous Garden supports SFU's responsibilities to remember and honour Residential School Survivors, intergenerational survivors, their families, and communities. It is a learning place for all to acknowledge the rich knowledge systems that have existed for thousands of years while calling all of us to restore and renew our relationships with mother earth. A dedicated space for Indigenous cultural activities, it is also used for the sharing of traditional knowledges and land-based practices.
New	• First Peoples' Gathering House SFU is committed to building a Gathering House, which will be a culturally appropriate ceremonial hall and space on the Burnaby campus. The construction will be completed in fall 2025. Ceremonial work with Host Nations representatives will take place, and SFU will hold a Grand Opening event with its 60th Anniversary in the fall of 2025.
Ongoing	**Partnerships** • 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. • The University entered into an Indigenous Transfer Pathway Partnership with Langara College that went into effect September 2020. The partnership creates better opportunities for Indigenous students and allows both institutions to work in partnership with the Indigenous community to meet their educational goals. • SFU recognizes the Associate Arts Degree in Criminology from the Nicola Valley Institute of Technology, British Columbia's Indigenous public post-secondary institute of technology. Students with this credential can transfer directly to SFU's Criminology Program to complete the final two years of a Bachelor of Arts Degree. • SFU will accept credits from the Native Education College Indigenous Land Stewardship Certificate towards degrees at SFU. • The 11-month Indigenous Justice Studies Certificate from the Native Education College is transferable to SFU with

	25 credits that can be used toward various SFU degrees. • The Math Catcher Outreach Program sponsors an Annual Math Catcher Festival open to grades 4 and 5 teachers and their students from across B.C. The Math Catcher Festival is a celebration of students' imagination and creativity and their knowledge of mathematics and Indigenous cultures and traditions. Activities are based on the belief that storytelling, accompanied by pictures and open-ended questions, helps students experience mathematics in action and encourages young people to enjoy math. • U'mista Cultural Centre, working in partnership with SFU's Indigenous Languages Centre under a Partnership Grant from the Social Sciences and Humanities Research Council (SSHRC), is in the midst of a multi-year project to produce a Kwak'wala dictionary in both print and digital form. • The Katzie Project: Leah Meunier of the Katzie First Nation, (KFN), along with Peter James, Debbie Miller, and Paula Leon of the KFN Language Authority, in partnership with consultant linguists Dr. Susan Russell (SFU) and Dr. Mercedes Hinkson (editor), have been developing curriculum in Downriver Hən̓q̓əmín̓əm for community use. The curriculum is multi-level to accommodate adult and children learners but is primarily oral, interactive and uses a variety of evidence-based language learning approaches. • Nechako Lakes School District Partnership SFU's Faculty of Communication, Art and Technology (FCAT) is collaborating with the Nechako Lakes School District, which has one of the largest Indigenous populations in B.C., serving over 14 Indigenous communities. The partnership involves annual visits to each other's communities where youth are guided through interactive digital literacy, theatre production, and design workshops. The goal of the partnership is to engage Indigenous youth with interactive, play-based academic activities while also allowing FCAT students to gain understanding in Indigenous and remote community issues.
New	• Relationship Protocol Agreement with the Tsleil-Waututh Nation The agreement marks a formal commitment from both parties to work together, strengthen their relationship, and advance Reconciliation. SFU commits to promoting success and achievement of Tsleil-Waututh Nation learners and supporting the Nation's cultural, economic, social, environmental, health, and community priorities. The Tsleil-Waututh Nation will provide guidance to support SFU's ongoing decolonizing and Indigenizing work. As part of the agreement, both parties will meet at least once a year to review and evaluate activities and identify new initiatives to build an inclusive future.
In Progress	• The Squamish Nation and SFU signed a three-year (renewable) Memorandum of Understanding (MOU) in 2023 to create new pathways to support Indigenous students, staff, and faculty, and to create deeper connections between SFU and the Squamish Nation.

	• The First Nations Business Development Association (FNBDA) and SFU's Beedie School of Business, Executive Education have signed a memorandum of understanding (MOU) to explore ways to expand economic Reconciliation between First Nations, the educational system, and business interests that advance our collective society. The MOU is the first step in establishing a collaboration between FNBDA and Executive Education to develop and deliver educational opportunities through a comprehensive micro-credential program.

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.	
Program Name	**Accreditation Standard Details** *(If none exist, N/A)*
N/A	•
	•
	•

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.		
For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.		
Program	**Progress**	**Actions**
Instructions: Please identify program area here. *Example: Certified Medical Laboratory Assistant*	*Instructions: Identify whether the initiative is:* • *New (new this academic year and is ongoing).* • *Ongoing (has been previously reported on and is ongoing)* • *Completed (completed this year)* *Example: New*	*Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.* *Example: One Indigenous professor recruited that will begin in Fall 2023.*
N/A		•
		•
		•

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.
Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
N/A		

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
Instructions: Please identify program area here.	*Identify whether the initiative is:*	*Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.*

Example: Certified Medical Laboratory Assistant	• *New (new this academic year and is ongoing).* • *Ongoing (has been previously reported on and is ongoing)* • *Completed (completed this year)* *Example: Completed*	*Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.*
N/A		•
		•
		•