



8888 University Drive, Burnaby, BC  
Canada V5A 1S6

TEL: 778.782.3925  
FAX: 778.782.5876

vpacad@sfu.ca  
www.sfu.ca/vpacademic

**MEMORANDUM**

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**ATTENTION** Senate **DATE** February 11, 2010  
**FROM** Jon Driver, Vice-President, Academic and Provost, and Chair, SCUP **PAGES** 1/1  
**RE:** SFU Academic Plan, 2010 - 2013 (SCUP 10-20)

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At its February 10, 2010 meeting SCUP reviewed the attached SFU Academic Plan, 2010 - 2013. The plan is attached for the information of Senate.

# SFU Academic Plan 2010 to 2013

Jon Driver, Vice-President, Academic,  
February 2010



SIMON FRASER UNIVERSITY  
THINKING OF THE WORLD

# 1. Introduction and Context

Simon Fraser University has experienced considerable growth during the last decade. A new campus in Surrey and new buildings in Burnaby and Vancouver accommodate a larger student population. New residences and UniverCity have transformed the ambience of Burnaby Mountain. Hundreds of new faculty and staff positions have been created and hundreds more new faces have replaced retirees. New programs have been developed and Faculties have been reorganized. Research funding and output have increased dramatically and dozens of research chairs have been appointed. Surveys, external reviews and accreditation processes of various kinds suggest that we have a good reputation nationally and internationally.

As we move into the second decade of the 21<sup>st</sup> century the environment is changing. In BC the population of 18 to 24 year olds is stabilizing at a time when many new universities have been founded. We can expect a reduced rate of growth in the traditional student population and more interest in post-secondary education from mid-career students and new immigrants, who may have diverse educational goals. Confidence in the world economy has declined, as have returns from investments, and this will affect funding from governments and donors. At the same time, there is increased recognition that Canada must have a well-educated population in order to meet many future challenges to our society and environment.

This slowdown in growth and funding provides us with an opportunity to think about the future of the University in two ways. First, we can revitalize SFU by reflecting on our collective purpose. How can we best meet the educational needs of our students? How does our research benefit the communities that support it? Second, we should consider how the University as an institution can become sustainable. This must include a solution to our financial problems. However, being distinctive is an important component of sustainability – what makes each of our programs and the University as a whole outstanding? What is our role in the post-secondary system in British Columbia? These two considerations will permeate the planning that we undertake over the next few years.

The University relies on two primary sources of revenues: government grants tied to student numbers and tuition fees. For planning purposes we must assume that the provincial government does not intend to raise the grant per student and that our enrollment targets will not change significantly (although we will lobby for changes in both of these). We must also assume that tuition fees will be regulated, and that their rate of increase will be below the overall inflation rate of the University's expenses. In other words, our operating expenses will rise faster than our revenues, and we face a significant cut to the academic budget every year unless we get expenses under control and/or find new revenues.

In a time of funding restraint we will have difficult decisions to make. For many areas of the University the only opportunity for change will be through re-allocation of resources, and this re-allocation will have to be based on the alignment of a unit's priorities with those of the University. For this reason, it is important that planning take place at all levels, and that broad discussion and consultation occur as priorities are set. Every academic and support unit on campus should be preparing to evaluate how it can improve its service to students, where it wishes to take its research, and the role it plays in the wider community.

The Academic Plan for 2010-2013 provides a set of priorities for the University, developed from a vision and a set of preferred outcomes that resulted from consultations across the University. The

Plan respects the expert knowledge and autonomy of Faculties and avoids as far as possible being prescriptive at the disciplinary level.

## 2. Planning Process

The Academic Plan results from a number of processes and influences.

First, there have been two important task force reports that have resulted from extensive consultation with the University community. "Removing Barriers: a Design for the Future of SFU" was completed in late 2007 and some of its recommendations regarding University structure were approved by Senate in 2008 and implemented in 2009 when new Faculties were created and some existing Faculties were reorganized. However, other recommendations have yet to be implemented. Second, the Task Force on Teaching and Learning has generated widespread discussion and the implementation of its recommendations will have far-reaching effects.

Second, this Academic Plan has also been informed by a range of surveys that indicate that we could improve the student experience at SFU. While one may dispute the methods used in some surveys, there is considerable congruence in their results, and an indication that students currently studying at SFU are dissatisfied with some aspects of their experience. These surveys have been reinforced recently by the results of our first experience of participation in NSSE – the National Survey of Student Engagement – that indicates SFU falling below average in some measures that are widely accepted as best practice in undergraduate education. Although I do not want to lessen the importance of these surveys, I think it is vital not to see these results as indicative of failure. Surveys of alumni demonstrate that SFU graduates report levels of overall satisfaction that are quite high and that are consistent with results at other BC universities. We also know that our students achieve considerable success while at SFU. Some surveys, such as NSSE, will indicate areas where we could improve our practices; other surveys may show that we have failed to communicate to students what is expected in a university education.

Third, the Plan has been influenced by a consultation process that took place early in 2009, and resulted in a document "SFU Academic Vision, Outcomes and VPA Goals for 2013" that was designed to influence the development of three-year plans for departments, schools, Faculties and support units.

Fourth, using the above document, each area of the VP Academic portfolio developed a three-year plan and submitted it to the Vice-President, Academic in October 2009. These plans were discussed at a retreat of Deans, where a number of common themes emerged.

Fifth, the Plan is influenced by enrollment and budget projections for the next three years, and the issues described briefly in the Introduction and Context (above).

The implementation of this plan will be influenced by any other SFU strategic planning that may emerge as well as the priorities of the new President.

This plan should be seen as a living document that may be altered from time to time to suit SFU's dynamic environment. The plan will be reviewed at least annually as progress in achieving these goals and objectives is assessed and reported to the university community. Each Faculty will be asked to report annually on progress being made in the implementation of their plans and indicate how their plans are achieving the goals and objectives of this three year academic plan. Where possible, metrics will be used to reflect performance.

### **3. The Academic Vision**

As noted above, the “SFU Academic Vision, Outcomes and VPA Goals for 2013” set the context for departmental and Faculty planning. The Vision and Outcomes were discussed and debated at an open meeting and during Senate, evaluated by Deans, and discussed at meetings between the senior administration and employee groups. In this section I provide an academic vision for SFU that describes the general characteristics of academic life at the University.

#### **SFU’s Academic Vision**

***To be the University of choice which integrates teaching and learning, research, and engagement with the community and achieves high standards in both the fundamental and applied disciplines. It is an intellectually stimulating and culturally vibrant environment that:***

- ***Defines scholarship as the creation, advancement, application, transmission and preservation of knowledge, and the stimulation of critical and independent thinking.***
- ***Commits to excellence in teaching, learning, research and community engagement in a wide spectrum of academic disciplines across our 8 Faculties, with a particular emphasis on multidisciplinary and the ability to anticipate or respond to emerging areas of higher education demand.***
- ***Provides a global perspective with a local orientation and is an active and highly valued partner in the social, cultural and economic life of our communities.***
- ***Enables students to reach their goals and potential and become ethical, responsible and informed citizens.***
- ***Employs effective, efficient, and innovative approaches to teaching, learning, research, service and administration.***

### **4. The Academic Mission and Themes 2010-2013**

The academic mission provides a more specific set of goals for the next three to four years. Five themes are identified, based on the “Outcomes” developed through earlier consultation, and each theme has a number of goals and objectives. Because some themes overlap, some objectives may be relevant to more than one theme.

## **SFU's Academic Mission (2010 – 2013)**

***We will provide high quality learning opportunities for our students across our 8 Faculties. During this period we will improve the quality of the student experience, maximize our current strengths and develop new directions in teaching and research, as well as make the University more relevant to all the communities that we serve.***

Five themes have been identified to structure our activities to ensure we achieve our mission. Each of the themes contains a set of more detailed goals and objectives, described below, and indicators or measures of achievement and expected outcomes are included in Appendix A. A summary of the contributions to be made by the Faculties and support units to this plan have been included in Appendix B.

The themes are:

- 1. High Quality Student Experience**
- 2. Teaching and Learning in a Research university**
- 3. Research Intensity**
- 4. The University's Role in the Community**
- 5. Financial Sustainability and Institutional Strength**

The objectives under each of the Goals are not meant to limit opportunities and initiatives and Deans and others are encouraged to undertake any action that would assist in achieving the Goal.

### **Theme 1: High Quality Student Experience**

**The University will facilitate admission, support and success for students from diverse backgrounds. Students will know the learning purposes and opportunities for each program, can find straightforward information on program requirements, and can plan and complete their programs in a timely way. SFU graduates will understand the importance of being ethical, responsible and informed citizens, through engaging in complex contemporary issues and examining questions from different perspectives.**

The goals and supporting objectives for this theme include;

#### **Goal 1.1 - Create multiple admission routes to attract a diverse student body.**

*Supporting objectives and actions:*

- ✓ Increase current numbers of First Nations Students by 10% by 2013
- ✓ Increase number and diversity of students enrolled in bridge and university preparation programmes including FIC, the Aboriginal Bridge Program, the English Language and Culture Programme and the English Bridge Programme.

- ✓ Increase current SFU NOW enrollment by 10% by 2013.
- ✓ Find opportunities to facilitate admission for qualified students from partner institutions
- ✓ Encourage greater diversity in graduate student admissions

### **Goal 1.2 - Increase the retention rates of all students.**

#### *Supporting objectives and actions*

- ✓ Improve the retention rates of students in all years by:
  - Expand the scope of the Student Success Programmes and Student Learning Commons programmes.
  - Encouraging all Faculties to offer mentoring to undergraduate students.
  - Ensuring that best practices in graduate student supervision are followed
  - Improve financial support for undergraduate and graduate students.

### **Goal 1.3 - Develop a more navigable curriculum and improve course access.**

#### *Supporting objectives and actions:*

- ✓ Streamline our undergraduate curriculum:
  - Reduce the 'course-turn-away' rates.
  - Review and simplify routes to credentials
  - Review and removing unnecessary barriers to programme completion
  - Review and standardize honours programs
  - Publish multi-term timetables
  - Create direct entry and cohort options
  - Explore the feasibility of 'open admission' for mature students.

### **Goal 1.4 - Diversify our pedagogy.**

#### *Supporting objectives and actions:*

- ✓ Review and implement the recommendations of the Task Force on Teaching and Learning
- ✓ Define learning outcomes for each course and programme
- ✓ Increase the professional development opportunities for Instructors and Teaching Assistants
- ✓ Increase the Semester in Dialogue type courses in all Faculties
- ✓ Provide and recognize for credit more experiential learning opportunities.
- ✓ Develop multidisciplinary opportunities for graduate study.

### **Goal 1.5 - Increase our International, First Nations and interdisciplinary exposure.**

#### *Supporting objectives and actions:*

- ✓ Increase the number of field schools and international internship opportunities
- ✓ Begin implementation of the First Nations Strategic Plan
- ✓ Increase the number of courses concerning the study of First Nations.
- ✓ Increase the number of 'team teaching' courses
- ✓ Make Joint Faculty/Department appointments where feasible
- ✓ Review all policies that seem to block interdisciplinary activity
- ✓ Develop new interdisciplinary graduate programmes

## **Theme 2: Teaching and Learning in a Research university**

**SFU respects and values diversity in scholarship; academic units define their own research and pedagogical strengths and plan accordingly. SFU faculty members will create a culture of critical inquiry and their transmission of research skills and research results will add value to each student's education. Students will learn through a wide variety of pedagogies that expand the traditional classroom experience and extend learning into local, national and international communities. They will participate in a wide variety of experiences that develop long-term skills in learning, analysis and communication.**

### **Goal 2.1 - Support new program development in select areas.**

#### *Supporting objectives and actions:*

- ✓ Complete the development of planned Health Sciences programmes.
- ✓ Complete the development of planned Environment programmes.
- ✓ Evaluate all new programme proposals against student demand, synergy with strengths and existing programmes, as well as budget.
- ✓ Examine opportunities for partnerships with other institutions.

### **Goal 2.2 - Review curriculum for learning outcomes and linkages to faculty research.**

#### *Supporting objectives and actions:*

- ✓ Learning outcomes to be defined for each course/programme – see also Goal 1.4
- ✓ Build research experiences into undergraduate curriculum
- ✓ Link Faculty research strengths to undergraduate curriculum.
- ✓ Build new graduate programmes that complement research strengths



### **Goal 2.3 - Increase student exposure to research and researchers.**

*Supporting objectives and actions:*

- ✓ Rebalance course delivery by increasing the number of courses taught by tenure track faculty and reducing reliance on other teaching appointments
- ✓ Encourage all Departments to offer more courses where research opportunities are part of the curricula
- ✓ Encourage all Departments to increase the number of capstone undergraduate courses they offer
- ✓ Encourage all Departments to develop informal research opportunities, e.g. colloquia, journal clubs
- ✓ Make honours programmes more accessible (see Goal 1.3).
- ✓ Create more opportunities for undergraduate students to learn from graduate students

## **Theme 3: Research Intensity**

**We will support and pursue national and international research initiatives.**

### **Goal 3.1 - Support the SFU Strategic Research Plan 2010-2015**

The major objectives contained in Strategic Research Plan are:

- ✓ Maximize opportunities for discovery and innovation;
- ✓ Promote internationally competitive research and scholarship;
- ✓ Cultivate excellence through selective investment in emerging areas of research;
- ✓ Facilitate collaborations across disciplinary and institutional boundaries;
- ✓ Recruit and retain outstanding students, research fellows, and faculty;
- ✓ Encourage effective communication and dissemination of research results;
- ✓ Optimize use of our research and scholarship resources;
- ✓ Recognize the full value of intellectual property;
- ✓ Achieve thematic coherence in the expression of SFU's research interests;
- ✓ Engage all our communities for the benefit of society.

## **Theme 4: The University's Role in the Community**

Academic units will make their teaching and research relevant to the broader community.

### **Goal 4.1 - Develop closer ties with First Nations and immigrant communities.**

*Supporting objectives and actions:*

- ✓ Increase ties/partnerships with First Nations communities
- ✓ Increase ties/partnerships with immigrant communities.

### **Goal 4.2 - Ensure that non-credit programs reflect the University's strategic priorities.**

*Supporting objectives and actions:*

- ✓ Review non-credit programs for relationship to SFU strategic strengths
- ✓ Create collaborations between Continuing Studies and Faculties for non-credit instruction development.
- ✓ Explore opportunities for integration of portions of credit and non-credit programmes.

### **Goal 4.3 - Provide opportunities for students to learn and apply knowledge in local and global communities.**

*Supporting objectives and actions:*

- ✓ Increase learning opportunities within local communities
- ✓ Increase number of international learning opportunities.
- ✓ Encourage graduate student research in local and international communities

### **Goal 4.4 - Work more closely with alumni.**

*Supporting objectives and actions:*

- ✓ Involve alumni in the student experience by:
  - Using alumni as advisors/mentors where possible
  - Supporting more alumni events.

**Goal 4.5 - Link each of our three campuses closely to their communities.**

*Supporting objectives and actions:*

- ✓ Increase integration of campuses in communities by:
  - Involving community members as advisors to Academic Units
  - Conducting community relevant research projects
  - Collaborate with communities to develop research partnerships
  - Increasing communication with local communities.
  - Provide student learning and research opportunities in local communities
  - Support distinctive non-credit programmes in local communities

**Theme 5: Financial Sustainability and Institutional Strength**

**We will work towards a financial system with increased revenue flows and no structural deficit. We will attract, retain, develop and reward the best faculty & staff.**

**Goal 5.1 - Create a comprehensive Strategic Enrollment Management Plan.**

*Supporting objectives and actions:*

- ✓ Evaluate and implement the recommendation made by the Strategic Enrollment Management (SEM) Planning Group (also supports Goal 1.2)
- ✓ Meet all agreed enrollment targets.

**Goal 5.2 - Centralize support activities to reduce costs.**

*Supporting objectives and actions:*

- ✓ Review support activities in the VPA portfolio to identify where savings can be achieved and duplication minimized.

**Goal 5.3 - Support credit and non-credit revenue-generating activities.**

*Supporting objectives and actions:*

- ✓ Encourage Faculties to create revenue generating credit and non-credit programmes in areas that complement their existing strengths
- ✓ Review and restructure revenue generating programmes in Continuing Studies
- ✓ Review revenue sharing plans/opportunities with Faculties
- ✓ Review other revenue generating operations e.g. MECS, Summer Camps
- ✓ Review the cost/benefits of increasing numbers of international students.

**Goal 5.4 - Encourage greater financial efficiency.**

*Supporting objectives and actions:*

- ✓ Develop processes and incentives to encourage mergers of academic units or support service units
- ✓ Develop incentives to reward implementation of efficiencies
- ✓ Ensure all recouped funding is reallocated on widely communicated principles that are based on the achievement of the Goals included in this plan.
- ✓ Continue to seek ways and means of aligning budget allocations with our Goals.

**Goal 5.5 – Intensify Fund Raising efforts.**

*Supporting objectives and actions:*

- ✓ Increase cooperation with Advancement in attracting endowments.
- ✓ Prioritize fund raising that reduces pressure on the Operating Budget.

**Goal 5.6 - Review graduate tuition and support.**

*Supporting objectives and actions:*

- ✓ Review graduate tuition level and structure in view of programme length variations
- ✓ Review financial support for graduate students in light of differential research intensity of programmes.

**Goal 5.7 – Recruit, retain, develop and reward the best faculty and staff.**

*Supporting objectives and actions:*

- ✓ Recruit high caliber faculty to meet the approved Faculty Renewal Plan/s.
- ✓ Encourage the mentoring of new and mid-career faculty in the full range of professional responsibilities, including administrative roles such as chairs and directors.
- ✓ Provide high quality development opportunities for faculty to enhance their teaching and research skills.
- ✓ Support the retention and enhancement of support staff.

**Goal 5.8 - Communicate plans and achievements internally and externally.**

*Supporting objectives and actions:*

- ✓ Develop a communications strategy and plan to address internal and external stakeholders

## **5. Implications for Financial Planning**

Financial sustainability is extremely important to everyone at SFU. We are determined to ensure we continue to provide high quality teaching and learning but must manage inflation of between 3 and 4% without any associated revenue increase.

As provincially funded student enrollment has now reached an almost steady state with only minor increases in enrollment being expected in this planning horizon, any growth in tuition revenue will come from the enrollment of international students or the over enrollment of domestic students (where only the tuition fees will accrue). This limitation together with the ceiling placed on tuition fee increases has resulted in a large part of this plan focusing on developing capacity to generate revenue, increase our operational efficiency and to contain costs.

Under the current economic climate the planned activities in this three year plan are going to be strongly aligned to the VPA budget allocation each year. Therefore any changes to the SFU revenue drivers which directly impact the VPA portfolio budget could influence our ability to achieve these objectives.

As little or no new funding will become available in this planning horizon it is expected that all units will realign their current base budget allocations to support the Goals of this plan.

## **6. Implications of/for Faculty Renewal**

We need to ensure that faculty resources are in place and supported to enable SFU to meet its teaching and research commitments. It is appreciated how difficult this is under the current financial conditions but we must continue to make the very best search decisions to ensure highly competent and effective faculty remain a strength of SFU.

Planned growth in the faculty complement will only take place in the Faculty of Health Sciences and the Faculty of Environment. Any other additional appointments will depend heavily on external funding arrangements, revenue generation or savings made from efficiencies that have been realized.

As faculty positions become vacant the positions will be returned to the Vice President, Academic and a decision will be made to either fill the position in its original Faculty or Department, transfer the position to another Faculty or Department based on strategic requirements or eliminate the position entirely. The decision-making process will be based on principles and will be communicated widely (see 5.4).

## **7. Conclusion**

Although we can expect relatively little growth over the next few years, we should be planning for change. We have to change some of our practices in order to cope with the financial situation, but also to deal with issues that students have identified, such as improving course accessibility and the learning experience. Within British Columbia and Canada, we must maintain our reputation as a research-intensive university, and we should explore ways of making our research more accessible and relevant to students and our local communities.

In an institution where faculty members and staff members are already working very hard, we must ensure that change involves the replacement of some activities with others, and not the imposition of new work on top of old. That will involve creativity and participation, and a willingness to imagine new ways of fulfilling our responsibilities as educators and researchers.

### **Appendices:**

Appendix A - Academic Plan 2010 - 2013 – Indicators  
Appendix B - Faculty Contribution Summaries.

APPENDIX A

Academic Plan 2010 - 2013 - Indicators

Theme 1: High Quality Student Experience

Goal	Objective/Action	Responsibility for Achievement	Indicator/s	Report Source	Outcome		Performance			
					Base line 2009/10	Target 2012/13	Year 1	Year 2	Year 3	
1.1 Create multiple admission routes to attract a diverse student body.	1.1.1 Increase numbers of First Nations Students by 10% by 2013	Faculties/Student Services	First Nation FTE enrollment	IRP		#/FTE				
	1.1.2 Increase number and diversity of students enrolled in bridge and university preparation programmes including FIC, the Aboriginal Bridge Program, the English Language and Culture Programme and the English Bridge Programme.	Continuing Studies/Faculties/Student Services	Annual Enrollment in:	IRP						
			• Aboriginal Bridge Programme			#/FTE				
			• English Lang & Culture			#/FTE				
			• English Bridge Programme			#/FTE				
		• FIC		#/FTE						
		• TOTAL		#/FTE						
	1.1.3 Increase SFU NOW enrollment by 10% by 2013.	Continuing Studies	SFU NOW FTE Enrollment	IRP		FTE				
	1.1.4 Find opportunities to facilitate admission for qualified students from partner institutions	VPA/Faculties/Student Services	Progress Report	VPA/Faculties/Student Services						
	1.1.5 Encourage greater diversity in graduate student admissions	VPA/Faculties/Student Services	Progress Report	VPA/Faculties/Student Services						
1.2 Increase the retention rates of all students.	1.2.1 Improve the retention rates of students in all years by:	Faculties/Student services	Retention Rates	IRP		% Retained				
	1.2.2 ✓ Expand the scope of the Student Success Programmes and Student Learning Commons Programmes	Faculties/Student Services/Library	• Student Success % who return to GAS	IRP	Library	# / FTE				
			• Enrollment Student learning Commons Progs							
	1.2.3 ✓ Encouraging all Faculties to offer mentoring to undergraduate students.	Faculties	NESE responses	IRP		% Satisfied				
	1.2.4 ✓ Ensuring that best practices in graduate student supervision are followed	Faculties	Progress Report	Faculties						
1.2.5 ✓ Improve financial support for undergraduate and graduate students	VPA/Faculties	SBA Budget	IRP		\$					

1.3	Develop a more navigable curriculum and improve course access	Streamline our undergraduate curriculum :									
		1.3.1	✓ Reduce the 'course-turn-away' rates.	Faculties	% students got the required courses they wanted	IRP	63%	75%			
					% students got the number of courses they required	IRP	79%	85%			
		1.3.2	✓ Review and simplify routes to credentials	Faculties	Progress Report	Faculties					
		1.3.3	✓ Review and remove unnecessary barriers to programme completion	Faculties	Progress Report	Faculties					
		1.3.4	✓ Review and standardize honours programs	Faculties/VPA/Registrar	Progress Report	Faculties/VPA/Registrar					
		1.3.5	✓ Publishing multi-term timetables	Faculties/VPA/Registrar	Progress Report	Faculties/VPA/Registrar					
		1.3.7	✓ Creating direct entry and cohort options								
		1.3.6	✓ Consider the possibility of 'open admission' for mature students	Student Services/Faculties	Progress Report	Student Services/Faculties					
1.4	Diversify our pedagogy.	1.4.1	Review and Implement the recommendations of the Task Force on Teaching and Learning	VPA	Progress Report	VPA					
		1.4.2	Defined learning outcomes for each course/programme	VPA/Faculties	Programme Audit	IRP		#			
		1.4.3	Increase the professional development opportunities for Instructors and Teaching Assistants	VPA	Progress Report	Faculties					
		1.4.4	Increase the Semester In Dialogue type courses in all Faculties	VPA/Faculties	Audit - tags in SIMS	IRP		#			
		1.4.5	Provide and recognize for credit more experiential learning opportunities.	VPA/Faculties	Audit - tags in SIMS	IRP		#			
		1.4.6	Develop multidisciplinary opportunities for graduate study.	Faculties	Progress Report	Faculties					
1.5	Increase International, First Nations and interdisciplinary exposure	1.5.1	Increase the number of field schools and other international Internship opportunities	SFU International/Faculties	Number of participants in Field Schools	IRP		#			
		1.5.2	Begin implementation of the First Nations Strategic Plan	Office for FN	Progress Report	Office for FN					
		1.5.3	Increase the number of courses concerning the study of First Nations.	Faculties	Audit of number of Course Titles (First	IRP		#			
		1.5.4	Increase the number of 'team teaching' courses	Faculties	Number of Team Taught courses (Primary Courses)	IRP		#			
		1.5.5	Make Joint Faculty/Department appointments where feasible	Faculties	Number of joint appointments	IRP		#			
		1.5.7	Review all policies that seem to block interdisciplinary activity	VPA	Progress Report	VPA					
		1.5.7	Develop new interdisciplinary graduate programmes	Faculties	Progress Report	Faculties					



**Theme 2: Teaching and Learning in a Research university**

Goal	Objective/Action	Responsibility for Achievement	Indicator/s	Report Source	Outcome		Performance		
					Base line 2009/10	Target 2012/13	Year 1	Year 2	Year 3
2.1 Support new program development in select areas.	2.1.1 Complete the development of Health Sciences programmes	Faculty of Health Sciences	Progress Report	FHS					
	2.1.2 Complete the development of Environment programmes	Faculty of Environment	Progress Report	FEnv					
	2.1.3 Evaluate all new programme proposals against student demand, synergy with strengths and existing programmes, as well as budget.	VPA/SCUP	Progress Report	VPA					
	2.1.4 Examine opportunities for partnerships with other institutions.	VPA/Faculties	Progress Report	VPA/Faculties					
	2.2.1 Learning outcomes to be defined for each course/programme – see also Goal 1.4	Faculties	Programme Audit	IRP		% of Total			
2.2 Review curriculum for learning outcomes and linkages to faculty research	2.2.2 Build research experiences into undergraduate curriculum	Faculties	Progress Report	Faculties					
	2.2.3 Link Faculty research strengths to undergraduate curriculum.	Faculties	Progress Report	Faculties					
	2.2.4 Build new graduate programmes that complement research strengths	Faculties	Progress Report	Faculties					
	2.3.1 Rebalance course delivery by increasing the number of courses taught by tenure track faculty and reducing reliance on other teaching appointments	Faculties	Number of courses taught by tenure track faculty	IRP		#			
2.3 Increase student exposure to research and researchers.	2.3.2 Encourage all Departments to offer more courses where research opportunities are part of the curricula	Faculties	Progress Report	Faculties					
	2.3.3 Encourage all Departments to increase the number of capstone undergraduate courses they offer	Faculties	Progress Report	Faculties					
	2.3.4 Encourage all Departments to develop informal research opportunities, e.g. colloquia, journal clubs	Faculties	Progress Report	Faculties					
	2.3.5 Make honours programmes more accessible (see Goal 1.3).	Faculties/Student Services	✓ Enrollment in Honours programmes ✓ Number of Graduates in the Honours progrs	IRP		FTE			
	2.3.4 Create more opportunities for undergraduate students to learn from graduate students	Faculties/Student Services	Progress Report	Faculties					

**Theme 3: Research Intensity**

Goal	Objective/Action	Responsibility for Achievement	Indicator/s	Report Source	Outcome		Performance		
					Base line 2009/10	Target 2012/13	Year 1	Year 2	Year 3
3.1 Support the SFU Strategic Research Plan 2010-2015	<p><b>3.1.1</b> <i>The major objectives contained in Strategic Research Plan are:</i></p> <ul style="list-style-type: none"> <li>✓ Maximize opportunities for discovery and innovation;</li> <li>✓ Promote internationally competitive research and scholarship;</li> <li>✓ Cultivate excellence through selective investment in emerging areas of research;</li> <li>✓ Facilitate collaborations across disciplinary and institutional boundaries;</li> <li>✓ Recruit and retain outstanding students, research fellows, and faculty;</li> <li>✓ Encourage effective communication and dissemination of research results;</li> <li>✓ Optimize use of our research and scholarship resources;</li> <li>✓ Recognize the full value of intellectual property;</li> <li>✓ Achieve thematic coherence in the expression of SFU's research interests;</li> <li>✓ Engage all our communities for the benefit of society.</li> </ul>	Faculties	Various (Strategic Research Plan)	VPR/Faculties					
	<p><b>3.1.2</b></p>	All	Progress Report	VPA/Faculties					

**Theme 4: The University's Role in the Community**

Goal	Objective/Action	Responsibility for Achievement	Indicator/s	Report Source	Outcome		Performance		
					Base line 2009/10	Target 2012/13	Year 1	Year 2	Year 3
4.1 Develop closer ties with First Nations and immigrant communities.	4.1.1 Increase ties/partnerships with <u>First Nations</u> .	Office for F N	Progress Report	Office for F N					
	4.1.2 Increase ties/partnerships with <u>immigrant communities</u> .	All	Progress Report	VPA/Faculties					
4.2 Ensure that non-credit programs reflect the University's strategic priorities.	4.2.1 Review non-credit programs for relationship to SFU strategic strengths	Continuing Studies	Progress Report	Continuing Studies					
	4.2.2 Create collaborations between Continuing Studies and Faculties for non-credit instruction development.	Faculties & Continuing Studies	Progress Report	Faculties & Continuing Studies					
	4.2.3 Explore opportunities for integration of portions of credit and non-credit programmes.	Faculties & Continuing Studies	Progress Report	Faculties & Continuing Studies					
4.3 Provide opportunities for students to learn and apply knowledge in local and global communities.	4.3.1 Increase learning opportunities within local communities	Faculties/Campus Directors/Continuing Studies	Progress Report	Campus Directors					
	4.3.2 Increase number of international learning opportunities	SFU International/Faculties	Progress Report	SFU International					
	4.3.3 Encourage graduate student research in local & international communities	Faculties	Progress Report	Faculties					
4.4 Work more closely with alumni.	4.4.1 Use alumni as advisors/mentors where possible	Faculties	Progress Report	Faculties					
	4.4.2 Involve alumni in the student experience	Faculties	Progress Report	Faculties					
	4.4.3 Support more alumni events	VPA/Faculties	Progress Report	VPA/Faculties					
4.5 Link each of our three campuses closely to their communities.	<i>Increase integration of campuses in communities:</i>								
	4.5.1 Involve community members as advisors to Academic Units	Faculties	Number of Advisors	Faculties					
	4.5.2 Conduct community relevant research projects	Faculties	Number of Research Projects	Faculties					
	4.5.3 Collaborate with communities to develop research partnerships	Faculties	Number of Research Partnerships	Faculties					
	4.5.4 Increase communication with local communities	Faculties & Campus Directors	Progress Report	Campus Directors					
	4.5.5 Provide student learning and research opportunities in local communities	Faculties & Campus Directors	Progress Report	Campus Directors					
	4.5.6 Support distinctive non-credit programmes in local communities	Continuing Studies	Progress Report	Continuing Studies					

**Theme 5: Financial Sustainability and Institutional Strength**

Goal	Objective/Action	Responsibility for Achievement	Indicator/s	Report Source	Outcome		Performance		
					Base line 2009/10	Target 2012/13	Year 1	Year 2	Year 3
5.1 Create a comprehensive strategic enrollment plan.	5.1.1 Evaluate and implement the recommendation made by the Strategic Enrollment Management (SEM) Planning Group 5.1.2 Meet all agreed enrollment targets.	VPA/SCEMP Faculties/Student Services	Progress Report Enrollment FTEs	VPA IRP		% Achieved			
5.2 Centralize support activities to reduce costs.	5.2.1 Review support activities in the VPA portfolio to identify where savings can be achieved and duplication minimized	VPA	Progress Report	VPA					
5.3 Support credit and non-credit revenue-generating activities.	5.3.1 Encourage Faculties to create revenue generating credit and non-credit programmes in areas that complement their existing strengths 5.3.2 Review and restructure revenue generating programmes in Continuing Studies 5.3.3 Review revenue sharing plans/opportunities with Faculties	VPA/Faculties VPA/Continuing Studies VPA/Faculties	Revenue Generated Actuals Continuing Studies Revenues Progress Report	Faculties Continuing Studies VPA		\$			
	5.3.4 Review other revenue generating operations e.g. MECS, Summer Camps. 5.3.5 Review the cost/benefits of increasing numbers of international students.	VPA VPA/SFU International	Progress Report Enrollment Data	VPA IRP			FTE		
5.4 Encourage greater financial efficiency.	5.4.1 Develop processes and incentives to encourage mergers of academic units or support service units 5.4.2 Develop incentives to reward implementation of efficiencies 5.4.3 Ensure all recouped funding is reallocated on widely communicated principles that are based on the achievement of the Goals included in this plan 5.4.4 Continue to seek ways and means of aligning budget allocations with our Goals.	VPA VPA VPA VPA/Faculties	Progress Report Progress Report Progress Report Progress Report	VPA VPA VPA VPA/Faculties					
5.5 Intensify Fund Raising efforts.	5.5.1 Increase cooperation with Advancement in attracting endowments 5.5.2 Prioritize fund raising that reduces pressure on the Operating Budget	VPA/Faculties VPA	\$ value of of Endowments raised Progress Report	VPA VPA		\$			
5.6 Review graduate tuition and support.	5.6.1 Review graduate tuition level and structure in view of programme length variations 5.6.2 Review financial support for Graduate students in light of differential research intensity of programmes.	VPA/Grad Studies VPA/Grad Studies	Agreed Tuition level & structure for graduate students Agreed Financial support structure for Graduate students	Grad Studies Grad Studies					
5.7 Recruit, retain, develop and reward the best faculty and staff	5.7.1 Recruit high caliber faculty to meet the approved Faculty Renewal Plans. 5.7.2 Encourage the mentoring of new and mid-career faculty in the full range of professional responsibilities, including administrative roles such as chairs and directors. 5.7.3 Provide high quality development opportunities for faculty to enhance their teaching and research skills. 5.7.4 Support the retention and enhancement of support staff.	Faculties Faculties Faculties All	FRP Report Progress Report Progress Report Progress Report	Faculties Faculties Faculties All					
5.8 Communicate plans and achievements internally and externally.	5.8.1 Develop a communications strategy to address internal and external stakeholders	VPA	Agreed Plan and Implementation of Plan	VPA					

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## **Appendix B**

### **Unit Contributions to the Academic Plan (2010 – 2013)**

#### **Faculty of Applied Sciences**

##### **1. High Quality Student Experience**

- Review of curricula in the School of Engineering Science and School of Computing Science
- Develop pathways from FIC to Engineering and Software Systems
- Develop opportunities for students to gain entrepreneurial and professional skills
- Pursue funding under the NSERC-CREATE program to increase interdisciplinary training

##### **2. Teaching and Learning in a Research University**

- Complete the development of the Mechatronics and Software Systems programs in Surrey
- Increase opportunities for undergraduate students to participate in research
- Develop the graduate dual degree program with Zhejiang University, China and research exchange with TU Darmstadt, Germany
- Introduce capstone courses in all programs

##### **3. Research Intensity**

- Develop a research strategy to increase funding from granting agencies and industry
- Develop an inter-faculty graduate program in Biomedical Engineering
- Increase the graduate enrollment by 20%
- Pursue funding for research chairs and an interdisciplinary research centre in Intelligent Systems

##### **4. The University's Role in the Community**

- Develop professional graduate programs to cater to the needs of new immigrants and industry
- Appoint an External Advisory Council to the Faculty
- Strengthen relationship with alumni
- Develop collaborations with the City of Surrey, Fraser Health Authority, Powertech and other organizations in the Fraser Valley region

##### **5. Financial Sustainability and Institutional Strength**

- Review budget management in the Faculty

- Review support staff structure and job descriptions to streamline duties and achieve better efficiency
- Introduce awards to recognize excellent performance in teaching, research and service
- Increase the advancement efforts in collaboration with the VP Advancement
- Develop revenue generation opportunities through international and professional programs

## **Faculty of Arts & Social Sciences**

### **1. High Quality Student Experience**

#### **1.1 Create multiple admission routes to attract a diverse student body**

- Establish First Nations as a department, develop a First Nations major
- Streamline operations in EBP, PAS, and AES, increase number of students in these programs
- Cooperate with SFU Now program to increase enrolment
- Partnership with Douglas college; investigate other such partnerships

#### **1.2 Increase retention rates**

- Continue developing Arts Central as one-stop support unit for FASS students
- Continue working on an integrated model of staff within Arts Central; bringing in FASS-specific support from central retention units (Advising, Career, Recruitment/Admissions, Co-op)
- Re-examine first year programs at Surrey campus and link to Burnaby programming
- Roll out two minor B.A. to SFU Now, ISP
- Work with Student Services advising unit to create a sustainable advising model
- Improve student-related websites
- Develop communications plan for first year students
- Create peer mentorship program for students in collaboration with Student Services

#### **1.3 More navigable curriculum and improved course access**

- Work to streamline curricula; plan to deal with course availability, including reserves and waitlists; evaluate certificates

#### **1.4 Internationalization**

- Through programs such as International Studies, World Literature, field schools, and exchange programs; develop a retention and program enhancement strategy for international students

### 1.5 Interdisciplinary

- Through programs such as Public Policy, Urban Studies, Liberal Studies, Gerontology, International Studies, Applied Legal Studies

## 2. Teaching and Learning in a Research University

### 2.1 Strategic areas of teaching

- Participate in health, environment, and internationalization through programs such as Psychology, Gerontology, Sociology and Anthropology, Archaeology, Urban Studies, History, International Studies, and World Literature
- First Nations, Partner with Business where possible

### 2.2 Integrate research into learning

- Especially through joint grad programs in health (economics, policy, ethics), environment (economics, policy, ethics)

## 3. Research Intensity

- Strong success in SSHRC, NSERC, CIHR and MSFS, research diversified from areas in the arts, humanities and literatures, through mathematical analysis of human behavior, to forensics, human evolution and archaeological science. Goal is to remain among the top of comprehensive universities in grants awarded

## 4. The University's Role in the Community

### 4.1 Closer Ties with First Nations and immigrant communities

- Establish a Centre for First Nations Languages at Burnaby
- Examine the possibility of EAL programs for immigrant communities possibly targeted to particular career opportunities; fundraising for this

### 4.2 Ensure non-credit programs reflect the University's strategic priorities

- Rationalize EBP, PAS and AES so that international students are attracted -to SFU and supported with at least a revenue neutral suite of programs

### 4.3 Increase learning opportunities within local & global communities

- Examine all arts co-op, internships, field schools and community-based learning opportunities

## 5. Financial Sustainability and Institutional Strength

### 5.1 Create Strategic Enrollment Management (SEM)

- Contribution to university-wide process through representation on SEMPC; working through recommendations of SEMPC at Faculty level
- Pushing for changes in how central SEM units interact with FASS and other Faculties;
- Refinement of enrolment planning within Faculty

### 5.2 Centralize support activities

- Faculty budgets continue to be centralized in the Dean's office for maximum efficiency

### 5.3 Support credit and non-credit revenue-generating activities

- Streamline EBP, PAS, AES, and IELTS to its optimal level, provides support to students, explores revenue possibility to the University

### 5.4 Encourage greater financial efficiency

- Evaluate administrative systems for better efficiency

### 5.5 Recruit, retain best faculty & staff

- Teaching awards, Dean's medal, building morale, celebrating success.

### 5.6 Communicate plans & achievements

- Celebrate success, following SFU Vision by "creating an intellectually stimulating and culturally vibrant environment"
- Continue with Town Hall meetings
- New website
- New online promotional materials for students

## Faculty of Business Administration

### Theme 1: High Quality Student Experience

- Objective #4: Recruit faculty to meet new programs needs who augment our research themes. Replace non-research instructors with research faculty to enhance research in courses and to meet AACSB accreditation requirements for academically qualified (ie. active researchers) as teaching faculty.
- Objective #3: Launch an Executive MBA for First Nations students.
- Objective: Implement broad-based admission for undergraduate program.
- Objective #6: Introduction of Assurance of Learning program, including learning goals, objectives and measures to assess program learning outcomes following AACSB accreditation guidelines.



- Objective #12: Launch an undergraduate Certificate in Corporate Social Responsibility that includes an experiential requirement as well as relevant courses outside the Faculty of Business to enhance interdisciplinary knowledge.
- Objective #5: Creation of new category of FBA members, Professors of Management Practice, who will bring relevant professional expertise to students in business and meet AACSB accreditation criteria.
- Objective #14: Create incubators to develop student products/ business ventures.
- Objective #11: Revise the Minor in Business to be more accessible to all SFU students, including new, integrative capstone courses that involve an experiential, client-based component.
- Objective #8: Work with the Faculties of the Environment, Applied Science and Health Sciences to make joint faculty appointments to increase our multidisciplinary research in our four research themes and to offer new programs.
- Objective #10: Create an undergraduate/graduate program that is compliant with the Bologna Accord to expand the international options available to our students.

### Theme 2: Teaching and Learning in a Research University

- Objective #2: Grow our graduate programs in areas where there is demand while continuing to adapt and update these programs to meet our communities' needs. In particular, add a second cohort to the MBA and re-design the FRM.
- Objective #6: Introduction of Assurance of Learning program including learning goals, objectives and measures to assess program learning outcomes following AACSB accreditation guidelines.
- Objective #4: Recruit faculty to meet new programs needs who augment our research themes. Replace non-research instructors with research faculty to enhance research in courses and to meet AACSB accreditation requirements for academically qualified (ie. active researchers) as teaching faculty.
- Objective #1: Maintain and encourage excellent research by our faculty members under our four research themes. These research themes are all linked to the community through research centres and academic programs.

### Theme 3: Research Intensity

The FBA is committed to excellence in research that is at the same time relevant to our community and informs our teaching. In 2009, the Faculty of Business adopted a mission, core values and strategic focus that identified 4 themes: Globalization and emerging markets, Knowledge, innovation and technology, Society, environment and governance, and Capital and risk management. These themes were selected because of their relevance to our students and our local community. These themes also lend themselves to interdisciplinary research.

- Objective #1: Maintain and encourage excellent research by our faculty members under our four research themes. These research themes are all linked to the community through research centres and academic programs.
- Objective #4: Recruit faculty to meet programs needs who augment our research themes.

- Objective #9: Create and fund new research centres in innovation and technology, and global mining management consistent with our research themes.

#### Theme 4: University's Role in the Community

The FBA is committed to excellence in research that is at the same time relevant to our community and informs our teaching. In 2009, the Faculty of Business adopted 4 research themes, Innovation and technology; Globalization and emerging markets; Society, environment and governance, and Risk and asset management, that were chosen because of their relevance in the 21<sup>st</sup> Century and to the growth of the metropolitan Vancouver area. We have carefully linked the FBA to both our local and international communities. The research themes also lend themselves to collaborative research and programs with other faculties.

- Objective #3: Launch an Executive MBA for First Nations students.
- Objective #3: Expand our activities in executive and custom education that enhance our linkages with the external business community both locally and internationally.
- Objective #10: Create an undergraduate/graduate program that is compliant with the Bologna Accord to expand the international options available to our students. A new masters program to be developed in global management would involve students in projects in several countries.
- Objective #12: Launch an undergraduate Certificate in Corporate Social Responsibility that includes an experiential requirement.

Among the faculty's core activities are existing courses and program requirements involving community-based projects and assignments. In addition, student clubs, competitions, career management center all activity engage students with members of the external community, including both business and non-profit organizations.

- Objective #16: Increase alumni engagement. Alumni engagement is a core activity of the Faculty that will receive greater attention. The position of alumni coordinator that was cut previously will be replaced. Alumni are currently actively involved with student clubs and other activities as well as classroom guest speakers. However, much more needs to be done to enhance the ongoing relationship.

The Faculty of Business has had a Dean's External Advisory Committee for over 20 years. Our existing research centers all have non-academic community advisors.

- Objective #9: Create and fund new research centres in innovation and technology, and global mining management consistent with our research themes and relevant to our local communities and their global interests.

#### Theme 5: Financial Sustainability and Institutional Strength

- Objective #13: Underlying all Faculty of Business objectives is the need to renegotiate the division of premium fee revenues to fund continuing faculty positions and program initiatives in order to meet research, teaching enhancement and community goals.
- Objective #7: Move to limit domestic and international undergraduate enrollments (both admissions and internal transfers) to match the University's targets and funding for the Faculty of Business.

- Objective #2: Grow our premium fee graduate programs in areas where there is demand while continuing to adapt and update these programs to meet our communities' needs.
- Objective #3: Expand our activities in executive and custom education.

The Faculty of Business, as a non-departmentalized faculty with among the highest average class sizes and course capacity utilization rates and the need to provide levels of service appropriate to a professional faculty, uses strong internal information systems and dedicated staff to find additional efficiencies.

- Objective: A proposal that will allow us to maintain and enhance our undergraduate career management/ professional development that will be funded by course fees or tuition is forth coming.

The Faculty will continue its advancements efforts by engaging alumni in activities and communications beyond fundraising, and by direct fundraising efforts to support research centers and faculty priorities.

- Objective #15: Create a research magazine to disseminate research conducted by members of the Faculty of Business to the community.

## **Faculty of Communication, Art & Technology**

Working in the leading edge area of new media, culture, and emerging technologies, FCAT has a rich history of innovation and collaboration in its component units and is excited by the potential of collaboration across its schools and with the community. We are on the edge of a period of intense faculty renewal over the next decade that will dramatically reshape the faculty.

The plans FCAT proposes for the next three years will support the Academic Plan as follows:

**High Quality Student Experience:** In Communication, we propose to improve student access to continuing line faculty. In Contemporary Arts, we propose to expand teaching capacity and recruitment, and to focus replacement teaching resources in the new area of Public Sculpture. In Interactive Arts and Technology, we plan to redress the imbalance of computational sophistication among our undergraduates through program revision and a shift in recruitment strategies.

**Teaching and Learning in a Research University:** At the faculty level, we propose to improve teaching and learning through the expansion of a first-year cohort program, the development of open access labs across our campuses, and the development of programs in undergraduate research and in internships. We propose also to explore the use of distance technologies for a multi-campus studio pilot.

**Research Intensity:** To create the networking infrastructure that will knit together the new faculty and take research to the next level, we plan to create new networked meeting space, to provide awards to incentivize cross-generational faculty mentoring, to hold retreats to develop faculty renewal plans, and to establish a common meeting time to facilitate cross-school interactions.

The University's Role in the Community: To strengthen our ties to the Community, we expect to develop and refine all of our ideas through a newly established FCAT Advisory Board.

Financial Sustainability and Institutional Strength: In addition to exercising normal fiscal responsibility, we intend to pursue a number of options for premium fee programs in the Masters of Digital Media, in a Masters of Creative Economy Administration, and in Visual Analytics.

## Faculty of Education

### Theme 1: High Quality Student Experience

Several of the Faculty's objectives, in fact, most of our objectives are designed directly or indirectly, to enhance our students' experiences. With respect to pedagogy, we recognize the pedagogical expertise of the Master Teachers (Faculty Associates) in the Faculty and will foster partnerships among them and professors. We also wish to contribute to and exploit the resources of the University with respect to pedagogical improvement. Specifically, we are investigating alternate modes of course delivery, consolidation and rationalization of our curricula and investigating ways to collaborate with other University units to increase the interdisciplinarity of our teaching. We will continue to offer: our Foundations of Academic Literacy course to all SFU students and engage in on-going research to improve it; initial teacher education programs for a variety of communities, as well as graduate and in-service education possibilities.

### Theme 2: Teaching and Learning in a Research University

Critical inquiry is embedded in our coursework and teaching practice. The active research careers of our Faculty members directly contribute to their teaching, and faculty members are encouraged to develop coursework in their research areas. We will continue to offer: a lunchtime seminar series on faculty research; a graduate student-organized conference and a graduate student-operated peer-review online journal; opportunities for graduates and some undergraduates to participate in faculty research. In addition, we wish to explore opportunities for interdisciplinary research to enhance initial teacher preparation.

### Theme 3: Research Intensity

We have a long and proud tradition of research excellence within the Faculty. Objective 1 of the Faculty's Three-Year Plan is to "support, promote and celebrate academic and scholarly diversity in the Faculty." We believe that we will stimulate research intensity by showcasing the diverse scholarly work in the Faculty, and demonstrating the impact that such work has. We also plan to "[support] groundbreaking scholarship in our well-established areas of strength and establish this position in emerging areas" (Objective 2). We are actively engaged in promoting the scholarship of faculty members who are at earlier career stages, and looking to influence capacity in strategic areas such as

learning in the 21st century (see Objective 5: “reconceptualize ...the Centre for Educational Technology to become a “hub” for scholarship, pedagogy and engagement in education and technology.” Finally, we are directly targeting improvements in our capacity for attracting scholarly support for research, both through providing additional supports to the grant preparation process, as well as expanding our reach into non-traditional (e.g., contract and developmental) research programs (please refer to Objective 4).

#### Theme 4: The University’s Role in the Community

The Faculty is heavily involved in relationships with a variety of individuals, groups and institutions, both locally and globally. Over the 2010-13 period we intend to strengthen those relationships and continue to assess the rigour and relevance of our contributions to the life of those communities we serve. In particular, we would like to continue our responsiveness (through scholarship, pedagogy and engagement) to the expressed needs of indigenous communities.

#### Theme 5: Financial Sustainability and Institutional Strength

The Faculty has experienced considerable growth over the last 10 years, and the environment in the province for teacher education has significantly changed over this time. We need to review our curricula to consider possibilities for cross-program offerings, and to streamline offerings. Curriculum review has already begun in Graduate Programs, and we intend to examine the other program areas in subsequent years. We are also investigating possibilities for restructuring our five Program Areas, as recommended in our most recent External Review, to provide administrative efficiencies. We will continue to offer premium-fee programs and may extend our offerings of these. We have an elected Budget Analysis Committee that is considering alternatives for reducing costs.

### Faculty of Environment

Faculty of Environment will establish several mechanisms that will support and promote multiple VPA themes including:

- Pilot a variety of cross-appointment, team teaching and secondment models, partnerships and joint programming -- #2, 3, 5.
- Establish new curriculum:
  - Bachelor of Environment (BENV) -- #1, 2, 3, 5.
  - Environmental Literacy Minor -- #1, 2, 4, 5.
- Establish and promote FENV identity through a communications and marketing plan - #1, 4, 5.
- An external advisory group will be established and will support #4 and #5.
- Defining the role of Centres and Institutes -- #1, 2, 3, 4, 5.

### 1. High Quality Student Experience

- Continue to define and expand programming options and themes, taking into consideration scheduling concerns, and opportunities for streamlining potential overlapping areas and interests into joint, team, and cross-listed courses.
- Actively profiling FENV to provide better informed students.
- Obtain common physical space for all of FENV, including student common areas.
- Student-centred learning opportunities and experiential learning will be encouraged where possible and become an accepted part of the Faculty's pedagogy.
- Students need to be better informed regarding the advantages of accreditation and certification options.
- Greater co-operation at the graduate level will also be promoted.

### 2. Teaching and Learning in a Research University

- FENV will serve as and take the lead as the natural focal point for the co-ordination and promotion of environmental research and teaching at SFU. Research will continue to address the big questions relating to the long-term sustainability of society's current actions.
- Interdisciplinarity and collaboration will become accepted elements of FENV's modus operandi. FENV will capitalize and reconcile the strong complementarities that exist in teaching and research within the Faculty.

### 3. Research Intensity

- Additional research expertise exists within the University but outside the Faculty itself, so the challenge is to properly integrate this expertise within and between Faculties in order to create positive and effective synergisms. Clearly FENV has a very important leadership role to play in facilitating these synergisms.
- FENV will explore opportunities for joint programming in the area of green technologies and design; and, to promote sustainable communities.

### 4. The University's Role in the Community

- Engagement with First Nations and other communities should become an accepted practice of our mandate.
- Community service learning and the application of scientific knowledge to the resolution of environmental problems should become an accepted part of knowledge dissemination and outreach.

## 5. Financial Sustainability and Institutional Strength

- Active profiling of FENV identity will support institutional strength, student recruitment and retention, and sustained enrolments.
- Given very scarce resources, complementarities and compromises must be identified to support real choices, the implication of those choices and the very specific strategies for implementation. There must be support and resources for new initiatives, such as new and creative approaches in collaboration and interdisciplinarity.

## Faculty of Health Sciences Contribution

### Theme 1: High Quality Student Experience

1. Encourage and support value of teaching in academic career development for all faculty members consistent with the recommendations in the Task Force on Teaching and Learning.
2. Strengthen and support a comprehensive strategy to encourage student enrollment
3. Strengthen the continued development of a unique comprehensive, relevant, and interdisciplinary learning environment for undergraduate and graduate students
4. Increase transparency of student expectations.
5. Develop external partnerships with the health and human service sector that ensure students have meaningful opportunities for learning and research.

### Theme 2: Teaching and Learning in a Research University

1. Undertake enrollment management and planning exercises to ensure that we have resources and capacity to fully support both programs given anticipated stability after several years of rapid growth
2. Ensure adequate training infrastructure for undergraduates
3. Continue to improve the Practicum experience of the MPH students.
4. Complete the development of the MPH concentrations in Global Health, Environmental and Occupational Health and Social Inequities and Health
5. Review coherence of undergraduate and graduate curriculum in the context of internal and external resources at SFU.

### Theme 3: Research Intensity

FHS has achieved remarkable success in conducting research that spans applied community and health services to fundamental research carried out at the bench. 80% of our faculty have already received at least one external, peer-reviewed grant as principal investigator since arriving at SFU, and 20% of FHS faculty are recipients of external salary awards. Research programs in infectious diseases, children's health, mental health and addictions, population health, global health, environmental and occupational health, and prevention of chronic and infectious disease have been established. Additionally, its

mandate to engage in population and public health research has enabled FHS to increase SFU's success in non-Tri-Council funding, in the form of research contracts with both provincial and federal governmental agencies such as Health Canada and the Mental Health Commission of Canada. To maintain this we will:

1. Encourage and support interdisciplinary research
2. Encourage collaborative development of research Centres and Institutes involving researchers from across all Faculties at SFU and in the BC region.
3. Provide additional administrative and grant-application support to assist faculty and graduates seeking research funding

#### Theme 4: The University's Role in the Community

1. Sponsor forums, conferences and talks on topical issues on health-related research and programming, including representatives from key stakeholders' groups (government, public health organizations, community organizations, aboriginal representatives, addiction and mental health specialists) and publicizing these initiatives.
2. Strengthen the Global Health program
  - Identify potential partners in key developing nations and focus collaboration interests on capacity-building through the MPH program.
  - Build partnerships with comparable Faculties, Schools and Departments in universities in key developing nations.
  - Develop structured opportunities for graduate and undergraduate students to undertake supervised learning in key developing nations.
3. Demonstrate importance of health-related research and education for current and emerging population and public health issues
  - Support and facilitate FHS graduates to work as members of interdisciplinary health research teams operating on the local, provincial, national and international stage.

#### Theme 5: Financial Sustainability and Institutional Strength

1. Complete the faculty recruitment plan to ensure achievement of broad goals and objectives.
2. Develop areas of continued innovation and collaboration across SFU
  - Develop joint educational and research initiatives in health sciences with other Faculties at SFU.
  - Explore opportunities for cross appointments for faculty and interdisciplinary degrees for graduate students.
  - Explore opportunities for innovative health-related programming in collaboration with community partners and all SFU campuses.
3. Strengthen a supportive internal culture that encourages participation, respects diversity, and acknowledges limitations
4. Develop a strategy to make strategic use of the proximity to Vancouver and our position on the Pacific Rim



5. Continue to develop an Advancement strategy that supports areas of research excellence and support for faculty and student development.
6. Develop a public relations and communication strategy aimed to increase the FHS's provincial, national and international reputation.
7. Develop innovative health professional education programming through the Surrey campus in partnership with regional health authorities.

## **Faculty of Science Contribution**

### **Theme 1: High Quality Student Experience**

Science has concentrated its efforts on student retention and success by (i) participation in the Student Success Semester managed by Student Services, (ii) instituting "early intervention" programs in our first year Calculus and Physics courses, (iii) offering cohort options to students entering from grade 12 (Fall 2010). Science allows direct admission to programs and students who select this option are directed to departmental advisors well in advance of registration for help in selecting their courses. We have also tried universal mentorship programs for first year students and are continuing to refine these.

### **Theme 2: Teaching and Learning in a Research University**

The vast majority of tenure track faculty in Science offer research opportunities to undergraduate students either on a paid or volunteer basis. Most departments also have an undergraduate thesis option worth between five and fifteen credit hours. The streams in the various B.Sc. programs reflect the research strengths of the individual departments, so research quite naturally informs the Faculty's teaching. Finally, Science has a multitude of cross-disciplinary programs, the latest being an innovative B.Sc. program in Genomics involving Biological Sciences, Biomedical Physiology and Kinesiology, Molecular Biology and Biochemistry and the Faculty of Health Sciences.

### **Theme 3: Research Intensity**

If the Canada Research Chair, CIHR, MSFHR and Heart and Stroke salary income were counted, the Faculty of Science would have well over 50% of the University's external research income. Even without this, the ratio of research dollars to tenure track faculty members in Science is more than a factor of two higher than that of our closest competitor. The success rate of Science faculty in NSERC and CIHR grant competitions is well above the national average.

### **Theme 4: The University's Role in the Community**

Science has a number of outreach and public education programs. *Science in Action* targets K-12 students throughout the Province. *Starry Nights* brings primarily grade school students and their parents to campus for Astronomy evenings; over 1000 students visited during 2009. The series of public lectures *Darwin and You* was a Science initiative. The series of workshops and public information sessions on the missing Fraser River salmon, organized by the Center for Coastal Studies, has always had significant

Science participation. One of our faculty members was recently named to the national panel to assess the health of Canada's oceans.

### Theme 5: Financial Sustainability and Institutional Strength

Science has been fiscally responsible without negatively impacting its ability to offer services to students. Even in a time of shrinking budgets, we have increased course offerings and TA budgets. We have increased our efforts in Advancement and prioritized fund raising that would reduce pressures on the Operating budget, such as an endowment for the "early intervention" programs in Calculus and Physics that are highly TA-laden.

## Continuing Studies

### 1. High Quality Student Experience

We will foster the university's provision of adult and lifelong learning opportunities and enhance support for adult learners by:

- a) Ensuring that the range of CS programs and activities are responsive to changing demographic trends and attract learners from a variety of under-represented groups.
- b) Seeking to develop "quick admit" and "university prep" systems for prospective adult and other "non-traditional" students.
- c) Exploring how various credit certificates, programs and courses might also be offered on a non-credit basis and how certain non-credit courses and programs might be more closely integrated with credit programming.

### 2. Teaching and Learning in a Research University

We will coordinate and extend the university's provision of online and distance education and identify, plan, develop and deploy courses and programs for delivery using online, mixed-mode, and/or new and emerging technologies by:

- a) Developing online and/or mixed mode non-credit courses and program offerings.
- b) Developing a model (or models) for the expansion of online graduate programs at SFU.
- c) Exploring opportunities for the use of mobile devices for course and program delivery.

### 3. Research Intensity

Not applicable

### 4. The University's role in the Community

We will foster and extend the university's community outreach and engagement activities locally, nationally and internationally by:

- a) Seeking to develop a "Centre for University/Community Engagement" that would connect community organizations and university resources and personnel to promote and deliver applied research, learning and knowledge exchange to address community-relevant issues.

- b) Seeking to develop a strategic plan, programs and services to address the needs of immigrant and trans-national communities.
- c) Developing community-driven language and cultural bridging programs for youth in ethnic communities.

#### **5. Financial Stability and Institutional Strength**

We will streamline administrative and programming systems and structures in order to maximize efficiency, effectiveness and flexibility and strengthen CS' financial position by:

- a) Enhancing financial and budget planning, assessment, management and measurement strategies in order to better determine performance.
- b) Developing an enhanced and integrated marketing strategy and augment our abilities to communicate with adult learners.
- c) Developing a flexible, Internet-based, student-centered, administrative information system that is responsive to our diverse and complex programming goals.

### **Graduate Studies**

**High Quality Student Experience:** One of the keys to maintaining and enhancing the graduate student experience is to develop an integrated vision for graduate programming and align graduate studies services and resources with this vision. A number of issues including a lack of community, limited resources to support the needs of international graduate students, graduate supervisory issues, inaccurate information and the timeliness of information provided to students, and limited opportunities for professional skills training, are impacting the quality of the educational experience of graduate students. To address these concerns we intend to: 1) develop new graduate student space on campus; 2) develop/promote professional skills programs for graduate students; 3) address supervisory issues; 4) improve our web presence and communications; and 5) follow-up on the recommendations of the graduate studies educational experience working group.

**Teaching and Learning in a Research University:** Graduate programming must ensure that research training remains an essential element of a graduate education at SFU while addressing the needs of smaller graduate programs, the career goals of our graduate students, academic engagement, our significant international student population, and interdisciplinary programming. We intend to: 1) increase the use of technology to further scholarly activity between programs across institutions and within programs; 2) develop a graduate studies international/globalization strategy that includes a recruitment plan tied to financial support programs, plans to meet international student needs on campus in terms of language and cultural training; 3) develop joint and/or dual degrees; and 4) act as the administrative unit for all graduate interdisciplinary programming leading to credentials that do not naturally fit within any existing Faculty.

**Research Intensity:** Graduate students are central to the research agenda of this university. As such, we intend to direct substantial resources to attract students to our research intensive graduate programs thereby increasing the relative percentage of graduate students pursuing research-intensive degrees, and to increase the number and quality of doctoral students in some research-intensive programs. We also intend to develop a mechanism whereby graduates students can gain access to legal advice in regards to IP and NDA agreements related to their research.

**University's Role in the Community:** Our institution has a rich history of its community engagement and our three campuses plus many of our graduate programs are intimately linked to local, provincial or global communities. We intend to foster this by promoting action-oriented and applied research programs, fostering global initiatives including environmental, sustainability and development programs, and the development of graduate First Nations (Aboriginal) programs.

**Financial Sustainability and Institutional Strength:** Expansion of graduate student enrolment, graduate programming, and both the amount and complexity of external funding to support graduate students have reached a level where the ability of the Graduate Studies to meet these demands is severely stressed as noted in the external review of graduate studies and a review of our own business practices. We intend to: 1) to reorganize the Office of Graduate Studies and its reporting structure to better fulfill its mandate and provide administrative service to the academic units; 2) improve staff complement and training in order to deal with all areas of graduate studies; 3) improve the management of graduate records through an electronic data management system linked to SIMS; 4) improve the use of available funds and to develop new awards, and decrease the number of internal award cycles; 5) increase the communication between to the Office of the DGS and the VPR; 6) integrate all financial sources of income for graduate students into the SIMS system; 7) decrease the complexity of the graduate student tuition fee structure; and 8) institute graduate student enrolment management.

## **Student Services**

Student Services will contribute as described below to the indicated Academic Plan Themes. In several instances Student Services and related programs overlap several of the Academic Plan themes:

**Theme 1. High Quality Student Experience** (defined as: *The overall feelings a student has regarding their time at the institution. It relates to both classroom and non-classroom based experiences, the sense of value they have, and the connectedness they feel to the institution. It has clear implications for student recruitment and retention, institutional reputation, and alumni support.*)

Student Services will contribute to Theme 1 in four broad ways:

- a. **Academic Advising and Support.** The provision of academic advising and support directly to all non-declared undergraduate students (roughly 11,000 unique headcount students) and through coordination of the following programs: Blueprints (academic advising for prospective students) Student Success (advising and learning skills development for students that have been formally required to withdraw from the university), Back on Track (academic advising and learning skills development for students on academic probation) and Highroads (a pilot designed to improve the student experience for high achieving students will be continued depending on the outcomes of the pilot which are still under review).
- b. **Experiential Learning.** The provision of supporting services and implementation arrangements for experiential learning including Work Integrated Learning and international learning experiences (field schools, international student exchanges, international co-operative education, and international volunteer opportunities) are provided by Student Services.
- c. **Student Engagement and Support.** Student Services engages and supports students academically and socially beginning with student recruitment, new student orientation and associated transition programs and the development and delivery of an increased range of opportunities for community social interaction.
- d. **Campus Community Development.** The creation of a supportive campus community from a student perspective is approached by Student Services in several disparate ways, including:
  - i. Enriched programming in Residence and Housing;
  - ii. Student Learning Communities in Residence and Housing;
  - iii. Leadership development programs; and
  - iv. Recreation and Athletics.

## Theme 2: Teaching and Learning in a Research University

Many areas of Student Services provide critical teaching and learning support and delivery at SFU. Indirectly, important functions such as class and exam scheduling, academic integrity, academic advising, withdrawals under extenuating circumstances, and retention intervention programs such as SSP to name a few, significantly contribute to student academic success. More directly, programs such as co-operative education, field schools and exchanges, peer education, and LEAD provide unique experiential learning opportunities for thousands of students each year. Specialized advising and academic support is also provided to identify "at risk" groups including students with disabilities, international, and first nation students. The importance of these programs to the community goes beyond learning opportunities for students. The SFU Co-op Program and our Field School initiatives in particular have been lauded nationally and internationally as innovative, quality programs that significantly contribute to SFU's reputation as a leader and innovator.

## Theme 4: The University Role in the Community:

Student Services programs contribute significantly to SFU's profile in the community locally, nationally and internationally. SFU Athletics provides the greatest single source of institutional recognition in the traditional media through coverage of its hundreds of games, events and contests both in the Canadian and US leagues of play. Several teams in particular (football, wrestling and women's basketball) have garnered much attention in the print and TV media in the past few years, and the recent announcement that SFU is to join the NCAA has only added to this interest (see Globe and Mail top 50 most influential

in Canadian sport 2010 where SFU's move to NCAA is cited at #49). Student athletes also regularly contribute to community causes such as working at soup kitchens and raising money for charities (e.g. the recent women's basketball breast cancer research fund raising). Recreation at the Burnaby Mountain campus continues to grow and serve the community that has also grown up on the mountain top, and in particular the SFU Summer Camps/Mini University programs bring hundreds of students from the local communities to our campus each year.

Each year between 2,000 and 3,000 SFU co-op students spend 4, 8 or 12 months working full time in workplaces around the province, country and world. These students personally extend the University into its communities on a daily basis through authentic contributions to initiatives in the business, industry and not for profit sectors. Additionally the Career Services unit interfaces with thousands of employers, bringing them to our campuses for special events and bringing our campuses to them through outreach, marketing and promotions. Similarly volunteer experiences in the community are also co-ordinated and promoted through Student Services and these students join hundreds of other SFU students on practica through service learning and programs such as LEAD, all representing SFU in the community. Student Services delivers many campus tours to individuals and groups from the community as well as offers many programs for targeted groups to come to campus e.g. What Youth Can Do symposium, Super Tours for gifted students etc. Several hundred SFU students may also be found in countries around the world as they engage in field school and student exchange experiences administered through SFU International.

Finally multiple events related to student recruitment including a partnership agreement with Douglas College, special initiatives (e.g. Counsellor's Day) and general outreach to high schools have SFU actively engaged in local, national and international educational communities. Whether this is through student to student interactions, staff visits, staff mobility exchanges, or agents and partners of the University, Student Services recruitment and professional development related programs ensure substantial outreach to the educational community at large.