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MEMORANDUM

ATTENTION Senate
FROM Gordon Myers, Acting, Vice-President,
Academic and Provost, and Chair, SCUP
RE: Consolidated 2010 – 2013 Academic Plan Progress Report (SCUP 13-25)

DATE April 29, 2013

PAGES 1/1

At its April 17, 2013 meeting, SCUP reviewed the Consolidated 2010 – 2013 Academic Plan Progress Report. It is attached for the information of Senate.



OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

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ATTENTION Senate Committee on University Priorities **DATE** April 8, 2013
FROM Jon Driver **PAGES** 1/1
 Vice President, Academic and Provost
RE: Consolidated 2010-2013 Academic Plan Progress Report

In 2010, SFU developed the 2010-2013 Academic Plan, which addressed these five themes:

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

Each Faculty and support unit was asked to develop its own 2010-2013 Academic Plan based upon the SFU Academic Plan and its five themes.

Since 2010, each Faculty and support unit has been asked to provide updates for its 2010-2013 Academic Plan, which has provided the opportunity for each Faculty and support unit to illustrate how it is meeting the goals laid out in the Plan.

The attached document represents each Faculty's and support unit's final consolidated update to the 2010-2013 Academic Plan.

Attach.



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

**2010-2013 Academic Plan:
Faculty and Support Unit Reports**

April 2013

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Introduction

This document serves as a record of what the Vice-President, Academic (VPA) portfolio achieved in pursuing the goals and objectives detailed in the 2010-2013 Academic Plan. It consists of a consolidation of progress reports from each Faculty and support unit within the VPA portfolio.

The Academic Plan for 2010-2013 provided academic direction for the University and was developed from an Academic Vision and input from consultations and discussions across the University. Each Faculty and support unit contributed through activities detailed in their own Plans, which were supportive of the five themes of the Academic Plan, these being:

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 2010-2013 Academic Plan and Faculty and support unit Plans can be found here: [2010-2013 Three Year Plans](#)

Vice-President, Academic - Report

The Vice-President, Academic's office (VPA) primary role is to provide leadership and management in order to fulfill the University's Vision/Mission and the goals and objectives of the Academic Plan.

Theme 1: High Quality Student Experience

- Implementation of the new Vision/Mission.
- VPA has developed and staffed the Office for Aboriginal Peoples.
- Encouraged Student Services to continue with their successful attention to strategic enrolment management.
- VPA spearheaded the development of new admission processes in order to effectively manage International Admissions.
- VPA initiated a reassessment of the process for the evaluation of courses and instructors.
- A working group was established and prepared a report on support for students whom English is an additional language.
- The Semester in Dialogue program has been expanded and extended.

Theme 2: Teaching and Learning in a Research University

- Discussion has started regarding a move to universal use of learning outcomes and assessment in undergraduate and graduate programs.
- The Teaching and Learning Centre has been restructured with a greater focus on support of diverse pedagogies.
- Developed and funded SFU's Teaching and Learning Grant program.
- Completed a review of experiential education and intend to promote further use of experiential education.
- Promoted the development of EAL Resources for Instructors.
- Launched the Teaching and Course Evaluation Project.

Theme 3: Research Intensity

- A new Faculty Renewal process has been produced that is strategically linked to teaching needs and research priorities, and which anticipates conversion of limited term lecturers to continuing positions. The Plan gives Faculty Deans greater responsibility for assigning new faculty positions.
- Regularized the process of allocating, appointing and funding Canada Research Chairs.
- Supported creation and funding of various externally funded chairs.

Theme 4: The University's Role in the Community

- Fostered more relationships with aboriginal communities.

- Developed new relationships with other BC post-secondary institutions.

Theme 5: Financial Sustainability and Institutional Strength

- The VPA office has developed a budget process for Faculties that is linked to the Enrolment Plan, which also provides a logical link between performance and funding.
- Relationship with Fraser International College renewed; resulting increases in enrolment create new revenues for SFU.

Faculty of Applied Sciences - Report

Theme 1: High Quality Student Experience

As part of our commitment to strengthen the student experience, a Student Advisory Council, consisting of representatives from each of our student societies and groups, School Directors, campus Associate Directors, the Dean and Dean's Office support staff, was established in fall 2010. This council meets once a semester.

Review of curricula in the School of Engineering Science and School of Computing Science.

- Each Program has undertaken a comprehensive review of the undergraduate curriculum to incorporate emerging disciplinary needs, modern teaching pedagogy, enhanced experiential learning, and to increase student retention.
- Incorporating outcome-based learning concepts is a key focus for each curriculum review. Engineering Science has now completed an extensive review and is prepared to launch revised courses in the 2013-2014 fall semester, subject to Senate approval.
- As part of the curriculum review and our commitment to enhance experiential learning in the classroom, Software Systems launched an interdisciplinary capstone semester in 2012 called Designing SFU Mobile.

Develop pathways from Fraser International College (FIC) to Engineering and Software Systems.

- An undergraduate pathway from FIC to Engineering Science at both Burnaby and Surrey was developed and implemented in September 2010.
- To encourage successful transition to the Engineering Science program, Engineering Science provides additional resources, such as on-site teaching and supervision.

Develop opportunities for students to gain entrepreneurial and professional skills.

- Applied Sciences jointly launched entrepreneurship@SFU with the Beedie School of Business in January 2012, providing academic and mentorship support and dedicated lab facilities for undergraduate students who want to become technology entrepreneurs upon graduation.
- Computing Science will introduce a Graduate Co-op program in 2013, enabling selected students to gain workplace experience.
- Through a gift by the Kaiser Foundation, a lecture series was launched in fall 2010. The Series designed for Engineering and Computing Science undergraduate students brings in industry experts to present full-day workshops on topics such as entrepreneurship, cultural diversity in the workplace, conflict communication and managing your brand.
- In addition, the Kaiser Foundation gift has allowed the Faculty to support students' attendance at professional and entrepreneurial conferences, competitions and workshops across North America.

- Through a gift by Nokia, capstone and 4th year projects and curriculum enhancement work projects are currently being developed. Funding supports undergraduate and graduate student working on these projects, students' conference travel, and material and equipment purchases.

Pursue funding under the NSERC-CREATE program to increase interdisciplinary training.

- In 2013, the Faculty made two submissions to NSERC-CREATE. An NSERC-CREATE submission was made in fall 2010 but was not successful.

Theme 2: Teaching and Learning in a Research University

Complete the development of the Mechatronics and Software Systems programs in Surrey.

- The Systems One program, serving both Mechatronics and Software Systems was launched in September 2010.
- Mechatronics is now running a full complement of courses. The program received accreditation in 2011. As a result of increased student demand, additional resources are needed.
- Software Systems enrolment has seen a moderate increase.

Increase opportunities for undergraduate students to participate in research.

- Through over-enrolment funding, co-operative education opportunities were developed that allowed Engineering Science students to gain research experience on campus through SFU faculty members.
- A capstone semester at SFU Surrey was launched in 2012.
- A more focused approach for promotion of NSERC summer research awards has been in place since 2010.

Develop the graduate dual degree program with Zhejiang University, China and research exchange with TU Darmstadt, Germany.

- Launched a graduate dual degree program with Zhejiang University, China in September 2010.
- A Letter of Intent was signed with Zhejiang University in fall 2010 to develop an undergraduate dual degree program with Engineering Science.
- An exchange agreement with TU Darmstadt was signed and our first student attended TU Darmstadt in fall 2010.
- In addition, a Memorandum of Understanding with the National Institute of Informatics in Tokyo, Japan has been signed.

Introduce capstone courses in all programs.

- Engineering programs have a mandatory capstone course.
- Capstone students in the Dual Degree Program and Software Systems are integrated with our staff development team to build administrative systems that are being used Faculty-wide.

Theme 3: Research Intensity

Develop a research strategy to increase funding from granting agencies and industry.

- The Faculty's annual research funding (internal and external sources) increased by nearly 100% compared to 2008-2009 reaching \$10.8 million in 2011-2012. Several large grants came from Western Diversification and NSERC Automotive Partnership Canada. Computing Science has been very successful in receiving the prestigious NSERC-DAS Awards.

Develop an inter-faculty graduate program in Biomedical Engineering.

- No progress on the inter-faculty graduate program in Biomedical Engineering due to lack of funding; expansion of SFU Surrey campus would provide an ideal opportunity for this.

Increase the graduate enrolment by 20%.

- Our graduate program has grown since 2009, primarily through the Mechatronics Program. We are now focused on balancing the numbers against the quality of students and minimum funding per student.

Pursue funding for research chairs and an interdisciplinary research centre in Intelligent Systems.

- The Faculty successfully secured funding from two external partners, the provincial government and Surrey Memorial Hospital Foundation, to launch the BC Leadership Chair; also successfully recruited the chair in 2012-2013.
- Industrial funding has been secured for the MacDonald Dettwiler and Associates research chair and recruitment for the position is currently underway.
- The proposal to develop a research centre in intelligent systems will be absorbed into the Faculty's future initiatives in energy and health to align with our strategic interests.

Theme 4: The University's Role in the Community

Develop professional graduate programs to cater to the needs of new immigrants and industry.

- Computing Science will pilot a professional master's program on "big data" in the 2013-2014 fall semester with strong support from industry players such as IBM.
- Mechatronic Systems Engineering is reviewing a program for new immigrants.

Appoint an External Advisory Council to the Faculty.

- Since early 2011, the Faculty's 12-member External Advisory Council has been advising the Dean on matters related to industry, academic programs, curricula and research. They have also enhanced the profile of the Faculty externally across Canada.

Strengthen relationship with alumni.

- We have strengthened alumni relationships by offering both informal and formal networking events each year, and establishing regular contact through a bi-annual eNewsletter.
- The Dean joined the SFU Alumni Association fall 2011 tour to Montreal and Toronto to connect with out-of-province alumni.
- Alumni have also been engaged through the External Advisory Council and Kaiser Foundation for Higher Education seminar series.

Develop collaborations with the City of Surrey, Fraser Health Authority, Powertech and other organizations in the Fraser Valley region.

- A clean energy LOI has been signed with the City of Surrey, BC Hydro and Powertech Labs with all parties committed to developing a clean technology network in the Fraser region.
- Fraser Health is supporting the Faculty's BC Leadership Chair by building clinical lab space and providing resources for the chair. Fraser Health aims to position itself as an innovator in medical technology through the Surrey Memorial Hospital Foundation BC Leadership Chair in Multimodal Technology for Healthcare Innovation.
- The City of Surrey has agreed in principle to establish a research chair in clean energy.
- The Faculty is a partner in the Surrey School District's youth at-risk program called Sticks and Stars. Grade 5 boys participate in Lego Mindstorm competitions, led by faculty and undergraduate students in Mechatronic Systems Engineering. The pilot program started in 2012 and has expanded in 2013 to include four Surrey schools.

Theme 5: Financial Sustainability and Institutional Strength

Review budget management in the Faculty.

- In order to off-set budget shortfalls, a tighter control on budget at the Faculty level was rolled out in 2010-2011. With this new approach to budget and resources in FAS, we have had the opportunity to build on our administration efficiencies, allowing us to meet some of the emerging demands on our budget (PTR, course demand, laboratory upgrades, etc.).

Review support staff structure and job descriptions to streamline duties and achieve better efficiency.

- Our student affairs staff was centralized into one unit, directly under the Dean's Office, in 2010-11. This has allowed us to increase student support, while maintaining the same staff FTE count. With this new approach to resources in FAS, we have had the opportunity to provide additional and strategic student support.
- When our three-year plan was submitted, we expected that the NSG technical staff would be returned to FAS and a review and centralization of all technical staff would be implemented; however, with the permanent removal of NSG from FAS, our plans for the system, server and desktop support staff centralization was abandoned.

- The Faculty plans to create a small administrative IT support unit to improve our administrative processes and create some efficiency.
- With the transfer of the management of the Engineering Science Co-op program to Work Integrated Learning (WIL), we have resources to increase TA support and lab upgrading.

Introduce awards to recognize excellent performance in teaching, research and service.

- In 2010, FAS Medal of Excellence was established, recognizing faculty members who have shown outstanding performance in teaching, research and service, and a staff member who has provided superior service. The awards are given annually and starting 2012 we have expanded the program to acknowledge outstanding Teaching Assistants.

Increase the advancement efforts in collaboration with the VP Advancement.

- Industry gifts have increased over the past years, allowing us to create chairs and scholarships, support new laboratory development and professional development opportunities for FAS students. In addition donors have been identified, where long-term gifts and endowments are currently being pursued.

Develop revenue generation opportunities through international and professional programs.

- International undergraduate student demand has been very high and generates substantial revenue to the Faculty.
- An Applied Sciences Technical English Ladder Program is currently under consideration.
- The development of a professional graduate program in Computing Science that caters to the industry will begin in fall 2013 and is expected to provide a new revenue stream.

Faculty of Arts and Social Sciences - Report

Theme 1: High Quality Student Experience

1.1 Create multiple admission routes to attract a diverse student body

- Establish First Nations as a department and develop a First Nations major.
 - The Department of First Nations Studies has been created as of April 1, 2012.
- Streamline operations in English Bridge Program (EBP), Preparation of Academic Skills (PAS), and Academic English Skills (AES), increase number of students in these programs.
 - The EBP has been discontinued. The Faculty is looking for means to consolidate the PAS and AES programs and other language programs in Discovery Park.
- Co-operate with SFU Now program to increase enrolment – scheduled to offer 65 courses for NOW in 2013-2014, The SFU NOW enrolment is incorporated into the Faculty of Arts and Social Sciences (FASS) course planning and budget prior to the fiscal year start.
- Partnership with Douglas College and Langara College; investigate other such partnerships.

1.2 Increase retention rates

- Continue developing Arts Central as a one-stop support unit for FASS students.
 - Renovations of AQ 3020 will be complete at the end of March 2013 and the advising staff and Arts Co-op will be relocated there.
- Continue working on an integrated model of staff within Arts Central; bringing in FASS-specific support from central retention units (Advising, Career, Recruitment/Admissions and Co-op).
 - Recruitment and admissions have been removed from the mandate of the advising staff. Faculty advising will be restricted to those who have not yet declared their major. Students will be encouraged to declare their majors early.
- Re-examine first-year programs at Surrey campus and link to Burnaby programming.
- Roll out two minor Bachelor of Arts programs to SFU Now.
- Work with Student Services advising unit to create a sustainable advising model.
 - See above.
- Improve student-related websites
 - The FASS website will be redesigned in 2013 in accordance with CQ5, the University's content management system.
- 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.
- Encourage earlier declaration into programs.
- Careful course planning and scheduling every year aims at improving course access to FASS and other students.

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 and Applied Legal Studies
 - Integrating smaller programs into a School of World Languages, Literatures and Cultures is being investigated.

Theme 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, and ethics) and environment (economics, policy, and ethics).
- Providing financial support to both current and retired FASS faculties to organize conferences on current and/or inter-disciplinary issues, which encourages exchange of information and learning.

Theme 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
 - The deployment of CRCs has been rationalized and approval has been given to search for a Tier I NSERC CRC in Cognitive Neuroscience.

- We have an outstanding record of success in obtaining SSHRC grants and our success rate in 2011-2012 (40%) once again outstripped the national average (27%).

Theme 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
 - The First Nations Languages Centre has been established in the Department of Linguistics under the directorship of Dr. Marianne Ignace.

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

The PAS and AES courses are monitored and improved to reflect the need of the international students. The two non-credit fee programs now bring in a combined gross revenue of almost \$2 million per year and becomes an important revenue stream to the Faculty.

4.3 Increase learning opportunities within local and global communities

- Examine all arts co-op, internships, field schools and community-based learning opportunities – more than 3x increase in unique co-op opportunities such as placements in the US or other Consulates, providing valuable work experience for our students. The Faculty continues to support the important work of the co-op, field schools and community-based learning opportunities.
- The Faculty will be offering credit and non-credit Arabic and Persian language courses in classroom and online and is developing non-credit courses on First Nations Languages to be offered on ipad/android devices.

Theme 5: Financial Sustainability and Institutional Strength

5.1 Create Strategic Enrolment 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

- Streamlining EBP, PAS, AES and IELTS to optimal levels, provides support to students and explores revenue possibilities for the University.
 - The IELTS office and procedures have been redesigned so that it is now a stable operation. It becomes one of the functions that supports the admission process to the University.
 - The EBP has been discontinued. PAS and AES are developed to become a strong revenue stream for the Faculty.

5.4 Encourage greater financial efficiency

- Evaluate administrative systems for better efficiency
 - The Faculty has contributed its expertise in managing contracts and budget to the implementation of a university-wide Faculty Management System.

5.5 Recruit, retain best faculty and staff

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

5.6 Communicate plans and achievements

- Celebrate success, following SFU Vision, by "creating an intellectually stimulating and culturally vibrant environment."
- Continue with Town Hall meetings.
 - Ongoing.
- New website.
 - In design. The Dean's office sponsored the migration of all our departmental websites to conform with the SFU "look and feel" in the last two years.
- New online promotional materials for students.

Faculty of Business Administration - Report

Theme 1: High Quality Student Experience

<p>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 (i.e., active researchers) as teaching faculty.</p>	<p>In process. Faculty recruiting resumed in the 2011-2012 academic year. Over the 2011-2012 and 2012-2013 academic years, the Beedie School will hire up to 9 tenure track and 4 lecturers to ensure sufficient teaching resources.</p>
<p>Objective #3: Launch an Executive MBA for First Nations students.</p>	<p>A review of Executive Education was conducted in 2011. The Executive MBA in Aboriginal Business and Leadership was launched in 2011 with the first cohort starting fall 2012.</p>
<p>Objective: Implement broad-based admission for undergraduate program.</p>	<p>Introduced broad-based admissions for the undergraduate program in fall 2010, which incorporated extra-curricular activities and achievement as part of the admission criteria. Full implementation of broad-based admissions was in fall 2011.</p>
<p>Objective #6: Introduction of Assurance of Learning program, including learning goals, objectives and measures to assess program learning outcomes following AACSB accreditation guidelines.</p>	<p>Learning goals and objectives for undergraduate and graduate programs established in 2010 with on-going assessment of learning outcomes using direct embedded measures. AOL is currently in place for measuring undergraduate, graduate and doctoral learning goals.</p>
<p>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.</p>	<p>The undergraduate Certificate in Corporate Social Responsibility was launched in 2011.</p>

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.	In process.
Objective #14: Create incubators to develop student products/ business ventures.	The Ken Spencer Entrepreneur Incubator was launched at the Surrey campus with a pilot initiative in 2012 and will continue through 2013.
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.	The undergraduate Minor in Business was re-launched for the fall 2012 semester with revised admission and upper division course requirements.
Objective #8: Work with the Faculties of the Environment, Applied Sciences and Health Sciences to make joint faculty appointments to increase our multidisciplinary research in our four research themes and to offer new programs.	In process.
Objective #10: Create an undergraduate/graduate program that is compliant with the Bologna Accord to expand the international options available to our students.	On hold.

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.	A second cohort for the MBA program was run for the 2010-2011 MBA cohort. Future plans are subject to demand and resources. The Master of Financial Risk Management was redesigned over two years and re-launched as an MSc in Finance in 2012.
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<p>Objective #6: Introduction of Assurance of Learning program including learning goals, objectives and measures to assess program learning outcomes following AACSB accreditation guidelines.</p>	<p>Learning goals and objectives for undergraduate and graduate programs established in 2010 with on-going assessment of learning outcomes using direct embedded measures. AOL is currently in place for measuring undergraduate, graduate and doctoral learning goals.</p>
<p>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 (i.e., active researchers) as teaching faculty.</p>	<p>In process. Faculty recruiting resumed in the 2011-2012 academic year. Over the 2011-2012 and 2012-2013 academic years, the Beedie School will hire up to 9 tenure track and 4 lecturers to ensure sufficient teaching resources.</p>
<p>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.</p>	<p>Ongoing. In the Top 100 World Rankings of Business Schools published by the University of Texas at Dallas, the Beedie School placed 92nd (2008-2012) worldwide based on research contributions across 24 journals. The Research Centres established by the School also reflect strategic priorities and the School's relationship with the corporate community.</p>

Theme 3: Research Intensity

The Faculty of Business Administration (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.

<p>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.</p>	<p>Ongoing. In the Top 100 World Rankings of Business Schools published by the University of Texas at Dallas, the Beedie School placed 92nd (2008-2012) worldwide based on research contributions across 24 journals. The Research Centres established by the School also reflect strategic priorities and the School's relationship with the corporate community.</p>
<p>Objective #4: Recruit faculty to meet programs needs who augment our research themes.</p>	<p>In process. Faculty recruiting resumed in the 2011-2012 academic year. Over the 2011-2012 and 2012-2013 academic years, the Beedie School will hire up to 9 tenure track and 4 lecturers to ensure sufficient teaching resources.</p>
<p>Objective #9: Create and fund new research centres in innovation and technology, and global mining management consistent with our research themes.</p>	<p>In June 2012, the CMA Centre for Strategic Change and Performance Measurement became the CMA Innovation Centre. The Responsible Mineral Sector Initiative was launched in 2011 with seed funding, dialogue events and advisory board in place.</p>

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: globalization and emerging markets; knowledge, innovation and technology; society, environment and governance; and capital and risk management. They were chosen because of their relevance in the 21st 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.

<p>Objective #3: Launch an Executive MBA for First Nations students.</p>	<p>A review of Executive Education was conducted in 2011. The Executive MBA in Aboriginal Business and Leadership was launched in 2011 with the first cohort starting fall 2012.</p>
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<p>Objective #3: Expand our activities in executive and custom education that enhance our linkages with the external business community both locally and internationally.</p>	<p>A review of Executive Education was conducted in 2011. The Executive MBA in Aboriginal Business and Leadership was launched in 2011 with the first cohort starting fall 2012.</p>
<p>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 master's program to be developed in global management would involve students in projects in several countries.</p>	<p>On hold.</p>
<p>Objective #12: Launch an undergraduate Certificate in Corporate Social Responsibility that includes an experiential requirement.</p>	<p>The undergraduate Certificate in Corporate Social Responsibility was launched in 2011.</p>

Among the Faculty's core activities are existing courses and program requirements involving community-based projects and assignments. In addition, student clubs, competitions, and the Career Management Centre all actively engage students with members of the external community, including both business and non-profit organizations.

<p>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.</p>	<p>Sam Thiara was hired as Associate Director of Undergraduate Alumni Engagement in 2012, and a new system was built and implemented that not only tracks alumni and enables analysis of alumni activity but also enables alumni to engage with Beedie.</p>
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The Faculty of Business Administration has had a Dean's External Advisory Committee for over 20 years. Our existing research centres all have non-academic community advisors.

<p>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.</p>	<p>In June 2012, the CMA Centre for Strategic Change and Performance Measurement became the CMA Innovation Centre. The Responsible Mineral Sector Initiative was launched in 2011 with seed funding, dialogue events and advisory board in place.</p>
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Theme 5: Financial Sustainability and Institutional Strength

<p>Objective #13: Underlying all Faculty of Business Administration 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.</p>	<p>The FBA received a \$22 million endowment from the Beedie Foundation in 2011. The University also adopted a new Faculty Allocation Model for the 2011-2012 budget year going forward based on enrolments. Both of these events ensure good core funding.</p>
<p>Objective #7: Move to limit domestic and international undergraduate enrolments (both admissions and internal transfers) to match the University's targets and funding for the Faculty of Business Administration.</p>	<p>Introduced broad-based admissions for the undergraduate program in fall 2010, which incorporated extra-curricular activities and achievement as part of the admission criteria. Full implementation of broad-based admissions was in fall 2011.</p>
<p>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.</p>	<p>A second cohort for the MBA program was run for the 2010-2011 MBA cohort. Future plans are subject to demand and resources. The Master of Financial Risk Management was redesigned over two years and re-launched as an MSc in Finance in 2012.</p>
<p>Objective #3: Expand our activities in executive and custom education.</p>	<p>A review of Executive Education was conducted in 2011. The Executive MBA in Aboriginal Business and Leadership was launched in 2011 with the first cohort starting fall 2012.</p>

The Faculty of Business Administration, 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.

<p>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 forthcoming.</p>	<p>Proposal not approved.</p>
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The Faculty will continue its advancements efforts by engaging alumni in activities and communications beyond fundraising, and by direct fundraising efforts to support research centres and faculty priorities.

<p>Objective #15: Create a research magazine to disseminate research conducted by members of the Faculty of Business Administration to the community.</p>	<p>The Ideas@Beedie digital magazine showcases the School's academic research, industry impact and engagement with the community. The first issue was released in July 2012 with a second issue focused on International Business released in December 2012.</p>
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Faculty of Communication, Art and Technology - Report

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:

Theme 1: 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.

- Communication has streamlined its course prerequisite chain, reduced its dependence on temporary faculty, helped IRP conduct an access study and acted on the results to reduce major bottlenecks.
- Contemporary Arts has increased its enrolment, made significant revisions in its undergraduate curriculum to create a common first-year core, launched an ambitious recruitment campaign, and made a hire in the area of public sculpture.
- Interactive Arts and Technology has renamed its Infomatics stream as Interactive Systems to attract more students, added a new Games flavored computational course, and is developing a new Games Concentration.

Theme 2: 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.

- A double minor major was created in FCAT and we are exploring ways in which it may be used to support a first-year cohort for FIC and for a 2+2 program with BCIT.
- Open access labs exist for FCAT students on all three campuses.
- A new Undergraduate Research Fellowship program has been launched.
- In fall 2012, we established the FCAT Mentorship program to match incoming FCAT Mentors—students with a current upper-year student with similar academic interests and career aspirations. The mentor acts as resource for new students as they move through their first year in FCAT.
- We now host an annual Undergraduate Research Conference, now in its third year.
- A Career Advisor has been temporarily in place in Woodwards to work with students on internship and co-op placement.

- The first multi-campus class pilot is currently underway with new classroom linked between the Vancouver and Surrey campuses.
- FCAT TA Training has been established and is held annually.

Theme 3: 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 first FCAT Residency whereby a faculty member from one FCAT unit takes up residency and teaching in another unit was successfully completed in spring 2012. The second is scheduled for spring 2014.
- The first round of Career Campaign Awards linking junior faculty with senior mentors was awarded.
- FCAT Leadership Retreats bringing together the leadership of all five units have been an annual occurrence for the last three years and will continue. The 5-year plans were successfully developed in this context.
- A new FCAT Research Centre has been established in Interaction Design.

Theme 4: 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.

- The FCAT Advisory Group has been established and is helping us with our fund raising efforts.
- A working group has been established to develop a 2+2 degree with BCIT.
- Our fund raising priorities have been established.
- A new program in Creative Entrepreneurship is being developed with input from the community.

Theme 5: 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 Master's of Digital Media, in a Master's of Creative Economy Administration, and in Visual Analytics.

- The first class in the specialty fee double MA in Global Communication launches this fall with the larger than expected class of outstanding students.
- The Certificate Program in Visual Analytics was approved.

Faculty of Education - Report

In providing this report, we wish to acknowledge that it is very difficult to itemize all of the progress made towards the goals indicated within the 5 themes, and that significant items may indeed have been unintentionally omitted. We also acknowledge that some of the items could easily have been placed in different categories, as initiatives typically cut across two or more of the themes. However, as a snapshot of general progress, please consider the following items in addition to those reported earlier (note: unless otherwise stated, the initiatives reported on in the previous update in "Appendix B" on the "2010-2013 Three Year Plans" web-page have been maintained and/or enhanced).

Theme 1: High Quality Student Experience

- We instituted a formal, external review of the FAL program. The review is unique in that it tracks FAL impact along several dimensions, and explicitly links processes (what is done within the class) with outcomes (what results were obtained) to better understand the differential impact of course components. A draft report is expected to be ready by the end of June 2013.
- We initiated a planning task force to create Pathways to Educational opportunity programs within the BGS. Examples of these "pathways" include Educational Technology, Indigenous Education, Adult Education and International Education. The goal is to develop pathways that lead to employment opportunities in educational practice outside of the K-12 sector.
- We started a pilot program within Field Programs that harnesses blended delivery models to provide access to our Diploma program for students not able to join a traditional site-based cohort. We are also evaluating the impact of the delivery model.
- We have commissioned, and are awaiting SFU construction processes to be activated, a complete redesign of room 8620. The redesign will see the building of two technology-enabled classrooms, a collaborative workspace, and meeting and interaction space for students. The space will enable demonstration and promotion of 21st century learning strategies. We hope to complete construction in time for a fall 2013 course delivery.

Theme 2: Teaching and Learning in a Research University

- We initiated 2 significant projects within and/or related to our Professional Programs:
 - A curriculum mapping exercise to specify where and how core content is handled within the cohort and problem-based learning model employed by PDP. This also entailed a recasting of the core dispositions and competencies for initial teacher preparation.
 - The Teacher Education for the 21st Century (TEF 21) Task Force. The task force was provided 4 core questions:

1. What will learning look like in 10 years?
 2. If that is what learning looks like, what will teaching look like?
 3. If that is what teaching looks like, what will teacher preparation need to look like?
 4. If that is what teacher preparation looks like, what do we have to start doing now within our program?
- A member of the Faculty has been seconded to work within the Semester in Dialogue program.
 - We continue to deepen our relationships with the Teaching and Learning Centre, and have co-hosted a series of pedagogically themed events focusing on technology integration.
 - New undergraduate specializations have been developed and offered with strong results.

Theme 3: Research Intensity

- We achieved excellent results in the most recent (2012) SSHRC competitions. The national success rate in SSHRC applications was just under 33%, and SFU overall had a success rate of just over 40%. The Faculty of Education success rate was 60%.
- Average faculty member productivity in scholarship, as measured by refereed papers, conference presentations and invited keynote presentations, has risen in each of the last 2 years.

Theme 4: The University's Role in the Community

- In addition to the preparation of their response to the guiding questions that were posed, the TEF 21 Task Force engaged in a process of community consultation. In November of 2012, SFU's Faculty of Education hosted a symposium exploring issues in teacher preparation, and engaged over 100 representative stakeholders from across the province in discussions related to the preliminary findings of the task force.
- We have reached a tentative agreement to host 2 (or more) sections of our PDP in a community setting (Centennial High School, Coquitlam School District).
- We have been instrumental in forging effective working relationships with the new Teacher Regulation Branch, and have assisted with the initial review of certification standards for initial teacher preparation.

Theme 5: Financial Sustainability and Institutional Strength

- We have been implementing Strategic Enrolment Management Strategies and modifying student intakes in response to shifting application pattern. However, recent changes to the University Budget Allocation Model may render such efforts redundant.

- We continue to refine our internal budget allocation and reporting systems. Each budget unit now develops value-add proposals for any carry-forward funds.
- Our 5-year projections for our internal budget analysis indicate that we are in a sustainable financial position for at least the next 3 years.
- We are unable to sustain our current complement of faculty and staff due to insufficient space allocation. We have sufficient budget to hire an additional faculty member, but we have neither research nor office space for additional hires. We also have (by far) the most cramped and overcrowded space of any faculty at our Surrey campus, and several faculty members who do not have regulation faculty office spaces. The continuous deterioration of the Burnaby campus facilities also poses on-going health and operational issues. At the time of this writing, 3 Faculty offices are out of commission because of mold rehabilitation. We have no designated space at the Vancouver campus, despite complementarity of programming (e.g., Fine Arts) and repeated offerings of cohort-based graduate programs (such as the EdD in Transformative Change and the EdD in French Language Leadership).

Faculty of Environment - Report

Several innovative projects are complete and/or underway as part of the Collaborative Teaching Fellows Program including (but not limited to):

- Change Lab initiative - a collaborative venture in the design and implementation of sustainability projects using SFU as a living lab.
- Environmental Controversy - using problem based learning to inform thinking about socio-scientific environmental issues.
- A hands-on Ecological Resilience course offered at the Hakai Institute on the Central Coast of BC.

Theme 1: High Quality Student Experience

New academic programming to better address student demand.

- Bachelor of Environment (BENV) - an interdisciplinary program combining natural, policy and social sciences three to four streams.
- Environment One (Surrey) - introductory courses for entrance into either a BA or BSc.
- BBA/BEnv joint major in Sustainable Business with Business Administration.
- Certificate in Environmental Literacy aimed at non-FENV students at SFU.
- The development of professional master's programs in *Sustainability and Ecological Restoration*.

Theme 2: Teaching and Learning in a Research University

- We have begun consultations and discussion across FENV on learning outcomes assessments from a program and course perspective. These will be disciplinary specific.
- In conjunction with our Hakai Research Network, we are offering summer courses for undergraduate students at the Hakai Beach Institute on Calvert Island on the Central Coast.
- The redesigned Environmental Science program has a new field-based course on Burnaby Mountain that exposes students to the fundamentals of ENV Science.

Theme 3: Research Intensity

- Two new LT positions have been filled in Archaeology in the fields of geo-archaeology and enviro-archaeology.
- The Liber Ero Chair has provided important research bridges between Science and Environment.
- REM is exploring two NSERC Industrial Chair positions in Avalanche Safety and Ocean Sustainability.

- Numerous faculty are working toward developing a Chair in Aboriginal Sovereignty, Governance and Stewardship.
- The Human Evolutionary Studies Program, funded by CTEF, is making important contributions to expanding research intensity/networks with and beyond SFU.

Theme 4: The University's Role in the Community

- We are maintaining strong connections with our research institutes such as Hakai Network to collaborate with indigenous groups in the development of local courses such as the Ethno-history course in Tla'amin First Nations traditional territory.
- Centre for Coastal Science and Management Speaker Series on 7 Billion in conjunction with Human Evolutionary Studies Program.
- FENV's work with China Council, Chinese Government and the Chinese Academies of Science and Social Science is promoting internationalization initiatives at SFU.

Theme 5: Financial Sustainability

- We are currently in the process of reviewing instructional delivery, curriculum offerings, faculty teaching load, etc. to find ways to promote growth in priority areas through reassignment of existing fiscal resources.
- We are exploring ways to expand our share of VISA students.
- Development of premium fee programs has become a priority.
- Geography is preparing to offer GIS/SIS courses for REM and Archaeology to avoid duplication.

Faculty of Health Sciences - Report

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 enrolment.
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.

Progress:

- *Health Sciences continues to demonstrate an effective response to meet enrolment targets in all program streams. Though exceeding targets or falling just below targets in particular categories varies, overall our enrolments are healthy. Domestic undergraduate enrolment fell just short of targets in 2011-2012 (905/917) but domestic intake exceeded targets in 2011-2012 (174/147); international undergraduate enrolment exceeded targets (61/55) but international intake fell just short of targets (16/23). Nonetheless, we continue our admission standards at about 86%.*
- *Revisions to our BSc program and refinements to our other programs and their streams are ongoing.*
- *Streamlining of our undergraduate curriculum and enhancing our graduate curriculum resulted in relevant course offerings of 73 undergraduate and 36 graduate courses in 2011-2012. Discussions with other campus units to rationalize cross listing and teaching of courses are ongoing.*

Theme 2: Teaching and Learning in a Research University

1. Undertake enrolment 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 Master of Public Health (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.

Progress:

- *Completed the annual report to the Council for Education in Public Health accreditation (December 2012) for our accredited MPH, BA and BSc public health programs for the academic year 2011-2012.*
- *Commenced admissions to a research-oriented PhD program. This program, previously available only by special arrangement (SAR), completes the full roll-out of our programs and builds on the pre-existing MSC program.*
- *International exchange programs have been established with Deakin University (Australia), National Taiwan University (Taiwan) and Chinese University of Hong Kong (China), which enable SFU undergraduate and graduate students to take courses for degree completion in these internationally recognized institutions with strong population health and health sciences programs.*
- *For the period 2010-2012, we have had 48 graduate student trainees working in developing countries.*
- *Continued to enhance partnerships with Vancouver Coastal Health and Fraser Health Authorities to develop and sustain practicum opportunities for our MPH program.*

Theme 3: Research Intensity

1. Encourage and support interdisciplinary health 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 external research funding.

Progress:

- *Research income from all sources has grown from \$6.9 million in 2010 to over \$8 million for each of 2011 and 2012.*
- *FHS continues to have success with the highly competitive NIH system: FHS' J. Scott was awarded a \$2.7 million NIH grant for her vaccine research, "Vaccines that replicate the Neutralization-Competent structure of the gp-41 MPER" and Kelley Lee's highly ranked \$2 million NIH application, "Tobacco Companies, Public Policy and Global Health" is currently waiting state department clearance for approval.*
- *Completing certification and opening of the CL3 lab which will enable new types of fundamental life sciences research at SFU.*
- *Introduced a new bi-weekly "Research Seminar" series with combination of opportunities for faculty to present "work in progress."*
- *Recent accomplishments include the creation of a shared Health Economist position with Fraser Health, and the filling of two endowed chairs, HIV Chair and the Cancer Survivorship Chairs, which will strengthen ties with the HIV research community, health economics and policy research communities, and the cancer research community.*

- *FHS' Brockman, Kaida, Snyder et al were awarded a five-year CIHR Team Grant: HIV/AIDS Vaccine Discovery and Social Research (2012-2017); this involves seven multidisciplinary FHS faculty engaged with multiple research centres in Durban and Soweto, South Africa.*
- *Created a weekly research facilitation seminar series to address various topics for improving grantsmanship and application success. Seminars expose FHS and other SFU health researchers and trainees to new health research funding opportunities, grant writing and preparation tips and support, and representative experts from CIHR and other funding agencies.*

Theme 4: The University's Role in the Community

1. Sponsor and promote forums, conferences and talks on topical issues on health-related research and programming, aimed at representatives from key stakeholders' groups (government, public health organizations, community organizations, aboriginal representatives, addiction and mental health specialists).
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.

Progress:

- *Supported the following conferences in 2012:*
 - *Affirming Equity Conference (student led)*
 - *Canadian Coalition for Global Health Research, BC Forum Conference*
 - *Shastri Indo-Canadian Institutional Conference*
 - *Canadian Global Health Initiative Conference*
 - *Immuno Vancouver 2012*
 - *The Fukushima Nuclear Disaster – One Year Later Forum*
 - *Occupational and Environmental Medical Assoc. of Canada (OEMAC) Conference*
- *FHS successfully recruited Dr. Kelley Lee as FHS' new Director of Global Health; she is an internationally recognized scholar on international relations, with specific*

expertise on global health governance, the World Health Organization, and international tobacco control policies with strong administrative experience from the London School of Tropical Medicine and Hygiene, Britain's largest school of public health.

- *FHS has demonstrated the importance of supporting Aboriginal Health Research and training by facilitating the re-location of the CIHR Institute for Aboriginal Peoples' Health to SFU.*
- *FHS' Charlotte Waddell is leading a five-year (2011-2016) scientific evaluation of the "Nurse-Family Partnership" a 30-year old public health program found to have lasting benefits in preventing child maltreatment, reducing child antisocial behaviour, and improving developmental outcomes for both children and mothers. BC will be the first province in Canada to implement and evaluate the landmark Nurse-Family Partnership (NFP) program.*
- *Health Sciences researchers supported approximately 120 graduate student research assistantships (RA's) in the amount of \$773,650.*

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.

Progress:

- *Successfully recruited:*
 - *Dr. Kelley Lee – Professor, Global Health*

- *Dr. Meghan Winters – Assistant Professor, Spatial Perspectives and Risk in Population and Public Health*
- *Dr. Malcolm King – Professor, Aboriginal Health*
- *Dr. David Whitehurst – Assistant Professor, Health Economics*
- *Dr. Will Small – Assistant Professor, Vulnerable Populations and Addictions*
- *Dr. Bohdan Nosyk – Associate Professor, Health Economics*
- *Dr. John Challis – Visiting Professor, Child Development*
- *BC Cancer Foundation provided an additional \$1 million to ensure the Endowed Chair in Cancer Survivorship is sufficiently funded to attract a research leader (Total: \$4 million). Providence Health Care and St. Paul's Hospital Foundation have completed funding of an Endowed Chair in HIV/AIDS.*
- *International exchange program MOUs have been established with:*
 - *Deakin University (Australia)*
 - *National Taiwan University (Taiwan)*
 - *Chinese University of Hong Kong (China)**These programs enable SFU undergraduate and graduate students to take courses for degree completion in these internationally recognized institutions with strong population health and health sciences programs.*
- *FHS successfully recruited Dr. Kelley Lee as FHS' new Director of Global Health; she is an internationally recognized scholar on international relations, with specific expertise on global health governance, the World Health Organization, and international tobacco control policies with strong administrative experience from the London School of Tropical Medicine and Hygiene, Britain's largest school of public health.*
- *FHS has demonstrated the importance of supporting Aboriginal Health Research and training by facilitating the re-location of the CIHR Institute for Aboriginal Peoples' Health to SFU.*
- *FHS' Charlotte Waddell is leading a five-year (2011-2016) scientific evaluation of the "Nurse-Family Partnership" a 30 year old public health program found to have lasting benefits in preventing child maltreatment, reducing child antisocial behaviour, and improving developmental outcomes for both children and mothers. BC will be the first province in Canada to implement and evaluate the landmark Nurse-Family Partnership (NFP) program.*
- *Provided leadership, organization and oversight for the SFU Health Research Day. This was a very well attended internal SFU conference that demonstrated tremendous health research capacity at SFU.*
- *Participated in the inaugural SFU/Fraser Health Research Day in partnership with the Fraser Health Authority.*
- *Early developmental discussions have occurred related to development of health programs in the context of Phase 2 development of the Surrey campus.*

Faculty of Science - Report

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.

- The KIP-funded renovations to Podium 2 on the Surrey campus have allowed Science to offer first- and second-year lab courses to students in the Science Year 1 and Life Science Year 2 cohort programs, greatly reducing the need for students to shuttle between Surrey and Burnaby.
- On the Burnaby campus, we have invested budget carry-forwards in improving teaching lab space, purchasing up-to-date equipment for lab courses, and replacing aging vehicles used in field courses.
- Continuous infrastructure improvement has been built into our budget planning process.
- Our Development team has initiated a series of career-focused, alumni-led events for undergraduate students.

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 Bachelor of Science 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 Bachelor of Science program in Genomics, involving Biological Sciences, Biomedical Physiology and Kinesiology, Molecular Biology and Biochemistry and the Faculty of Health Sciences.

- The Faculty launched the \$2 million INSPIRE initiative in 2012 with the goals of:
 - Providing resources to enable faculty members and departments to carry out intensive re-examination and re-structuring of undergraduate and graduate courses and curricula;
 - Teaching science the way we do science (research-centred);
- In collaboration with VPA, the Faculty has appointed 4 Faculty Teaching Fellows and hired a limited-term staff member to facilitate curriculum change; the TLC has assigned the Faculty an additional Consultant;

- Our Development team has successfully initiated a fund-raising effort to increase the number of students carrying out undergraduate research.

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.

- All departments have formed internal peer review panels for NSERC and (where appropriate) CIHR grants, to enhance the quality of grant applications and thereby improve success rates;
- In conjunction with the Vice-President of Research, the Faculty has put in place a bridging fund to allow researchers to maintain their productivity and continue to support graduate students for up to a year in the event that they lose their grants;
- The budget planning process now includes the use of funds from the Indirect Costs of Research program;
- Procedures for tracking and timely disbursement of contract overheads to departments have been implemented;
- The Faculty continues to support two major Research Institutes, IRMACS and 4D Labs; The Faculty has appointed its first Associate Dean, Research and Graduate Studies.

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 Centre 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.

- Donor funding of the Observatory and Science in Action facilities is complete, and construction is planned for this year;
- The Café Scientifique program has entered its second year, expanding from one department to three, and from the original Surrey location to downtown Vancouver;
- Two Science faculty ran the inaugural President's Dream Colloquium in fall 2012;
- The Associate Dean, Academic enhanced SFU's involvement in the youth-oriented Impossible2Possible program.

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.

- The Faculty has completely overhauled its budget and financial management systems to assure accountability and transparency, and to allocate to units the funding they need to optimize their teaching, research and administrative functions.

Graduate Studies - Report

Theme 1: High Quality Student Experience

We now host a new Graduate Studies Awards Reception to honour faculty, staff and students involved in the graduate student enterprise. At the ceremony, the recipients of the newly created Dean of Graduate Studies Awards for Excellence are recognized as well as graduate students who have received awards valued at \$15,000 or more.

We now coordinate a grad student photo contest and social event to celebrate International Week in collaboration with the Graduate Student Society and International Services for Students, run special events to build community such as the showing of the "PhD Movie" and created a residence orientation for graduate students offering them early move-in and support services. We have formed partnerships with Career Services, the Library Research Commons and GSS to develop a Graduate Professional Skills program. We continue to be the lead on Graduate Student Orientation and participate in the International Graduate Student Orientation. We have developed a hand-out entitled "First Things First" on how to start graduate training effectively. In collaboration with Lifelong Learning, we have developed an "Intensive English and Graduate Bridge Program" for international students whose English language competency is slightly below our admission requirements. We have created a position, Indigenous Graduate Student Support coordinator (funded by the Dean of Graduate Studies and the Office of Aboriginal Peoples), to provide support for graduate indigenous activities and mentorship to indigenous students.

Our office has been instrumental in launching the President's Dream Colloquium and continues to run workshops for graduate students and postdoctoral students applying to tri-councils and other agencies. Recently, we completed the Graduate Student Supervision Survey and the Dean of Graduate Studies developed and implemented the first Exit Survey for graduate students. As a result of these surveys, the Dean of Graduate Studies is further developing plans for Graduate Student and Postdoctoral Fellows professional skills training, and exploring career training opportunities for our students. We have established with Institutional Research and Planning a regular schedule for graduate student surveys that should provide ongoing institutional knowledge for improving our programs and the student experience.

Theme 2: Teaching and Learning in a Research University

A number of general graduate regulations, policies and practices have been updated ensuring that they are fair and transparent, student-centred, departmentally responsive, and meet academic standards. These include admission requirements, supervisory requirements, and progress evaluations, formation of supervisory committees, supervisory practices, and examination practices. We have also attempted to be proactive in creating new programming options at SFU including direct-entry graduate certificates, concurrent bachelor's and master's

programs, concurrent programs, and second degree options including frameworks for them, and new general graduate regulations related to admission into these specific programs. We have developed frameworks for co-tutelles (individualized joint programs) and joint programs (dual or double degree), many of which are international.

Theme 3: Research Intensity

For a number of reasons including fiscal, the President's Research Stipend program was phased out and replaced with the President's Scholarship award. The Provost Prize of Distinction (domestic) and Provost International Fellowships were created, the CD Nelson major entrance awards were made into multi-year awards, and Aboriginal Entrance awards were created. During the provincially mandated graduate student growth period, Special Graduate Entrance Scholarships and Targeted Graduate Fellowships were created to sustain support for students recruited to SFU by the one-year provincial awards associated with this program, and to assist us in meeting the provincial demands of this targeted growth. Collectively these changes have allowed SFU to manage the Graduate Scholarship Bursary Awards budget better, to attract more tri-council scholarship winners to SFU, to make it easier for academic units to put together good admission offers for top students, to support existing students and to meet our provincially mandated growth. We have worked with Financial Aid & Awards, Ceremonies & Events and Records & Enrolment to streamline the process for the Convocation Medals and created a process for determining the number of DGS convocation medals to be awarded within Faculties, thereby increasing the numbers of medals in some Faculties to address inequities in graduate student numbers across the Faculties.

To assist academic units in making informed decisions on admission financial offers to students, we created a database, which is shared annually with the GPC Chairs, that tracks the past three years of funding paid to graduate students in each department in terms of RAs, TAs, CODE, internal scholarships, external scholarships and sessional appointments. We instituted processes and practices aimed at making students aware of more scholarship opportunities, identifying top candidates for awards, as well as instituting practices aimed at improving the applications or nominations at all levels of our organization. A large change was the decision to allocate "bulk" funding packages to the academic units to be used for Graduate Fellowships, Special Graduate Entrance Scholarships, and Travel and Minor Research Support. Academic units must still adhere to the terms of reference for all awards and the actual distribution of awards is managed by Graduate Studies. This switch to a bulk funding model has been received most appreciatively by the academic units as it allows for them to be more effective and creative in meeting the financial support needs of their students and program. In addition to graduate student funding, Graduate Studies has always managed the NSERC Undergraduate Student Research Award (USRA) program and recently has taken on the additional responsibility of managing the Vice-President Research (VPR) USRA program. This program supports students in social sciences and humanities, as well as health, natural and engineering sciences.

Theme 4: University's Role in the Community

We created new Graduate Entrance Awards for Aboriginal Master's and PhD students and we have initiated with faculty and students from First Nations Studies a plan for an Aboriginal Special Arrangements Cohort MA. Student profiles are developed for our website and written with "engagement" themes in mind. All students are asked about their research as it relates to their communities and to their professional goals. Where possible, the profiles are written so that it shows a clear link between the research and its potential impact on the community.

We created an International Coordinator position allowing coordinated support of international student activities, and support for international students and academic units. This position has allowed us to review the International Teaching Assistant (ITA) program and recommend changes to that program: update both country and institutional admission information for academic units, communicate immigration and visa changes quickly to academic units and students, enhance engagement of international students, and better serve our international students. To support admissions staff and graduate programs, we have invested in a variety of online resources (e.g., OURA International Admissions Database and UK Naric) and actively promote participation in World Education Services webinars to keep updated on best practices in foreign credential evaluation.

Theme 5: Financial Sustainability and Institutional Strength

About 24 months ago, we initiated a detailed consultation process across all academic units principally related to award programs. As this consultation was ending, we also held a SGSC retreat to explore graduate issues at SFU and the future of graduate education. A number of operational changes resulted including: a shift to one cycle of private awards; the transferring of tri-council award distributions from payroll to student accounts; improved international admission processes by researching and updating academic equivalency information and evaluating international institutions and the development of a multi-stage improvement strategy for admission processes. The first part of that strategy was the development and implementation of a 'fast-track' admissions procedure and the creation of an Admissions and Funding Handbook.

Records and awards clerks were cross-trained and an expectation of assisting during each other during busy periods was implemented. Redundancy in positions and knowledge was implemented and we were fortunate to obtain a second awards clerk and an admissions coordinator position. We also changed the job descriptions of three managers' positions to create broader knowledge of the operations within the Office of Graduate Studies. An area identified in need of attention was communications from our office. A full-time communications manager position was added, which was supported by the VPA. We also repositioned our receptionist position into an assistant communications position with greater web-based responsibilities in addition to front desk duties. We developed and implemented a communications strategy including: a new website (launched August 2011); ongoing improvement and optimization using tags to connect blog posts and main website content; monthly updates from the communications manager and awards manager to all graduate

programs; an administrative blog for students; an electronic letter and merging system for communicating with academic programs related to student awards and admissions; monthly updates for all major projects undertaken in our office.

All job descriptions were re-written as we hired new or replacement personnel to embed IT knowledge in their positions, and IT knowledge is critical in our employment decisions. This change is most readily evident in the level of IT knowledge now residing in our awards clerk(s), finance clerk, former receptionist position, assistant admissions coordinator and two directors positions. Internally we have used this knowledge to redesign our awards disbursement and award processes to be much more efficient. Externally, we have been successful in obtaining support to develop an online admission and adjudication project that is managed centrally, with phase one currently being implemented (October 2012). We have initiated a major online annual progress report system that is intended to capture in a standardized format students' progress within SIMS, allowing for appropriate constructive feedback for students and evaluation by academic units and the Office of Graduate Studies. This will address a concern raised by the external review of graduate studies. In addition, the system is being designed in such a way as to capture output data on the scholarly activity of our graduate students that should help in external reviews, accreditation, benchmarking, and advancement initiatives (expected completion summer 2013). We have also recently been approved for the creation of an online award application and adjudication system to be built on the platform used for the admission project.

Lifelong Learning (formerly Continuing Studies) - Report

What follows is a report on the progress made by Continuing Studies, now Lifelong Learning, towards meeting the goals set out in Appendix B as attached to the Vice President, Academic's Three Year Academic Plan 2010-2013, in 2012.

In September 2010, the Teaching and Learning Centre (TLC) was moved into the Unit. Once a partial reconfiguration of the Centre and the search for a continuing Director was completed in August, 2011, the TLC began reporting directly to the Vice President, Academic. Thus, this progress report will not comment on the ongoing and substantial activities of the Centre.

Theme 1: High Quality Student Experience

- The Unit continues to ensure that the range of non-credit programs and activities respond to the changing needs of learners of all ages, including groups traditionally under-represented in a research university. For example, the Aboriginal Bridge Program grows from strength to strength: in 2012, a majority of students who completed the program were offered admission to Simon Fraser University. A possible additional track for the Program is being investigated with the Faculties of Science and Environment. The Unit received ongoing funding from the Canadian federal government to support English language and job readiness training for new immigrants in both the areas of public relations and digital media. "Ladies Learning Code" was a non-credit offering supported by VanCity to teach computer coding skills to unemployed single mothers. In order to meet the educational and professional requirements of learners in the Lower Mainland, Lifelong Learning revised and/or developed several new non-credit certificates: Career Counseling, Professional Counseling, Digital Media, New Media Journalism, and Public Relations. A creative writing program called Southbank was launched at the Surrey City Centre Library, where Lifelong Learning, in conjunction with the social service agency, DiverseCity, and the SFU Surrey campus, rents classrooms. Additional program growth included non-credit Liberal Arts courses for adults of all ages. The University is currently not interested in a quick admit program for adult students who seek to return to complete their higher educational credential. However, Lifelong Learning stands ready to design such a program in the future.
- SFU NOW (Nights or Weekends) continues to expand its degree completion options in co-operation with the Faculties. The popularity of the courses with both NOW students and the general student body indicates that SFU students seek flexible degree completion pathways.
- The Unit has partnered with the Office of Graduate Studies to develop an Academic English and Pre-Graduate Training Program that will provide a conditional admission pathway for academically talented international students whose IELTS score does not meet the requisite 7.0 for direct admission to graduate study.

Theme 2: Teaching and Learning in a Research University

- Through the Centre for Online and Distance Education, the Unit continues to provide online learning opportunities for students at SFU and elsewhere. Online course enrolments through CODE were over 13,000 in 2012. A new university-wide learning management system (LMS), Canvas, was selected; CODE played an essential part in the selection process. The Centre is leading the way in adapting Canvas for institutional deployment including the migration of over 200 courses from the WebCT platform (the former institutional LMS) to Canvas.
- CODE also partnered with the Beedie School of Business to develop a non-credit, online, English language skills tutorial course which was piloted in fall 2012. The course is designed to assist students who need to improve their academic and business writing.
- Throughout 2012, the Dean of Lifelong Learning chaired an Online Education Working Group that investigated best practices across the University and elsewhere with regards to online learning and online course delivery modes. The Group's report, complete with recommendations and implementation plans, will be made available to the University community in 2013.

Theme 3: Research Intensity

- Traditionally, units like Lifelong Learning are not expected to contribute to the research mission of a university. However, SFU Lifelong Learning staff, former staff, and certificate/diploma alumni actively contribute to the advancement of knowledge and the development of creative works. For example, Wayde Compton, Director, The Writer's Studio, received a Silver Medal in the fiction category as part of the National Magazine Awards for his short story "The Instrument" in Event. Dr. Tom Nesbit, now retired and former dean pro-tem, received several awards, including the Distinguished Researcher award, from the Canadian Association of University Continuing Education. CODE frequently assists university teaching staff who conduct research on online learning.

Theme 4: The University's Role in the Community

- In its original contribution to the VPA's Academic Plan in 2010, the Unit indicated that it hoped to develop a Centre for Community Education. Although Lifelong Learning did not develop a centre, its work in the community inspired the new Toronto Dominion Centre for Community Engagement, run out of the VP External Relations' office and located in the Surrey City Centre Library.
- Lifelong Learning has decided not to offer language and cultural bridging programs for youth of ethnic communities. This type of programming will be taken on by the TD Centre for Community Engagement (see point above). Several social service agencies across the Lower Mainland receive government funding in order to provide

youth programs. Since Lifelong Learning must cover its costs, we cannot compete with free programming for children.

- Michael Filimowicz, Program Director of Interdisciplinary Programs, accepted the World Universities Forum 2012 Award for Best Practice in Higher Education on behalf of Simon Fraser University. The award was given in recognition of Lifelong Learning's Philosophers' Cafés, moderated public conversations held in public venues across the Lower Mainland. The high regard with which the Philosopher's Cafés are held is evident in the number of Café programs proliferating in the Vancouver area and across North America.

Theme 5: Financial Stability and Institutional Strength

- Lifelong Learning now has dynamic, active, and strategic financial and budget planning and assessment strategies in place. The required development of goals and objectives, along with performance metrics by each part of the Unit, now provides a consistent means by which both programmatic and fiscal performance can be measured and for which staff can be held accountable.
- The Unit's marketing activities are designed by talented and hard-working staff who have helped to effect annual marketing plans for all non-credit offerings. The marketing staff are experts in Google Analytics, Google advertising, web-based advertising, and measuring marketing dollars spent against non-credit revenue gained. The Unit will continue to work on developing methods to increase client management and tracking marketing effectiveness.
- The Lifelong Learning website is now clean, efficient, and client-focused. The enrolment management system, SERA, communicates directly with the website and online registrations are simple. The various financial, informational and registration systems in Lifelong Learning now "talk" to one another, and the Unit is looking forward to employing a business data management system to improve our data access and storage practices.

Student Services - Report

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

Student Services defines the high quality student experience 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.*

Our goals in Student Services to contribute to Theme 1 in four broad ways are:

a. **Academic Advising and Support:**

The provision of academic advising and support given 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, which will be continued depending on the outcomes of the pilot, which are still under review).

a. **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.

b. **Student Engagement and Support:**

Student Services engages and supports students, academically and socially, beginning with student recruitment, new student orientation, associated transition programs, and the development and delivery of an increased range of opportunities for community social interaction.

c. **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.

During the past year, we have responded to this goal by:

- Continuing to successfully operate the programs noted above.
- Continuing the Back on Track program, which has resulted in overwhelming success in returning students to Good Academic Standing at the University that would have otherwise been required to withdraw.
- Strengthening the academic focus for varsity athletics through targeted educational and support programming.
- Enhancing the Co-operative education programming for Engineering Science as well as additional support for Career Services and Co-op in the Faculty of Communication, Art and Technology at the Vancouver Campus.
- Reorganizing Student Success programming along with opening the Thelma Finlayson Centre for Student Engagement.
- Continuing to operate an outstanding Residence Life program.
- Adding additional Peer Support programs focusing on student engagement
- Increasing health promotion programs, with particular emphasis on healthy campuses for all members of the campus community, not just those who may be ill (physically or mentally).
- Increasing access to recreational programming

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.

During the past year we have responded to this goal by:

- Continuing partnerships with academic units in support of teaching and learning.
- Collaboration with the Teaching and Learning Centre on a pilot project linking healthy campuses with in-class teaching.
- Increasing professional development offerings on inter-cultural communication and indigenous cultural competence.
- Strengthening focus on Strategic Enrolment Management in support of teaching and learning goals of the University.

Theme 4: The University Role in the Community:

While Student Services primary goals are in relation to student success, external community engagement is an important secondary aspect of our work.

During the past year we have responded to this goal by:

- Student Services programs continue to 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 (Men's Soccer, Football, Men's and Women's Wrestling and Women's Basketball) have garnered much attention in print and TV media in the past few years. In September 2012, SFU became the first school outside the USA to become a full member of the NCAA, which resulted in coverage in the New York Times, on TSN, MSNBC and many other news outlets. Student athletes also regularly contribute to community causes such as working at soup kitchens and raising money for charities.
- Recreation at the Burnaby Mountain campus continues to serve the broader community surrounding the University. 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 2000 and 3000 SFU co-op students spend 4, 8 or 12 months working full time in workplaces around the province, country and the 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 coordinated 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. It also 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., Counselor'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.