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MEMORANDUM

ATTENTION	Senate	DATE	February 18, 2021
FROM	Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic and Chair, Senate Committee on Enrollment Management and Planning	PAGES	1 of 1
RE:	Enrollment Plan 2021/2022; Undergraduate Admission Targets for 2021/2022		

Action undertaken by the Senate Committee on Enrollment Management and Planning at its meeting on February 17, 2021 gives rise to the following motions:

Motion 1:

That Senate approve and recommend to the Board of Governors the 2021/2022 Enrollment Plan attached as Appendix A to document title *For SENATE March 1, 2021*.

Motion 2:

That Senate approve and recommend to the Board of Governors the 2021/2022 Proposed Domestic Undergraduate Admission Targets by Faculty and Basis of Admission –All Campuses (Headcount), as indicated in Table C1 in Appendix C.

Motion 3:

That Senate approve and recommend to the Board of Governors the 2021/2022 Proposed International Undergraduate Admission Targets by Faculty and Basis of Admission – All Campuses (Headcount), as indicated in Table C2 in Appendix C.

**2020/2021 Undergraduate Enrolment Summary and
2021/2022 SFU Enrolment Plan**

for

Senate March 1, 2021

Senate Committee on Enrolment Management and Planning (SCEMP)

Prepared by
Zareen Naqvi, Director
Institutional Research and Planning
February 12, 2021

This report summarizes the undergraduate enrolment outcomes of fiscal year 2020/21 and the proposed enrolment plan for 2021/22. A brief description of the terms used in the enrolment plan is given below:

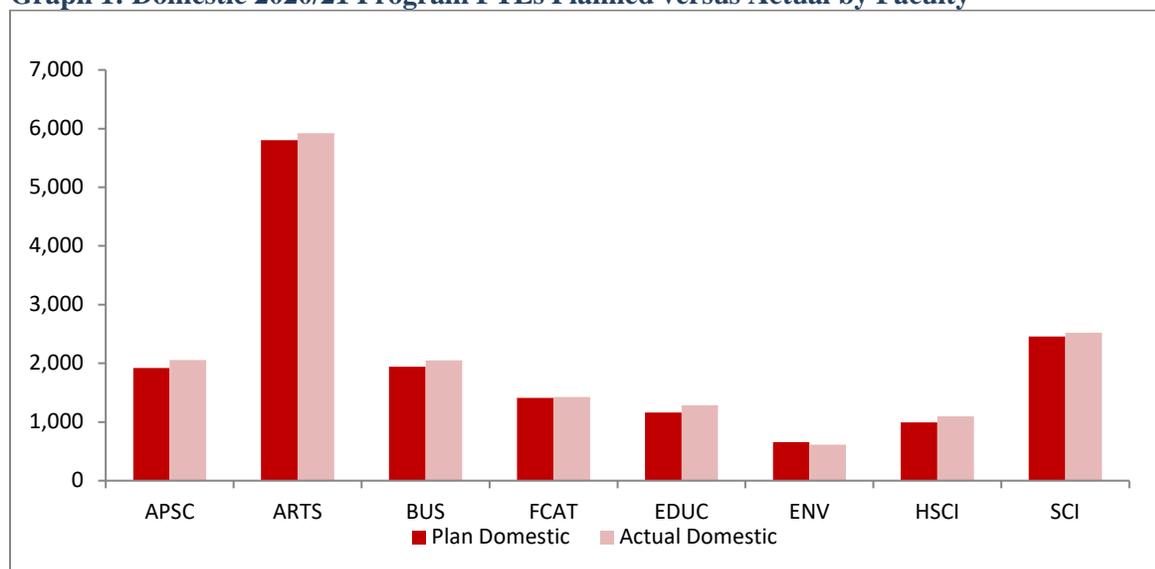
- **PFTE:** An undergraduate program FTE (PFTE) is calculated by accumulating all undergraduate units taken by all students in each undergraduate program and dividing by the applicable full-time load for each program.
- **AFTE:** An activity FTE (AFTE) for a Faculty is calculated by multiplying the number of units for every course offered by the Faculty by the number of students in every course and dividing by 30.
- **COOP:** a Co-op term is defined as a full load for the purpose of counting undergraduate FTEs starting in 2011/12. This definition is consistent with other research universities. The definition of Co-op as full-time was already in effect for graduate students starting 2010/11.

2020/2021 Enrolment Outcomes

Funded Domestic¹ Program FTEs (PFTEs):

Program FTEs are dependent on retention of existing students, student credit load, recruitment of new students and the number of students graduating. SFU was funded for **17,174** domestic undergraduate full-time equivalents (PFTE) in 2020/21 including Co-op FTEs and 100 new FTEs for the Sustainable Energy Engineering program based in Surrey. Our PFTEs were **18,129** -- a surplus of **5.6%** (955) above the Ministry's funded PFTEs. Our enrollment planning is done in terms of program FTEs excluding Co-op. We had **16,972** domestic undergraduate PFTEs this year (excluding Co-op), 4% above our enrolment plan. Graph 1 compares the 2020/21 program FTE plan versus actuals for SFU faculties.

Graph 1: Domestic 2020/21 Program FTEs Planned versus Actual by Faculty



¹ For the purposes of this report (undergraduate headcount, PFTEs, AFTEs), a domestic student is defined as someone paying the domestic tuition rate and an international student is defined as someone paying the international tuition rate. These numbers may differ from other reports (for example, the IRP Enrolment Portal) where domestic/international differentiation is based on visa status.

New Domestic Student Intake: We admitted **4,862** new students which represented **98%** of our new domestic intake target. (See Table 1 for 2020/21 Senate Approved Plan for undergraduate domestic full time equivalent enrolments versus actuals and new intake targets versus actuals by Faculty).

Table 1: Domestic 2020/21 Enrolments and New Student Intakes by Faculty

Faculty	Program Full Time Equivalent Enrolments (PFTEs)		New Student Intake (Headcount)	
	<u>Plan</u>	<u>Actual</u>	<u>Plan</u>	<u>Actual</u>
APSC	1,920	2,054	613	601
ARTS	5,803	5,921	1,973	1,779
BUS	1,941	2,049	446	489
FCAT	1,410	1,427	351	336
EDUC	1,160	1,284	298	381
ENV	655	614	217	170
HSCI	990	1,098	305	300
SCI	2,460	2,519	755	805
USPEC	0	5	0	1
SFU Total	16,338	16,972	4,958	4,862

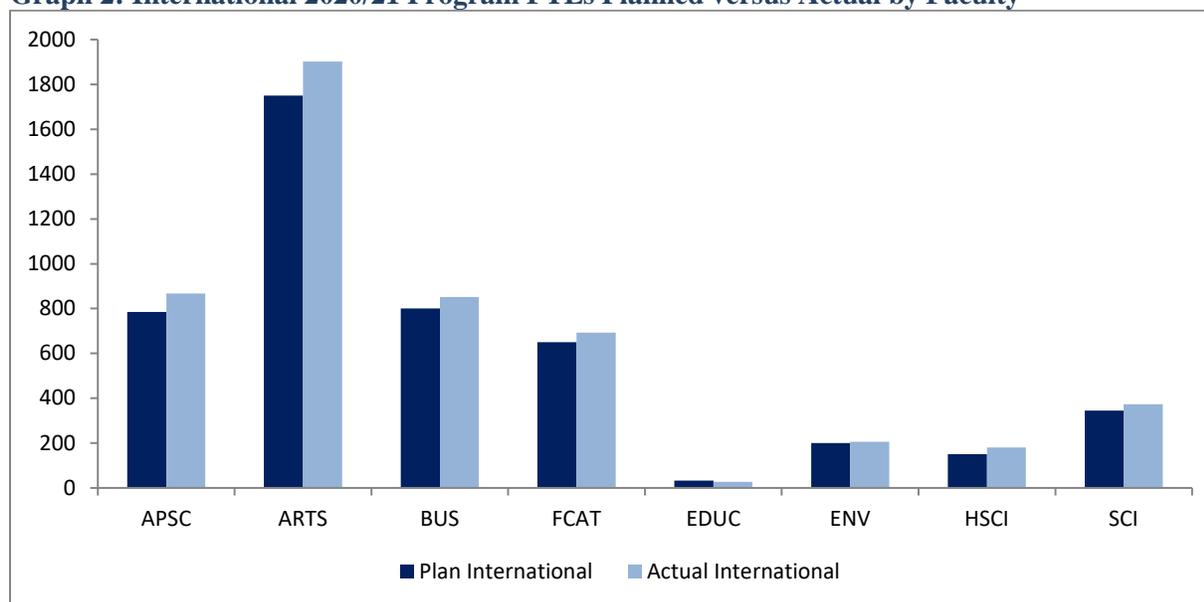
* USPEC= unspecified

Impact of Remote Teaching due to COVID-19 on Domestic Enrolments and New Intakes: SFU discontinued in-person teaching of all undergraduate and graduate classes in March 2020. Spring 2020 term was disrupted midway but the SFU community quickly pivoted to the new mode of delivering classes and student services. During the 2020/21 fiscal year almost all undergraduate classes were taught remotely. Overall, domestic PFTEs were 4% above target and new intake of domestic students was almost at target during 2020/21. Compared to the previous fiscal year, SFU had 3% higher PFTEs and new student enrolment during fiscal 2020/21. Summer headcount enrolments were 9% higher compared to summer 2019, mainly due to continuing students. This was partly explained by: i) Pass/Fail grading policy of spring 2020 that allowed some students to take subsequent courses even if they may not have met the minimum course/GPA requirement; ii) partial lock down, lack of employment and co-op opportunities may have steered more students to take summer courses and at a slightly higher credit load; iii) in addition, Federal funding for PSE students provided financial and tuition fee support. During fall 2020, enrolment numbers and credit loads were like fall 2019 for continuing students. However, aggressive recruitment of new students lead to 5% higher new domestic intake compared to fall 2019 both from high schools and post-secondary transfers. In spring 2021 overall PFTE enrolments were almost like the previous spring. Undergraduate credit loads were slightly below the pre-COVID levels for the term.

International Program FTEs and New International Student Intake: International student enrolment in 2020/21 was **5,101** PFTEs which equals **23.1%** of total undergraduate student PFTEs. See Graph 2 for international program FTE plan versus actuals for SFU faculties.

We admitted **1,849** new international students, **24%** more than the minimum we established in last year's plan. (See Table 2 for 2020/21 Senate Approved Plan for undergraduate international full time equivalent enrolments versus actuals and new intake targets versus actuals by Faculty). A portion of this overage was due to strategic recruitment from a highly qualified pool of international applicants from B.C. high schools, and post-secondary transfers. The plan approved by Senate last year allowed for some leeway if we had strong non-FIC applicants. In addition, we were also aware that the impact of the pandemic on Fraser International College (FIC) enrolments would likely to be felt this year and negatively impact us in 2021/22.

Graph 2: International 2020/21 Program FTEs Planned versus Actual by Faculty



Impact of Remote Teaching due to COVID-19 on International Enrolments and New Intakes:

A combination of switching to remote instruction plus visa and travel restrictions was expected to have a negative impact on international enrolments during the pandemic. However, 2020/21 international PFTEs were overall 8% higher while new intakes were 24% higher relative to the Senate targets. Comparing with 2019/20 fiscal year, SFU enrolled 7% more international students in terms of program FTEs and 15% more new international students - 22% more new students from high schools and 14% more from post-secondary institutions (including FIC). The enrolment situation during the pandemic changed term by term. There were 5% more international students (mainly continuing students) enrolled in summer 2020, taking a somewhat lower credit load compared to the previous summer term.

Table 2: International 2020/21 Enrolments and New Student Intakes by Faculty

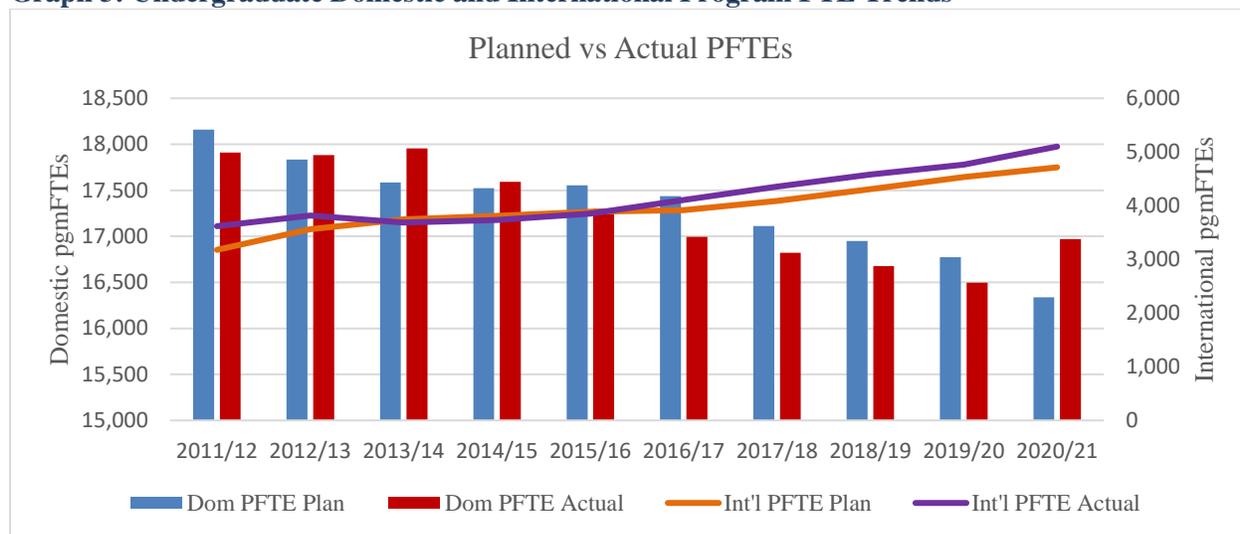
Faculty	Program Full Time Equivalent Enrolments (PFTEs)		New Student Intake (Headcount)	
	Plan	Actual	Plan	Actual
APSC	785	868	214	302
ARTS	1750	1903	613	811
BUS	800	851	216	246
FCAT	650	693	187	234
EDUC	33	27	4	3
ENV	200	205	96	56
HSCI	150	180	65	79
SCI	345	373	96	118
USPEC/OPL	0	0	0	0
SFU Total	4,714	5,101	1,491	1,849

* USPEC= unspecified

Fall 2020 saw almost 200 more international students compared to last fall. This resulted in a 27% higher new international intake in fall 2020 compared to fall 2019 with the biggest increase being in new

enrolments from post-secondary transfers from local colleges and teaching intensive universities. Full-time equivalent international enrolment (PFTEs) in spring 2021 was almost 7% higher compared to spring 2020, mainly due to higher numbers of continuing international students taking credit loads similar to that of the last spring.

Graph 3: Undergraduate Domestic and International Program FTE Trends



Program FTEs and New Student Intake Trends: (See Graph 3 and Table 3 for details). Over the past five years, including 2020/21, we have had well-qualified pool of international applicants from B.C. high schools and post-secondary institutions, including FIC, resulting in strong international enrolment outcomes. International enrolments during COVID-19 followed the same overall trends. In contrast, over the last few years, there had been a softening in the domestic applicant pool. This trend was partly due to the demographics of declining university-aged population in our catchment areas and partially due to increasing competition from teaching- and research-intensive universities. However, during the pandemic, more students enrolled in remote classes and took a slightly higher average credit load. We do not expect the enrolment behaviour of students to continue post-pandemic, and we may again have to tackle familiar challenges of declining demographics and competition that most Canadian higher education institutions face in terms of recruitment of domestic students.

The new admission standards allow some flexibility in their application but we ensured that the standards were maintained within the normal range ensuring that students should be successful upon admission. Admission GPAs were strategically adjusted mainly for international students where there was capacity to recruit strong students from local post-secondary transfer institutions and local and international high schools. We saw an improvement in course access under remote course delivery and a slight improvement in average student credit load.

Domestic funded PFTEs is expected to decline from 7%-8% during the past decade to around 4% by 2025/26 intentionally decreasing the excess unfunded grant. International enrolment growth would offset the decline in domestic enrolments.

Table 3: Undergraduate New Intakes and PFTEs Trends (2011/12 – 2020/21)

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
New Intakes	Domestic									
Target/Senate Approved	5,303	5,545	5,472	5,256	5,773	5,813	5,479	5,579	5,414	4,958
Actual	5,186	5,648	5,934	5,437	5,524	5,563	5,213	5,165	4,710	4,862
Difference	-117	103	462	181	-249	-250	-266	-414	-704	-96
% difference	-2.2%	1.9%	8.4%	3.4%	-4.3%	-4.3%	-4.9%	-7.4%	-13.0%	-1.9%
Program FTEs	Domestic									
Dom PFTE Plan	18,158	17,836	17,587	17,523	17,553	17,438	17,113	16,950	16,773	16,338
Dom PFTE Actual	17,911	17,884	17,955	17,594	17,299	16,995	16,823	16,676	16,498	16,972
Difference	-247	48	368	71	-254	-443	-290	-274	-275	633
% difference	-1.4%	0.3%	2.1%	0.4%	-1.4%	-2.5%	-1.7%	-1.6%	-1.6%	3.9%
New Intakes	International									
Target/Senate Approved	927	962	1,098	1,587	1,641	1,503	1,303	1,319	1,319	1,491
Actual	1,621	1,124	1,192	1,473	1,499	1,784	1,393	1,699	1,613	1,849
Difference	694	162	94	-114	-142	281	90	380	294	358
% difference	74.9%	16.8%	8.6%	-7.2%	-8.7%	18.7%	6.9%	28.8%	22.3%	24.0%
Program FTEs	International									
Int'l PFTE Plan	3,177	3,560	3,748	3,813	3,885	3,916	4,086	4,310	4,535	4,714
Int'l PFTE Actual	3,618	3,819	3,685	3,732	3,854	4,109	4,355	4,579	4,766	5,101
Difference	441	259	-63	-81	-31	193	269	269	231	387
% difference	13.9%	7.3%	-1.7%	-2.1%	-0.8%	4.9%	6.6%	6.2%	5.1%	8.2%

2021/2022 SFU Enrolment Plan

The Simon Fraser University Enrolment Plan (see Appendix A: Key Tables from the 2021/22 SFU Proposed Enrolment Plan) shows *actual* student enrolments of 2015/16 and 2020/21, proposed *target* enrolments for 2021/22 and *long-range undergraduate enrolment targets for 2025/26*. The 2021/22 SFU Enrolment Plan and detailed tables are available at:

<https://www.sfu.ca/irp/enrolments/enrolment-dashboard/restricted/sfu-enrolment-plan-restricted-access-pdf.html>).

SFU's Enrolment Planning Strategy:

Undergraduate: With respect to undergraduate enrolment, the 2021/22 planned Co-op and non-Co-op undergraduate PFTEs enrolment is proposed to be **17,833** (Section 4p) which would be **3%** above the ministry funded program FTE of **17,274**. This goal is intentionally somewhat lower to account for the expected post-pandemic challenges, including possibly lower Co-op enrolments, declining demographics and the fact that these additional PFTEs are unfunded. The long-range plan is to be roughly 4% above the funded target.

As shown in the SFU Enrolment Plan, the 2021/22 undergraduate funded program FTE target for domestic students (excluding Co-op FTEs) is **16,419** PFTEs (see section 6p of the SFU Enrolment Plan). The proposed international FTE target (excluding Co-op) for 2021/22 is **4,979** which equates to 23.3% of all undergraduate FTEs (see section 7p of the SFU Enrolment Plan). Based on the university and faculty enrolment plan, it is estimated that we need to admit **4,888** domestic and **1,440** international new students to meet this enrolment plan. See Table 4 below for a breakdown of the undergraduate enrolment plan and new intake targets by faculty.

Table 4: Proposed 2021/22 New Intakes and Program FTEs by Faculty

Faculty	Program FTE Targets (Plan)		New Intake Targets (Headcount)	
	<u>Domestic</u>	<u>International</u>	<u>Domestic</u>	<u>International</u>
APSC	2,000	845	619	221
ARTS	5,803	1,850	1,779	592
BUS	1,941	815	482	231
FCAT	1,410	660	344	142
EDUC	1,160	33	375	3
ENV	655	200	169	58
HSCI	990	175	310	55
SCI	2,460	400	810	138
SFU Total	16,419	4,979	4,888	1,440

Appendix C provides further details of proposed new domestic and international student intake targets for 2021/22 using the basis of admission categories of Secondary, Post-Secondary and Other.

Graduate: The Graduate enrolment plan is established for Regular and Specialty graduate programs. Regular graduate programs generally charge a semester tuition fee, while the Specialty programs generally charge a per credit tuition fee. In 2020/21 SFU received Ministry funding for **2,897** graduate PFTEs (including Co-op and 30 new FTEs for the SEE program) and generated a surplus of 620 PFTEs (**21%** above funded target). Note that our methodology for calculating graduate surplus has changed as per reporting requirements from the Ministry. We now exclude the PFTEs related to international students in programs with a differential graduate fees and include domestic Digital Media program. Including all graduate programs, we were 29% above the Ministry's funded targets in 2020/21.

Impact of Remote Teaching due to COVID-19 on Graduate Enrolments and New Intakes:

Graduate AFTE enrolment in 2020/21 were 5% lower when compared to the previous fiscal year, (Specialty AFTEs (-6%) and Regular AFTEs (-4%)). While overall graduate headcounts were almost the same as 2019/20, new student headcounts were down 14%. The biggest impact on student registrations was seen in the certificate and diploma programs, whereas the doctorate and master's programs maintained their student headcounts.

Graduate Enrolment Plan: Due to high demand for graduate programs and being a research intensive university, we are planning for 3,807 PFTEs (excluding Co-op) or 3,709 non Co-op activity FTEs (AFTEs). This breaks down to **2,010** AFTEs (excluding Co-op) for Regular and **1,698** AFTEs (excluding Co-op) for Specialty for 2021/22 (Tables 13a & 14a in Appendix A). The long-range graduate enrolment plan translates into enrolment targets of 2,263 AFTEs (excluding Co-op) for Regular and 2,097 AFTEs (excluding Co-op) for Specialty in 2025/26.



Institutional Research and Planning

APPENDIX A

KEY TABLES FROM

2021/22 SFU PROPOSED ENROLMENT PLAN^{*}

For SENATE March 1, 2021

Recommended for Approval by SCEMP, February 17, 2021

SIMON FRASER UNIVERSITY

ENGAGING THE WORLD

* The full SFU Enrolment Plan is available on this webpage:

<https://www.sfu.ca/irp/enrolments/enrolment-dashboard/restricted/sfu-enrolment-plan-restricted-access-pdf.html>

See: **SFU_Enrollment_Plan.2021-22.2021.02.12.for SCEMP.pdf**

SIMON FRASER UNIVERSITY
2020/21 PRELIMINARY ENROLMENT PLAN

LAST UPDATED: Feb/12/2021
Prepared by: Zareen Naqvi



UNDERGRADUATE PROGRAM FTE ENROLMENT PLAN

STUDENT LEVEL/FACULTY		CURRENT YEAR		TARGETS	
		ACTUAL	PLAN		
PROGRAM FTE'S	2015/16	2020/21	2020/21	2021/22	2025/26*
6p. UG DOMESTIC NO COOP (FUNDED)	17,299	16,972	16,338	16,419	16,567
APPLIED SCIENCES	1,738	2,054	1,920	2,000	
ARTS & SOCIAL SCIENCES	6,735	5,921	5,803	5,803	
BUSINESS ADMINISTRATION	1,940	2,049	1,941	1,941	
COMMUNICATION, ART & TECHNOLOGY	1,729	1,426	1,410	1,410	
EDUCATION	988	1,284	1,160	1,160	
ENVIRONMENT	650	614	655	655	
HEALTH SCIENCES	918	1,098	990	990	
SCIENCE	2,541	2,519	2,460	2,460	
UNSPECIFIED	61	5	0	0	

7p. UG INTL NO COOP (UNFUNDED)	3,854	5,101	4,714	4,979	5,516
Intl as % of UG NO COOP	18.2%	23.1%	22.4%	23.3%	25.0%
APPLIED SCIENCES	623	868	785	845	
ARTS & SOCIAL SCIENCES	1,528	1,903	1,750	1,850	
BUSINESS ADMINISTRATION	824	851	800	815	
COMMUNICATION, ART & TECHNOLOGY	406	693	650	660	
EDUCATION	21	27	33	33	
ENVIRONMENT	107	205	200	200	
HEALTH SCIENCES	103	180	150	175	
SCIENCE	242	373	345	400	
UNSPECIFIED	0	0	0	0	

* Enrolment targets of the SFU Long-Range Strategic Enrolment Plan (2021-2026)

**SIMON FRASER UNIVERSITY
2020/21 PRELIMINARY ENROLMENT PLAN**

GRADUATE ACTIVITY FTE ENROLMENT PLAN

STUDENT LEVEL/FACULTY		CURRENT YEAR		TARGETS	
		ACTUAL	PLAN		
ACTIVITY FTE'S	<u>2015/16</u>	<u>2020/21</u>	<u>2020/21</u>	<u>2021/22</u>	<u>2025/26*</u>
13a. GRAD SPECIALTY NO COOP	1,468	1,610	1,770	1,698	2,097
APPLIED SCIENCES	69	110	184	135	
ARTS & SOCIAL SCIENCES	167	218	210	209	
BUSINESS ADMINISTRATION	505	635	671	763	
COMMUNICATION, ART & TECHNOLOGY	58	42	51	37	
EDUCATION	584	490	532	433	
ENVIRONMENT	6	28	32	32	
HEALTH SCIENCES	80	87	90	90	
SCIENCE	0	0	0	0	
UNSPECIFIED	0	0	0	0	

14a. GRAD REGULAR NO COOP	1,791	1,864	2,013	2,010	2,263
APPLIED SCIENCES	275	341	358	369	
ARTS & SOCIAL SCIENCES	436	435	500	474	
BUSINESS ADMINISTRATION	13	16	16	19	
COMMUNICATION, ART & TECHNOLOGY	165	150	171	160	
EDUCATION	258	280	293	311	
ENVIRONMENT	149	150	160	162	
HEALTH SCIENCES	43	44	45	45	
SCIENCE	454	449	469	471	
UNSPECIFIED	0	0	0	0	

* Enrolment targets of the SFU Long-Range Strategic Enrolment Plan (2021-2026)

SCEMP MEETING ON FEBRUARY 17, 2021

Appendix B

Table B1. 2020/21 New Domestic Student Intake Targets by Faculty and Basis of Admission - All Campuses (Headcount)

Faculty	FY2021				Program FTEs	
	SEC	PSEC	OTHER	TOTAL	FY2021	Target
APSC	412	138	63	613	APSC	1,920
FASS	1,085	692	196	1,973	FASS	5,803
BUS	357	85	4	446	BUS	1,941
FCAT	263	79	9	351	FCAT	1,410
EDUC	73	30	195	298	EDUC	1,160
ENV	134	78	5	217	ENV	655
HEALTH	224	78	3	305	HEALTH	990
SCIENCE	546	163	46	755	SCIENCE	2,460
UNIV	3,094	1,343	521	4,958	TOTAL	16,338

Basis of Admission: SEC= Secondary School, PSEC=Post-Secondary transfers, OTHER= All other admission categories

Table B2. 2020/21 New Domestic Student Intake Estimated Actuals by Faculty and Basis of Admission - All Campuses (Headcount)

Faculty	FY2021				Program FTEs	
	SEC	PSEC	OTHER	TOTAL	FY2021	Actual
APSC	399	148	54	601	APSC	2,054
FASS	949	667	163	1,779	FASS	5,921
BUS	387	96	6	489	BUS	2,049
FCAT	247	76	13	336	FCAT	1,427
EDUC	117	50	214	381	EDUC	1,284
ENV	94	66	10	170	ENV	614
HEALTH	227	68	5	300	HEALTH	1,098
SCIENCE	584	161	60	805	SCIENCE	2,519
USPEC*	1	0	0	1	USPEC/OPL*	5
UNIV	3,005	1,332	525	4,862	TOTAL	16,972

* USPEC= unspecified

SCEMP MEETING ON FEBRUARY 17, 2021

Table B3. 2020/21 New International Student Intake Targets by Faculty and Basis of Admission - All Campuses (Headcount)

Faculty	FY2021					TOTAL	Program FTEs	
	SEC	PSEC	FIC	OTHER	FY2021		Target	
APSC	18	6	165	25	214	APSC	785	
FASS	64	75	470	4	613	FASS	1,750	
BUS	50	40	126	0	216	BUS	800	
FCAT	31	9	147	0	187	FCAT	650	
EDUC	3	0	0	1	4	EDUC	33	
ENV	15	16	65	0	96	ENV	200	
HEALTH	0	0	65	0	65	HEALTH	150	
SCIENCE	43	32	12	9	96	SCIENCE	345	
UNIV	224	178	1,050	39	1,491	TOTAL	4,714	

Basis of Admission: SEC= Secondary School, PSEC=Post-Secondary transfers, FIC= Fraser International College transfers & OTHER= All other admission categories

Table B4. 2020/21 New International Student Intake Estimated Actuals by Faculty and Basis of Admission - All Campuses (Headcount)

Faculty	FY2021					TOTAL	Program FTEs	
	SEC	PSEC	FIC	OTHER	FY2021		Actual	
APSC	64	20	208	10	302	APSC	868	
FASS	70	193	541	7	811	FASS	1,903	
BUS	47	35	164	0	246	BUS	851	
FCAT	28	25	179	2	234	FCAT	693	
EDUC	2	0	0	1	3	EDUC	27	
ENV	2	5	49	0	56	ENV	205	
HEALTH	6	3	70	0	79	HEALTH	180	
SCIENCE	59	48	8	3	118	SCIENCE	373	
USPEC*	0	0	0	0	0	USPEC/OPL*	0	
UNIV	278	329	1,219	23	1,849	TOTAL	5,101	

* USPEC= unspecified

SCEMP MEETING ON FEBRUARY 17, 2021

Appendix C

Table C1. 2021/22 PROPOSED DOMESTIC Undergraduate Admission Targets by Faculty and Basis of Admission - All Campuses (Headcount)

Faculty	FY2122			
	SEC	PSEC	OTHER	TOTAL
APSC	411	153	55	619
FASS	949	667	163	1,779
BUS	381	95	6	482
FCAT	253	78	13	344
EDUC	115	49	211	375
ENV	93	66	10	169
HEALTH	235	71	4	310
SCIENCE	588	162	60	810
UNIV	3,025	1,341	522	4,888

Program FTEs	
FY2122	Target
APSC	2,000
FASS	5,803
BUS	1,941
FCAT	1,410
EDUC	1,160
ENV	655
HEALTH	990
SCIENCE	2,460
TOTAL	16,419

Basis of Admission: SEC= Secondary School, PSEC=Post-Secondary transfers, OTHER= All other admission categories

Note: These new intake targets are contingent on the program FTE (PFTEs) targets. If during the year the PFTE targets are under- or over-achieved, the new intake targets will be reevaluated with the aim of fulfilling the overall PFTE targets.

For EDUC, the new intake targets include students who are only new to SFU and new to the Faculty of Education. This Plan includes PDP intake targets of around 340-390 students. Based on recent data we expect 39%-41% students to be new to SFU and 59%-61% would be SFU students joining the PDP program.

Faculty	FY2122			%Fac Total
	SEC	PSEC	OTHER	
APSC	66%	25%	9%	13%
FASS	53%	37%	9%	36%
BUS	79%	20%	1%	10%
FCAT	74%	23%	4%	7%
EDUC	31%	13%	56%	8%
ENV	55%	39%	6%	3%
HEALTH	76%	23%	1%	6%
SCIENCE	73%	20%	7%	17%
UNIV	62%	27%	11%	100%



SCEMP MEETING ON FEBRUARY 17, 2021

Table C2. 2021/22 PROPOSED INTERNATIONAL Undergraduate Admission Targets by Faculty and Basis of Admission - All Campuses (Headcount)

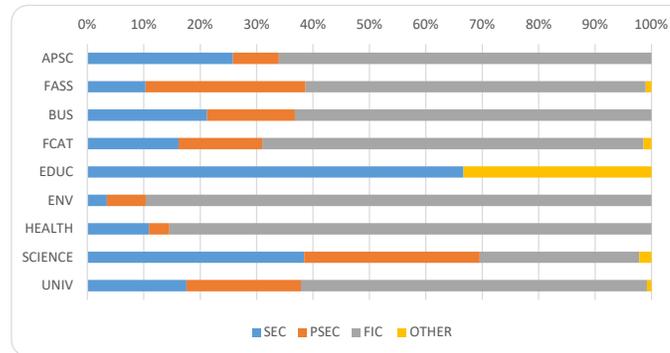
Faculty	FY2122				
	SEC	PSEC	FIC	OTHER	TOTAL
APSC	57	18	146	0	221
FASS	61	168	357	6	592
BUS	49	36	146	0	231
FCAT	23	21	96	2	142
EDUC	2	0	0	1	3
ENV	2	4	52	0	58
HEALTH	6	2	47	0	55
SCIENCE	53	43	39	3	138
UNIV	253	292	883	12	1,440

Program FTEs	
FY2122	Target
APSC	845
FASS	1,850
BUS	815
FCAT	660
EDUC	33
ENV	200
HEALTH	175
SCIENCE	400
TOTAL	4,979

Basis of Admission: SEC= Secondary School, PSEC=Post-Secondary transfers, FIC= Fraser International College transfers & OTHER= All other admission categories

Note: Faculties will have the option to exceed their new international student intake target with students who have attended a secondary school in Canada for a minimum of three years including Grade 12 and have achieved an admission score that exceeds the cut-off admission score for domestic students. Decisions will be made by the Registrar and Executive Director Student Enrolment.

Faculty	FY2122				
	SEC	PSEC	FIC	OTHER	%Fac Total
APSC	26%	8%	66%	0%	15%
FASS	10%	28%	60%	1%	41%
BUS	21%	16%	63%	0%	16%
FCAT	16%	15%	68%	1%	10%
EDUC	67%	0%	0%	33%	0%
ENV	3%	7%	90%	0%	4%
HEALTH	11%	4%	85%	0%	4%
SCIENCE	38%	31%	28%	2%	10%
UNIV	18%	20%	61%	1%	100%



GPA Cutoff for New Student Intakes - 2020-2021

Faculty	Domestic								
	Summer 2020			Fall 2020			Spring 2021		
	BC Secondary School***	Secondary School	Post-Secondary Transfer	BC Secondary School***	Secondary School	Post-Secondary Transfer	BC Secondary School***	Secondary School	Post-Secondary Transfer
APSC									
<i>CMPT</i>	90	90%	3.00	84	84%	2.80	86	86%	2.80
<i>SOSY</i>	90	90%	3.00	84	84%	2.80	84	84%	2.70
<i>ENSC</i>	90	90%	2.80	83	83%	2.70	84	84%	2.70
<i>MSE/SEE#</i>	90	90%	2.80	82	82%	2.70	84	84%	2.70
FASS	78	80%	2.25/2.40**	78	80%	2.25/2.40**	78	80%	2.25/2.40**
BUS	N/A	N/A	2.00*	78 + BBA	83% + BBA	2.00*	78 + BBA	83% + BBA	2.00*
FCAT									
<i>CMNS</i>	78	80%	2.25/2.40**	78	80%	2.25/2.40**	78	80%	2.25/2.50**
<i>SCA</i>	78	80%	2.25/2.40**	78	80%	2.25/2.40**	78	80%	2.25/2.40**
<i>SIAT</i>	80	80%	3.00	80	82%	3.00	80	80%	3.00
EDUC	90	90%	2.80	80	80%	3.00	85	85%	3.50
ENV									
<i>BA/BENV</i>	78	80%	2.25/2.40**	78	80%	2.25/2.40**	78	80%	2.25/2.40**
<i>BSCEN</i>	80	80%	2.25/2.40**	80	80%	2.25/2.40**	80	80%	2.25/2.40**
HSCI									
<i>BA</i>	83	85%	2.60	80	83%	2.60	80	83%	2.60
<i>BSc</i>	84	85%	2.60	80	84%	2.60	80	84%	2.60
SCI	85	85%	2.60	80	84%	2.60	80	84%	2.60

Source: Undergraduate Admissions office

*min 2.00 + GPA on 8 req'd courses

** Univ/College

*** BC Secondary School applicants evaluated using a weighted average of List A & List B courses

SEE uses combination of admission score and supplemental application

GPA Cutoff for New Student Intakes - 2020-2021

Faculty	International								
	Summer 2020			Fall 2020			Spring 2021		
	BC Secondary School***	Secondary School	Post-Secondary Transfer	BC Secondary School***	Secondary School	Post-Secondary Transfer	BC Secondary School***	Secondary School	Post-Secondary Transfer
APSC									
<i>CMPT</i>	95	95%	4.00	90	90%	3.50	90	90%	3.50
<i>SOSY</i>	95	95%	4.00	88	88%	3.50	90	90%	3.50
<i>ENSC</i>	95	95%	4.00	86	86%	3.50	90	90%	3.30
<i>MSE/SEE#</i>	95	95%	4.00	85	85%	3.50	90	90%	3.30
FASS	86	86%	3.20	84	84%	2.80	84	84%	2.90/3.00**
BUS	N/A	N/A	2.00*	78 + BBA	83% + BBA	2.00*	78 + BBA	83% + BBA	2.00*
FCAT									
<i>CMNS</i>	95	95%	4.00	85	85%	2.80	85	85%	3.00
<i>SCA</i>	95	95%	4.00	85	85%	2.80	85	85%	3.00
<i>SIAT</i>	95	95%	4.00	85	85%	3.00	85	85%	3.00
EDUC	95	95%	4.00	85	85%	3.00	90	90%	3.50
ENV									
<i>BA/BENV</i>	86	86%	3.20	84	84%	2.80	84	84%	2.80
<i>BSCEN</i>	86	86%	3.20	84	84%	2.80	84	84%	2.80
HSCI									
<i>BA</i>	95	95%	4.00	84	86%	3.00	84	84%	3.00
<i>BSc</i>	95	95%	4.00	84	86%	3.00	84	84%	3.00
SCI	95	95%	2.90	84	86%	3.00	84	84%	3.00

Source: Undergraduate Admissions office

*min 2.00 + GPA on 8 req'd courses

** Univ/College

*** BC Secondary School applicants evaluated using a weighted average of List A & List B courses



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MEMORANDUM

ATTENTION	Senate	DATE	Feb 17, 2021
FROM	Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic	PAGES	1 of 1
RE:	Long-Range Strategic Enrolment Plan		

Attached to the 2021-2022 enrolment plan from SCEMP is the Long-Range Strategic Enrolment Plan that has been developed over the last couple of years at the request of the Provost and University Executive that is being provided to Senate for information. This plan has been used to provide direction to the institutional 2025-2026 enrolment projections included in the materials submitted by SCEMP. While SCEMPs terms of reference indicate that it is responsible for bringing to Senate the annual enrolment plan, SCEMP has always included forward looking enrolment figures and this plan is intended to better inform those numbers as well as provide further direction to institutional enrollment planning.

I would like to encourage Senators to review the plan, ask questions and provide feedback. Following feedback from Senators the relevant committees will initiate work on prioritizing the goals, identifying the key strategies and tactics to pursue over the next 12-16 months. The Strategic Enrollment Planning Committee will be charged with monitoring progress, adjusting the plan (as needed) and ensuring it is operationalized. It is envisioned that progress and substantive changes will flow to Senate through SCEMP to Senate through a similar process as illustrated in the document.

SFU Long-Range Strategic Enrollment Plan (2021-2026)

Executive Summary

As Canada's leading engaged university, SFU's strategic vision is defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. Our students are central to realizing this strategic vision and the composition of our student body is fundamental to who we are as an institution. Long-range strategic enrollment planning provides a framework of enrollment guidelines, goals, strategies, and tactics that calibrate our enrollments over an extended period.

SFU has introduced a new long-range strategic enrollment planning model that builds on the longstanding work of the undergraduate Strategic Enrollment Management Council and the Senate Committee on Enrollment Management and Planning. The new planning model is steered by the Strategic Enrollment Planning Committee (SEPC), which coordinates the work of three strategic enrollment management committees focused on undergraduate (SEMC-UG), graduate (SEMC-GS), and non-credit (SEMC-NC) studies, with representation from all Faculties, Graduate and Postdoctoral Studies, Lifelong Learning, and the Office of the Registrar and Student Enrollment. The core objective of the new planning model is to broaden previous efforts that were largely focused on undergraduate enrollments. The model also provides a framework for navigating the changing higher education landscape, while adapting to emerging conditions, such as the COVID-19 pandemic.

SEPC has developed a set of guidelines that provide direction to the planning efforts of the three strategic enrollment management committees:

- Anticipate targeted growth in areas consistently in high demand and through new programs aligned with market factors, while maintaining SFU's commitment to broad-based education to develop informed citizens and meet the needs of society.
- Admit a highly qualified and diverse body of students who are likely to be retained and successful.
- Embed equity, diversity, and inclusion principles within enrollment planning.
- Acknowledge the important role that graduate and undergraduate students play in enhancing SFU's research mission, while recognizing that many students enter SFU to seek the enhanced career opportunities afforded to those with advanced degrees.
- Increase the participation and broaden the program registration of Indigenous students.
- Seek to broaden the countries of origin and SFU program destinations of our international student population, diversifying our student body and mitigating the institutional risk of relying on attracting a significant portion of our international students from relatively few countries of origin.
- Recognize that strategically managed growth of our student body plays a critical role in sustaining the fiscal environment needed for SFU to pursue its strategic vision.

These guidelines provide an institution-wide framework for the enrollment goals, strategies, and tactics for undergraduate studies (pages 9-10), graduate studies (pages 11-13) and non-credit studies (pages 14-15), while recognizing that enrollment priorities will vary across academic units.

The resulting long-range strategic enrollment plan outlined in this document focuses on improved student graduation rates and appropriate times to degree completion and features strategic growth in targeted areas; strong support for equity, diversity, and inclusion; and a commitment to reconciliation by attracting and supporting increasing numbers of Indigenous students.

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SFU Long-Range Strategic Enrollment Plan (2021-2026)

I. Introduction

As Canada's leading engaged university, SFU's strategic vision is defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. Our students are central to realizing this strategic vision. Over their academic careers, SFU students gain knowledge and civic understanding through transformative learning experiences; aid and inspire research and knowledge mobilization; and make valuable contributions to local and global communities. The composition of our student body is fundamental to who we are as an institution and has far-reaching implications for our university's planning, operations, and resources.

Long-range strategic enrollment planning supports SFU's strategic vision by providing a framework of enrollment goals and strategies that guide and shape our enrollment management decisions within the context of institutional strategic plans (Academic, Research, Indigenous, International, and Community Engagement plans). This form of long-term planning is designed to calibrate our enrollments over an extended period. Enrollments are determined by a combination of variables: recruitment, admission, and registration of new students; retention of existing students; student credit-loads; and the number of students completing programs. Aligned with the themes and priorities identified in the 2019-2024 Academic Plan, long-range strategic enrollment planning helps chart the direction of these variables and is supported by delivering a welcoming and inclusive student experience and exceptional academic programming that meets diverse student needs.

The purpose of this document is to outline a long-range strategic enrollment plan for SFU by identifying a set of overarching goals for undergraduate, graduate, and non-credit enrollments, along with strategies and tactics for achieving these goals. The enrollment planning process is designed to anticipate trends in the higher education environment and adapt to unexpected events that significantly impact our operations, such as the COVID-19 pandemic.

II. Model and Framework

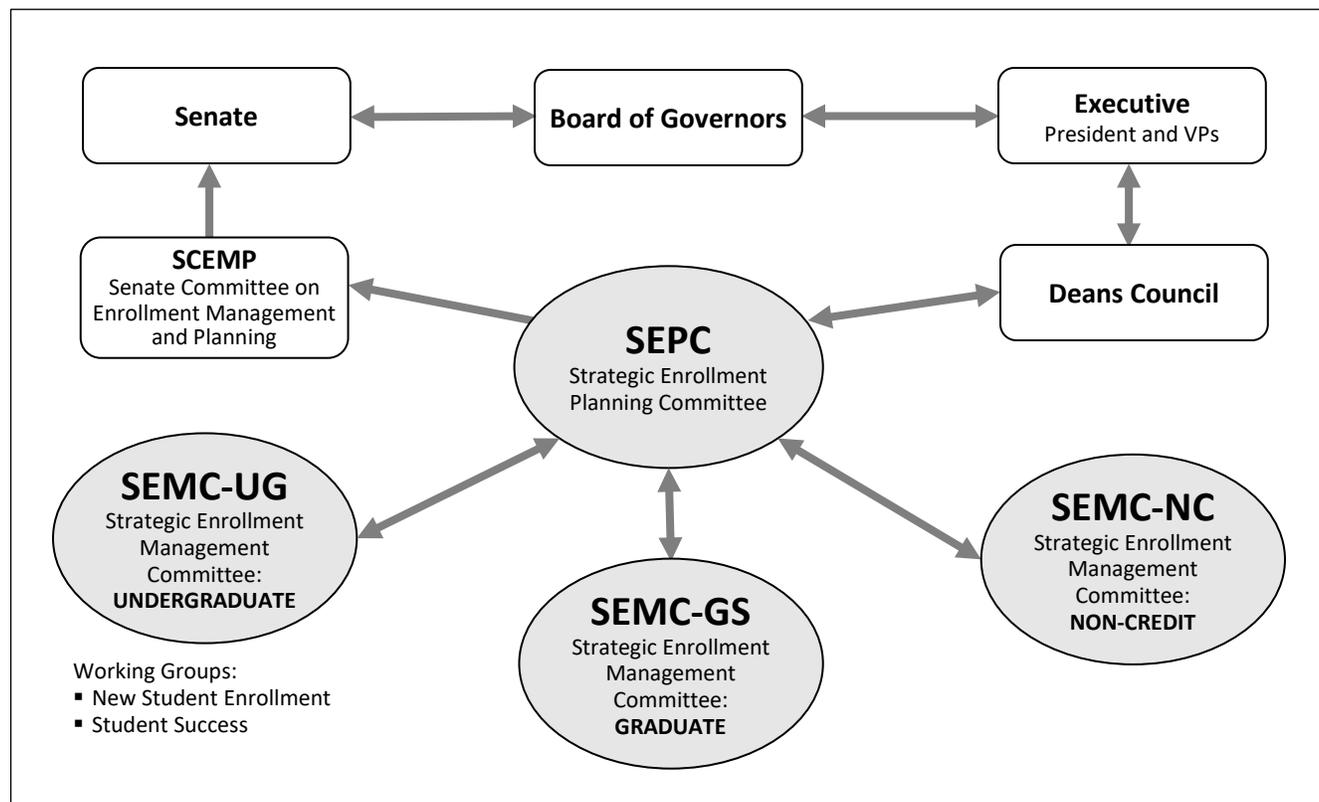
Long-range strategic enrollment planning challenges us to address a range of complex questions:

- What composition of our student body are we striving for over the next decade?
- What is the appropriate number of domestic, international, undergraduate, graduate, or non-credit students?
- What ratios of student enrollments are we seeking: domestic to international, undergraduate to graduate, research-based to professionally oriented, and credit to non-credit?
- What do these numbers or ratios mean in terms of forms of learning, research, and student support?
- How will we adapt our enrollment planning decisions based on changes in curriculum and programs, including new programs that bridge across Faculties?
- How will the Senate Committee on Enrollment Management and Planning (SCEMP) fulfil its mandate to establish annual enrollment plans in relation to the long-range strategic enrollment plan?

- What does the relationship between annual and long-range enrollment planning imply in terms of government funding and tuition revenue?
- How will long-range strategic enrollment plans impact related planning at the institution, including faculty complements, space and physical infrastructure, systems and technology, and support services?

SFU has embarked on a planning process to prepare a long-range strategic enrollment plan that considers these and other complex questions. To facilitate the development of this plan, SFU created the Strategic Enrollment Planning Committee (SEPC) to serve as a steering committee that coordinates the work of three strategic enrollment management committees focused on undergraduate (SEMC-UG), graduate (SEMC-GS), and non-credit (SEMC-NC) studies, with representation from all Faculties, Graduate and Postdoctoral Studies, Lifelong Learning, and the Office of the Registrar and Student Enrollment. This committee model is illustrated below in Figure 1. Terms of reference for these committees are provided on pages 16-19, and the committee chairs and members are listed on pages 20-21. Consultation with the deans and with SFU’s senior executive team is also integral to the planning process. The work of SEPC bridges the annual enrollment work of SCEMP with long-range enrollment planning for Senate and the Board of Governors.

Figure 1. Long-Range Strategic Enrollment Planning Model: Committee Structure and Consultation



The model builds on the longstanding work of SFU’s Strategic Enrollment Management Council (SEMC), which has been primarily aimed at addressing undergraduate enrollment management issues, and the Senate Committee on Enrollment Management and Planning (SCEMP), whose role is to prepare annual enrollment plans. “Strategic Enrollment Management” or “SEM” refers to a comprehensive process that considers a wide range of enrollment practices and outcomes, recognizing these activities as essential components of university strategic planning and assessment. SFU began developing a SEM culture in 2007 and SEMC was formed in 2010 as a sub-committee of SCEMP.

The core objective of the long-range strategic enrollment planning model described above is to broaden previous SEM efforts largely focused on undergraduate enrollments. The more comprehensive model is intended to span undergraduate, graduate, and non-credit enrollments, and support the annual enrollment plans developed by SCEMP within the context of a long-range strategic enrollment plan and multi-year budget. In this way, the long-range strategic enrollment plan serves as a framework for navigating higher education sector trends and changes, while remaining flexible to adapt to emerging conditions.

III. Strategic Enrollment Planning Guidelines

The Strategic Enrollment Planning Committee (SEPC) has developed a set of overarching guidelines that provide direction to the planning efforts of the three strategic enrollment management committees.

Managing enrollments requires consideration of a complex set of practices and variables. SEPC recognizes that the key reason for establishing a long-range strategic enrollment plan is to ensure that critical decisions are made within a framework where policies, practices and resources align to address challenges with all aspects of enrollment management.

Enrollment planning too often merely builds on the previous year's numbers rather than taking a strategic look at the years ahead that may lead to making difficult choices. SEPC recognizes that annual enrollment planning is often dictated by pragmatic considerations whereas long-range strategic enrollment planning allows institutions to be more aspirational in assessing and implementing ways to move enrollments in strategic directions. Substantive disruptions to the norm create opportunities to either examine ways to stay the course or to pivot in new directions. Examples of such disruptions include the current COVID-19 situation or others we have experienced in the past, such as the 2008 global financial crisis.

The overarching strategic enrollment planning guidelines developed by SEPC in alignment with SFU strategic priorities are as follows:

- Anticipate targeted growth in areas consistently in high demand and through new programs aligned with market factors, while maintaining SFU's commitment to broad-based education to develop informed citizens and meet the needs of society.
- Admit a highly qualified and diverse body of students who are likely to be retained and successful.
- Embed equity, diversity, and inclusion principles within enrollment planning.
- Acknowledge the important role that graduate and undergraduate students play in enhancing SFU's research mission, while recognizing that many students enter SFU to seek the enhanced career opportunities afforded to those with advanced degrees.
- Increase the participation and broaden the program registration of Indigenous students.
- Seek to broaden the countries of origin and SFU program destinations of our international student population, diversifying our student body and mitigating the institutional risk of relying on attracting a significant portion of our international students from relatively few countries of origin.
- Recognize that strategically managed growth of our student body plays a critical role in sustaining the fiscal environment needed for SFU to pursue its strategic vision.

On balance, SEPC envisions that SFU enrollment planning will follow these guidelines, while recognizing that the ability of individual academic units to respond to all guidelines will vary across the institution.

IV. Enrollment Landscape

The 2019-2024 Academic Plan recognizes a series of demographic, economic, and labour market trends that have implications for strategic enrollment planning. While a new level of uncertainty overlays these planning efforts due to COVID-19, the following trends are expected to characterize demand and influence enrollment planning over the next several years.

The strength of the SFU brand has enabled us to attract highly qualified students locally, regionally, and internationally, consistently, and successfully. In recent years, we have exceeded the level of government-funded domestic undergraduate and graduate student enrollments and have slowly increased the percentage of international undergraduate student enrollments within our student body, broadening the global educational experience of all students.

However, domestic enrollments are softening in some areas due to changing demographics and increased competition from other post-secondary institutions. This has created a more challenging student recruitment landscape. Transfers from post-secondary institutions are declining, except those through Fraser International College, and there is little anticipated growth in BC's population of 18- to 24-year-olds in the near future aside from isolated pockets such as Surrey and the surrounding region south of the Fraser River.

Through our partnership with Fraser International College, SFU has experienced steady demand from international students. However, SFU faces a challenge common to many post-secondary institutions regarding the risk of relying on the largest segment of international enrollments from a low number of countries of origin (55% from the top two and almost 70% from the top five countries). Uneven distribution of international students across SFU programs and campuses is also of concern and, foremost currently, our ability to offer face-to-face learning due to COVID-19 heightens uncertainties with international enrollments.

At the graduate level, international students make up approximately 30% of our student population and an even larger portion of our graduate research programs. Like many other research-intensive institutions, SFU's graduate student population represents close to 20% of total enrollments, however, our large number of professional graduate students is distinctive when compared to institutions in other provinces. This is attributable in part to the collective agreement for K-12 teachers and the role that advanced credentials play in teacher salary scales. Like the University of Victoria, but unlike many other jurisdictions, SFU's graduate student population is skewed by the large number of professionals in Faculty of Education graduate programs. The number of graduate students in SFU research programs tends to be lower than in other Canadian research-intensive universities. This contributes to a relatively lower number of PhD students at SFU, although these students make up roughly half of our research-based graduate students.

The 2019-2024 Academic Plan regards the economic environment for higher education as one of cautious optimism following a period of stagnant growth and deficit reduction. Increases in governmental investments in universities to facilitate growth remain unlikely, except for potential opportunities for strategic growth in areas that reflect government priorities. SFU is well positioned for growth at the Surrey campus in engineering, health sciences, creative technologies, education, agricultural technology, and life sciences.

Overall demand for post-secondary credentials has been increasing in recent years. Career opportunities that formerly required a high school diploma may now expect an undergraduate degree, and careers that formerly required a bachelor's degree may now seek qualifications at a master's or even doctoral level. There is increasing student interest in interdisciplinary programs in career-related fields, including minors within primary degrees, and diploma or certificate programs that complement primary degrees. Strong sources of demand include professional graduate degrees in applied disciplines and increasing levels of participation by

mature students. The role that micro-credentials may play in this arena as an “upskilling” activity also warrants attention.

Based on this enrollment landscape, our enrollment planning anticipates a decline in traditional domestic student demand and strategic growth through increases in student retention and effective recruitment in under-represented markets. There are opportunities to increase enrollments significantly in professional graduate programs and to introduce new non-credit programs as pathways to undergraduate and graduate studies.

The effect of COVID-19 on enrollment planning clearly highlights the need to have a resilient and adaptable system to manage annual enrollment challenges, as well as the need for flexible approaches to long-range strategic enrollment planning that respond to the changing higher education landscape. While both domestic and international undergraduate enrollments are relatively strong at present, graduate enrollments are being adversely affected by the current conditions, particularly in some specialty programs with premium tuition rates that require access to specialized equipment at SFU. Further, the downstream impact of delivering courses largely through remote formats in response to the pandemic and the potential effects on retention, attrition and future enrollments remains uncertain.

V. Long-Range Enrollment Planning

SFU’s Strategic Enrollment Planning Committee (SEPC) integrates the work of three SEM committees charged with formulating enrollment goals, strategies and tactics that span undergraduate, graduate, and non-credit studies. The enrollment targets developed by these committees are framed by the enrollment guidelines described above, which are designed to enhance the student experience and support SFU’s strategic vision for excellence as a student-centred, research-driven, and community-engaged university.

The SEMC-UG, SEMC-GS and SEMC-NC committees have recommended the institutional enrollment goals outlined on the following pages, which have been considered collectively by SEPC. It is recognized that some goals may be more pertinent and of greater interest to some academic units than others. Several cross-cutting themes are apparent throughout these goals: a focus on strategic growth in targeted areas; strong support for equity, diversity, and inclusion; and a commitment to reconciliation by attracting and supporting increasing numbers of Indigenous students. A focus on improving student graduation rates and times to degree completion also features prominently in the enrollment goals.

Undergraduate Enrollment Goals

Strategic enrollment plans for undergraduate students seek to maintain the overall number of domestic students while growing and diversifying the international student population from all bases of admission over the coming years: applicants living elsewhere in the world, as well as those living in Canada and transferring from colleges and secondary schools. Undergraduate enrollment plans outline specific strategies and tactics to shape the profile of new student enrollments and give focus to enhancing student success and retention.

By 2026, undergraduate student enrollments, policies and practices will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- The graduation rate of students demonstrating timely degree completion within five years will increase by 10% relative to current results. Seven-year graduation rates will also increase by 10%.¹

¹ Refers to relative (as opposed to absolute) increases in graduation rates for the degree completion times noted.

- New domestic undergraduate student enrollments will increase at a rate that parallels growth in government funding. The proportion of students from targeted regions in BC (outside the Metro Vancouver Regional District) will increase by 10% and the proportion from the rest of Canada will increase by 5%.²
- International undergraduate student enrollments will increase from 23% to 25% of total undergraduate enrollments and will reflect a more diverse student body and more varied programs of study, thereby broadening the global educational experience of all students.³
- Indigenous student enrollments will increase by 25% and will reflect more varied programs of study.⁴
- Enrollment policies and practices will be strongly aligned with institutional equity, diversity, and inclusion initiatives to help increase graduation rates of non-traditional and under-represented groups.

See Appendix 1 for recommended strategies and tactics to achieve these goals (pages 9-10).

Graduate Enrollment Goals

Strategic enrollment plans for graduate students anticipate growth across the full suite of graduate credentials: certificate, diploma, masters, and doctoral programs. Graduate student enrollment goals will increase the research capacity of the institution and steadily growing demand for professional programs will synergistically support graduate research students. In these plans, thesis-based programs are defined as those requiring independent research and professional programs are defined as course-based programs in applied fields that typically require completion of a graduating paper or project. All goals place an emphasis on enhancing the student experience of the graduate student population.

By 2026, graduate student enrollments and annual credentials awarded will increase at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- Student enrollments and institutional practices will enable the number of graduate student credentials awarded annually to increase by 2026 as follows:
 - Enrollments in targeted thesis-based masters and doctoral degrees will grow gradually such that the number of graduates will increase on average by 4% per year (approximately 22% in total by 2026) through a further goal of more timely degree completion.
 - The number of students enrolled in professional master's degrees will increase on average by 7% per year starting in 2022/23 (approximately 31% in total by 2026) due to the introduction of new programs and increased enrollments in some existing programs.⁵
 - Annual enrollments in non-thesis-based masters, diploma and certificate programs will remain relatively constant, while the number of annual credentials awarded will increase by approximately 5% by 2026.⁶

² Builds on 2019/20 levels of new undergraduate enrollments from outside the Metro Vancouver Regional District (~440 students) and from the rest of Canada (~240 students). Data is based on the region of previous institution students attended. (Source: IRP SEM Pivot Tables)

³ Represents an increase in international undergraduate students from ~5,100 PFTEs in 2020/21 to ~5,500 projected PFTEs by 2025/26, net of co-op students in both cases. (Source: 2020/21 SFU Enrollment Plan)

⁴ Builds on Indigenous undergraduate enrollments of ~560 in 2019/20. (Source: IRP Indigenous Student Fact Sheet)

⁵ Builds on professional master's degree enrollments of ~1,400 in 2020/21, excluding Master of Digital Media. (Source: IRP Enrollment Portal)

⁶ Builds on non-thesis-based masters, diploma, and certificate credentials awarded of ~530/year in 2019/20, excluding professional master's degrees tracked separately. (Source: IRP Graduate Retention Database)

- The number of Indigenous students enrolled in graduate programs will increase by 5% per year.⁷
- The number of international graduate students will reflect a relative balance by country of origin (with no one country of origin representing more than 20% of students), thereby broadening the global educational experience of all students.⁸
- Participation of traditionally under-represented groups will increase, including equity-deserving individuals, older and returning students, as well as socio-economic groups not typically well represented in graduate education.
- Recognizing that matters related to equity and academic disciplines impact degree completion times, we expect the proportion of thesis-based master's students completing degrees in two years or less will increase from 30% to 50% on an annual basis by year 5 of this plan, and the proportion of doctoral students completing in five years or less will increase from 34% to 50% on an annual basis by year 5 of this plan.⁹

See Appendix 2 for recommended strategies and tactics to achieve these goals (pages 11-13).

Non-Credit Enrollment Goals

Non-credit enrollment goals focus on introducing new pathways from non-credit to undergraduate studies, and new bridges between non-credit and graduate studies. These expansion plans will require careful market analysis to inform strategic program development as an important driver of student demand for lifelong learning. The goals also imply a need for additional resources to coordinate increased non-credit activity across the institution in a cohesive fashion and to support effective program delivery.

By 2026, the number of learners from a broad spectrum of audiences participating in non-credit studies will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- Return to pre-pandemic overall enrollment levels by the 2022/23 academic year.
- Increase enrollment levels on a university-wide basis with specific focus on the following target populations:
 - Students enrolled in career-related non-credit studies.
 - Students participating in non-credit studies as a bridge to undergraduate and/or graduate programs.
 - Students concurrently enrolled in non-credit studies and for-credit studies/degree programs.

See Appendix 3 for recommended strategies and tactics to achieve these goals (pages 14-15).

⁷ Builds on Indigenous student graduate program enrollments of ~220 students in 2019/20. (Source: IRP Indigenous Student Fact Sheet)

⁸ In 2019/20, one country of origin somewhat exceeded 20% of total international graduate students and two others fell in the range of 15% to 20% of total international graduate students. (Source: IRP Enrollment Portal)

⁹ For master's students who graduated in 2019/20, the proportion who had completed within two years was ~30%. For doctoral students who graduated in 2019/20, the proportion who had completed within five years was ~34%. (Source: IRP Graduate Retention Database)

VI. Next Steps

At this inaugural phase of SFU's long-range strategic enrollment planning, our focus has been on establishing institutional enrollment targets through a planning process in the context of enrollment guidelines and higher education trends, as well as planning variables emerging in response to COVID-19.

In the next phase of development, the three strategic enrollment management committees will focus on setting priorities among the recommended SEM strategies and tactics, as well as developing operational plans to achieve these priorities. SEPC and SEM committees will closely monitor progress towards enrollment targets, adjusting goals, strategies, and tactics as appropriate, and developing more nuanced objectives and operational plans for future years.

Appendix 1. Undergraduate Enrollment Goals, Strategies, and Tactics

Undergraduate Enrollment Goals

By 2026, undergraduate student enrollments, policies and practices will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- The graduation rate of students demonstrating timely degree completion within five years will increase by 10% relative to current results. Seven-year graduation rates will also increase by 10%.¹⁰
- New domestic undergraduate student enrollments will increase at a rate that parallels growth in government funding. The proportion of students from targeted regions in BC (outside the Metro Vancouver Regional District) will increase by 10% and the proportion from the rest of Canada will increase by 5%.¹¹
- International undergraduate student enrollments will increase from 23% to 25% of total undergraduate enrollments and will reflect a more diverse student body and more varied programs of study, thereby broadening the global educational experience of all students.¹²
- Indigenous student enrollments will increase by 25% and will reflect more varied programs of study.¹³
- Enrollment policies and practices will be strongly aligned with institutional equity, diversity, and inclusion initiatives to help increase graduation rates of non-traditional and under-represented groups.

Strategies and Tactics:

1. Strategy: Review practices that impact timely degree completion.

Tactic: Minimize barriers to degree progression by simplifying curriculum, increasing options for students to complete required courses, and building on delivery methods afforded by adapting to remote learning.

Tactic: Ensure advising practices encourage students to take close to or full courses loads (12 to 15 credits per semester or 24 to 30 credits per year).

Tactic: Adjust policies to allow for “stacking” credentials and creating micro-credentials (including transferability of micro-credentials from non-credit to credit), as well as embedded as opposed to additive credit for co-operative education.

Tactic: Develop career-related competencies by integrating experiential learning and career development into the curriculum, building on existing offerings provided by Executive Education and Lifelong Learning.

2. Strategy: Enhance recruitment strategies for transfer and secondary school students.

Tactic: Maintain domestic transfer student enrollments each year through partnerships, direct admission, and focused recruitment in BC, Alberta, and Ontario high school catchments that have growing numbers of university bound students.

Tactic: Develop recruitment outreach strategies that increase yield (conversion of admission offers to registrations) and reduce melt (students who accept but fail to follow through on admission offers).

¹⁰ Refers to relative (as opposed to absolute) increases in graduation rates for the degree completion times noted.

¹¹ Builds on 2019/20 levels of new undergraduate enrollments from outside the Metro Vancouver Regional District (~440 students) and from the rest of Canada (~240 students). Data is based on the region of previous institution students attended. (Source: IRP SEM Pivot Tables)

¹² Represents an increase in international undergraduate students from ~5,100 PFTEs in 2020/21 to ~5,500 projected PFTEs by 2025/26, net of co-op students in both cases. (Source: 2020/21 SFU Enrollment Plan)

¹³ Builds on Indigenous undergraduate enrollments of ~560 in 2019/20. (Source: IRP Indigenous Student Fact Sheet)

Tactic: Increase or shift resources to provide financial support for non-traditional and under-represented student groups, including new Canadians, first-generation students, and adult learners.

Tactic: Review admission policies and practices to diversify the countries of origin and SFU program destinations of international students, including disaggregation of student admission policies to differentiate between international student bases of admission.

Tactic: Align recruitment plans with existing international activities of Faculties, including research, exchanges, and study-abroad programs. Consider new conditional admission pathways with successful completion of English language training.

Tactic: Collaborate with Fraser International College to align recruitment plans and enrollment goals, and develop recruitment strategies focused on emerging markets under-represented in our student body.

3. Strategy: Develop and implement a recruitment, admission, and transition plan for Indigenous students.

Tactic: Create a warm, welcoming, and respectful learning environment and sense of place that acknowledges different ways of knowing and values Indigenous knowledge.

Tactic: Build on recommendations from the Walk This Path With Us (SFU Aboriginal Reconciliation Council (ARC)) report and the Looking Forward ... Indigenous Pathways To and Through Simon Fraser University report, and recognize recruitment as an act of reconciliation, with SFU supporting Indigenous communities on their path to self-determination through education.

4. Strategy: Enhance prospective and current student communication strategies.

Tactic: Build students' sense of institutional belonging by reinforcing the university's values, goals, and brand, in communications and in physical spaces on campus.

Tactic: Transform the digital student experience to better meet the service expectations of students accustomed to a technology-enabled world. Address the role technology can play in advising through academic advising practices, policies, and systems.

Tactic: Implement technologies that help create student networks and communities, and encourage student participation in engagement activities through personalized, targeted, and timely communications and advising that begin at the point of application.

5. Strategy: Deliver inclusive, student-centered support.

Tactic: Focus on closing equity gaps and practices that support inclusion while eliminating administrative and physical barriers for under-represented student populations.

Tactic: Expand initiatives intended to support student mental health and well-being, and improve student access to housing and other needs, such as food security.

Tactic: Undertake a review of institutional transition and welcome programming and events for all students and reimagine future programming.

Tactic: Monitor and proactively intervene with students potentially at academic risk by collecting early alert signs from the university community and providing appropriate supports.

Appendix 2. Graduate Enrollment Goals, Strategies, and Tactics

Graduate Enrollment Goals

By 2026, graduate student enrollments and annual credentials awarded will increase at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- Student enrollments and institutional practices will enable the number of graduate student credentials awarded annually to increase by 2026 as follows:
 - Enrollments in targeted thesis-based masters and doctoral degrees will grow gradually such that the number of graduates will increase on average by 4% per year (approximately 22% in total by 2026) through a further goal of more timely degree completion.
 - The number of students enrolled in professional master’s degrees will increase on average by 7% per year starting in 2022/23 (approximately 31% in total by 2026) due to the introduction of new programs and increased enrollments in some existing programs.¹⁴
 - Annual enrollments in non-thesis-based masters, diploma and certificate programs will remain relatively constant, while the number of annual credentials awarded will increase by approximately 5% by 2025/26.¹⁵
- The number of Indigenous students enrolled in graduate programs will increase by 5% per year.¹⁶
- The number of international graduate students will reflect a relative balance by country of origin (with no one country of origin representing more than 20% of students), thereby broadening the global educational experience of all students.¹⁷
- Participation of traditionally under-represented groups will increase, including equity-deserving individuals, older and returning students, as well as socio-economic groups not typically well represented in graduate education.
- Recognizing that matters related to equity and academic disciplines impact degree completion times, we expect the proportion of thesis-based master’s students completing degrees in two years or less will increase from 30% to 50% on an annual basis by year 5 of this plan, and the proportion of doctoral students completing in five years or less will increase from 34% to 50% on an annual basis by year 5 of this plan.¹⁸

¹⁴ Builds on professional master’s degree enrollments of ~1,400 in 2020/21, excluding Master of Digital Media. (Source: IRP Enrollment Portal)

¹⁵ Builds on non-thesis-based masters, diploma, and certificate credentials awarded of ~530/year in 2019/20, excluding professional master’s degrees tracked separately. (Source: IRP Graduate Retention Database)

¹⁶ Builds on Indigenous student graduate program enrollments of ~220 students in 2019/20. (Source: IRP Indigenous Student Fact Sheet)

¹⁷ In 2019/20, one country of origin somewhat exceeded 20% of total international graduate students and two others fell in the range of 15% to 20% of total international graduate students. (Source: IRP Enrollment Portal)

¹⁸ For master’s students who graduated in 2019/20, the proportion who had completed within two years was ~30%. For doctoral students who graduated in 2019/20, the proportion who had completed within five years was ~34%. (Source: IRP Graduate Retention Database)

Strategies and Tactics

1. Strategy: Align institutional policies and practices to maximize the research impact of our graduate students and enhance the research profile of the university.

Tactic: Ensure enrollments in research-intensive programs align with graduate student demand, capacity for effective student supervision, research needs of academic disciplines, and university resources.

Tactic: Provide specific training to graduate students on knowledge creation and dissemination.

Tactic: Invest in university research infrastructure and other supports that increase research productivity.

Tactic: Advance policies that promote fairness in the application of tuition fees across research degrees.

2. Strategy: Work across Faculties and Graduate and Postdoctoral Studies to design a comprehensive recruitment plan that supports our academic vision, research strengths, and Faculty goals.

Tactic: Ensure inclusive recruitment plans and admission processes are in place that align with graduate student demand and institutional strengths, and serve to attract and support students from traditionally under-represented groups.

Tactic: Promote graduate student successes, unique student research, faculty member and student synergies, and the culture of research at SFU.

Tactic: Address administrative barriers of all forms that prevent students from gaining early or direct entry into doctoral programs.

Tactic: Work across all Faculties and administrative units to develop a comprehensive plan for enhancing financial support for research-intensive graduate students, including exploring how professional programs can provide financial support for research students.

Tactic: Use technology and social media, in partnership with Faculties, to develop recruitment strategies that better target prospective students.

Tactic: Work with SFU Advancement and Alumni Relations to build greater graduate student support, community, and legacy.

3. Strategy: Ensure our academic programs, policies and regulations enable timely degree completion while recognizing disciplinary differences and personal circumstances of students.

Tactic: Audit and improve policies that inhibit timely degree completion.

Tactic: Create a supportive environment for timely degree completion, including effective student supervision, mentoring, counselling, financial support, and cultural awareness.

Tactic: Develop alternative program exit opportunities for students in masters and doctoral programs who are not anticipated to complete their degrees.

Tactic: Develop and facilitate the use of online and blended course delivery, as well as varied and flexible scheduling, where it is effective to do so.

Tactic: Review student workload expectations, identifying clear expectations for progress.

4. Strategy: Open the institution to welcome and support Indigenous graduate students and research more broadly.

Tactic: Create graduate education policies and processes to provide greater recognition, access and support for Indigenous experience, knowledge, and research. Align opportunities for existing policies to be known by the external community.

Tactic: Expand funding opportunities designed to recognize and evaluate Indigenous graduate students holistically (e.g., needs based funding; research grants to support travel and other research-related costs in Indigenous communities).

Tactic: Work with Indigenous faculty, staff and students to develop and sustain programs that align with the goals and interests of Indigenous communities. Support the creation of Indigenous graduate courses that enhance interdisciplinary learning at graduate level.

Tactic: Develop cohesive and integrated support for Indigenous graduate students across Student Services, Faculties, the Office of Research Ethics, and Human Resources.

Tactic: Develop a recruitment and support program to build a path for SFU Indigenous undergraduate students into graduate programs (e.g., building on the Aboriginal Transitions: Undergraduate to Graduate project).

Tactic: Develop a supervision support system (e.g., training, mentoring) to enhance supervision of Indigenous research by faculty members across the university. Continue support and network opportunities for Supporting Aboriginal Graduate Enhancement (SAGE) events and workshops to support Indigenous student persistence in graduate programs.

Tactic: Collaborate across Faculties to create policies and funding resources that support Indigenous knowledge holders to serve as committee members (e.g., honoraria fund; cultural protocol fund).

5. Strategy: Align new and existing academic programs with graduate student demand and research, and with industry and societal priorities.

Tactic: Develop wider opportunities for stacking and laddering graduate student credentials of all forms.

Tactic: Respond to trends in graduate education and qualifications sought by industry and aligned with government priorities to prepare graduate students for diverse career opportunities.

Tactic: Increase interdisciplinary offerings in response to graduate student demand, faculty research needs, and career skills in demand.

Appendix 3: Non-Credit Enrollment Goals, Strategies and Tactics

Non-Credit Enrollment Goals

By 2026, the number of learners from a broad spectrum of audiences participating in non-credit studies will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- Return to pre-pandemic overall enrollment levels by the 2022/23 academic year.
- Increase enrollment levels on a university-wide basis with specific focus on the following target populations:
 - Students enrolled in career-related non-credit studies.
 - Students participating in non-credit studies as a bridge to undergraduate and/or graduate programs.
 - Students concurrently enrolled in non-credit studies and for-credit studies/degree programs.

Strategies and Tactics

- 1. Strategy: In alignment with the 2019-2024 Academic Plan, optimize the number of non-credit programs that hone career-related skills in fields that reflect SFU strengths and strong market demand.**

Tactic: Conduct a market analysis of student demand for non-credit studies across the lifespan (new and recently graduated students, prospective undergraduate and graduate students, and mid-career and later-career professionals).

Tactic: Identify the most effective home-base locations for non-credit programs at the university.

Tactic: Identify collaborative planning and communication needs.

- 2. Strategy: Provide opportunities for interested academic units to develop new programs and bases of admission that support non-credit enrollment goals.**

Tactic: Assess internal capacity for non-credit course/program development and augment as needed.

Tactic: Expand opportunities for students to attend credit courses on a non-credit basis.

Tactic: Identify models of articulating non-credit achievement as a basis of admission.

Tactic: Develop effective mechanisms for assessing non-credit course equivalencies for meeting credit course requirements.

Tactic: Introduce pathways for students to move from non-credit studies to undergraduate and/or graduate degrees.

- 3. Strategy: Develop a comprehensive recruitment plan in support of non-credit enrollment goals.**

Tactic: Promote non-credit studies to currently enrolled students, alumni, community, and industry.

Tactic: Assess internal capacity for non-credit recruitment and marketing and augment as needed.

Tactic: Analyze the most effective approaches to recruitment by student type: new graduates, mid-career professionals, domestic, international, etc.

4. Strategy: Review university policies and practices to optimize the effective development and delivery of non-credit studies.

Tactic: Explore opportunities across academic units for co-delivery of credit offerings as non-credit studies.

Tactic: Formalize mechanisms to avoid duplication of effort and thematic overlap across content areas.

Tactic: Develop a shared services model for use by interested academic units that lack infrastructure tailored to delivery of non-credit courses and programs.

Tactic: Work with SFU Advancement to identify funding opportunities to support non-credit learners.

Tactic: Pursue student loan eligibility for non-credit students and assess student advising needs.

Tactic: Investigate the feasibility of broadening the mandate of central student service operations to support non-credit students, such as advising, financial aid, and career services.

Appendix 4: Committee Terms of Reference

Strategic Enrollment Planning Committee

The Strategic Enrollment Planning Committee (SEPC) is an administrative body that reports to the Vice-President, Academic and Provost, and through that position to the Dean's Council and the SFU Executive.

As appropriate, reports and recommendations from SEPC will be forwarded to the University Senate and/or Board of Governors.

SEPC is responsible for developing an enrollment plan (EP) looking five years out that aligns with and supports the goals and priorities of the 2019-2024 Academic Plan. This long-term enrollment plan will guide annual enrollment plan submissions to the Senate Committee on Enrollment Management and Planning (SCEMP). SEPC is tasked to develop an EP that: identifies the mix of students (e.g., ratio of graduate to undergraduate to non-credit, ratio of domestic to international, etc.) while placing academic quality, excellence and rigour front and centre; addresses relevant Calls to Action in SFU's Aboriginal Reconciliation Council (ARC) Report; addresses equity, diversity, and inclusion goals; pays attention to student outcomes (retention and timely completion); gives consideration to Co-op, Work, Service and Community Integrated Learning, as well as international learning experiences, and our physical infrastructure capacity and staffing.

When developing the EP, SEPC is tasked to pay close attention to:

- SFU's Vision/Mission as well as its underlying strategic plans (notably the Academic Plan including the Faculties' and support units' underlying plans and the Faculties' three-year hiring plans, as well as the Research, Indigenous, International, and Community Engagement plans).
- Historical and anticipated demographic and enrollment trends at SFU, as well as provincially, nationally and internationally.
- Current and future anticipated job markets.
- Budgetary realities.
- Input from the university's internal and external communities on enrollment goals and strategies.
- Reports from relevant sub-committees (including strategic enrollment management committees focused on undergraduate (SEMC-UG), graduate (SEMC-GS) and non-credit (SEMC-NC) studies, among others).
- Risk mitigation.
- SCEMP's annual enrollment plan.

SEPC is charged with promoting policies, procedures and practices that facilitate achieving the long-term enrollment plan with primary focus on quality learning opportunities and the student experience, and reviewing new strategies designed to achieve enrollment objectives and identifying the resources required to achieve these objectives.

SEPC will meet annually to monitor progress and ensure that the annual targets developed by SEMC-UG, SEMC-GS and SEMC-NC support the long-term enrollment plan. SEPC will monitor the annual enrollment plan of SCEMP to ensure alignment with the long-term enrollment plan. SEPC will perform a significant re-confirmation or revision of the EP mid-cycle of the Academic Plan (2021/22) should opportunities arise for unexpected growth and should be prepared to develop a new EP in 2024 as part of the preparation of the 2025-2029 Academic Plan. SEPC will develop its EP after ongoing substantial consultation via Deans Council.

Membership

- Vice-Provost and Associate Vice-President, Academic (Chair)
- Vice-Provost and Associate Vice-President, Students and International
- Dean and Associate Provost, Graduate and Postdoctoral Studies
- Dean, Lifelong Learning
- Faculty Dean Representative

SEPC may establish ad-hoc sub-committees to address issues (e.g., pathways and transfer strategies, Indigenous student recruitment, international student recruitment, equity, diversity, and inclusion goals, student outcomes and successes, and innovative degree structures). Sub-committees will include membership proposed by SEPC and approved by the Vice-President, Academic and Provost.

Strategic Enrollment Management Committee: Undergraduate Studies

Background

SFU began developing a culture of Strategic Enrollment Management (SEM) by holding two “SEM Summit” events (Spring 2007, Fall 2008), and one “SEM Launch” event (October 2009). In response to a recommendation contained in the SEM Planning Committee’s report (June 2010), the Vice-Provost and Associate Vice-President, Academic and the Vice-Provost and Associate Vice-President, Students and International proposed the creation of a SEM Council (SEMC)¹⁹ as a sub-committee of the Senate Committee on Enrollment Management and Planning (SCEMP). This proposal was supported by the Vice-President, Academic and approved at SCEMP’s meeting in November 2010.

Composition

SEMC will be co-chaired by the Vice-Provost and Associate Vice-President, Academic and the Vice-Provost and Associate Vice-President, Students and International. SEMC will be comprised of the following representatives:

- Dean or designate from each Faculty (8)
- Dean and Associate Provost, Graduate and Postdoctoral Studies or designate (1)
- Registrar (1)
- Executive Director of Student Affairs (1)
- Executive Directors of the Vancouver and Surrey campuses (2)
- Director of Institutional Research and Planning (1)

SEMC will work collaboratively with and receive administrative support from Student Services.

Terms of Reference

- SEMC will report directly to the Chair of SCEMP through its co-chairs. It will receive information from, and provide feedback to, the Enrollment Management Coordinating Committee (EMCC).
- SEMC will focus on issues pertaining to university-wide, as well as Faculty-level, undergraduate enrollment management and planning. Its main roles will be to coordinate and integrate SEM activities across the university, and evaluate sources of data and information that can be used to inform and guide SEM practice.

¹⁹ The Strategic Enrollment Management Council (SEMC) is referred to as the Strategic Enrollment Management Committee: Undergraduate Studies (SEMC-UG) in the context of the Long-Range Strategic Enrollment Plan.

SEMC will be a forum for the development of policy recommendations and best practices in support of SFU's SEM goals. It will have two main responsibilities:

- a) developing and implementing a SEM plan for SFU, and
- b) drafting recommendations on SEM-related policies and procedures for consideration by SCEMP.

Meetings

SEMC will meet bi-monthly or as needed. Members may send an alternate should they be unable to attend.

Strategic Enrollment Management Committee: Graduate Studies

The Strategic Enrollment Management Committee: Graduate Studies (SEMC-GS) reports to the Senate Committee on Enrollment Management and Planning (SCEMP) through its co-chairs and receives information from, and provides feedback to, Faculties and Graduate Programs. It focuses on issues pertaining to university-wide, as well as Faculty-level, graduate enrollment management and planning. Its main role is to prepare the annual Graduate enrollment plan for consideration of SCEMP. Another role is to coordinate and integrate SEM activities across the university through an evaluation of data sources and information that can be used to inform and guide Graduate SEM practices. SEMC-GS is a forum for the development of policy recommendations and best practices in support of SFU's SEM goals. SEMC-GS may draft recommendations on SEM-related policies and procedures for consideration of SCEMP.

Principles

- SEM is a comprehensive process that intentionally embeds institutional enrollment, retention and completion goals into the university's strategic planning, assessment and reporting.
- We commit to recruiting, enrolling, and supporting 'best-fit' students who have the potential to complete their programs successfully at SFU in a timely fashion.
- SEM is a shared responsibility of every Faculty and unit at our institution.
- We will critically, strategically and regularly review and modify our practices in order to achieve our institution's SEM goals.
- We will identify and support under-represented populations in alignment with our university's strategic priorities.
- We commit to providing regular, ongoing professional development support to SEMC-GS members to ensure appropriate knowledge in the field.
- A SEMC member's role is as both a representative of their area and the overall institutional enrollment needs.

Composition

SEMC-GS will be chaired by the Vice-Provost and Associate Vice-President, Academic and the Dean and Associate Provost, Graduate and Postdoctoral Studies. SEMC-GS will have the following representatives:

- Associate Dean responsible for Graduate Studies in each Faculty (8).
- Associate Director, Graduate Admissions, Records and Registration.
- Associate Registrar, Undergraduate Student Recruitment and Admissions (SEMC-UG liaison).

SEMC-GS will work with and receive administrative support from the Office of Graduate Studies.

Strategic Enrollment Management Committee: Non-Credit Studies

The Strategic Enrollment Management Committee: Non-Credit Studies (SEMC-NC) reports through its co-chairs and receives information from, and provides feedback to, the Strategic Enrollment Planning Committee (SEPC). It focuses on issues pertaining to university-wide non-credit enrollment management and planning. Its main role is to support SEPC's mandate to coordinate and integrate SEM activities across the university. SEMC-NC is responsible for evaluating data sources and information that can be used to inform and guide non-credit programming. SEMC-NC is a forum for the development of policy recommendations and best practices in support of SFU's SEM goals. SEMC-NC may draft recommendations on SEM-related policies and procedures for consideration of SEPC.

Principles

- SEM is a comprehensive process that intentionally embeds institutional enrollment, retention and completion goals into the university's strategic planning, assessment and reporting.
- We commit to recognizing that students are partners in learning, discovery and community engagement.
- SEM is a shared responsibility of every Faculty and unit at our institution.
- We will critically, strategically and regularly review and modify our practices in order to achieve our institution's SEM goals.
- We serve adult learners in non-credit programs.
- We commit to providing regular, ongoing professional development support to SEMC-NC members to ensure appropriate knowledge in the field.
- A SEMC-NC member's role is as both a representative of their area and the overall institutional enrollment needs.

Composition

SEMC-NC will be chaired by the Vice-Provost and Associate Vice-President, Academic and the Dean of Lifelong Learning. SEMC-NC will have the following representatives:

- Associate Dean (or designate) responsible for non-credit programming in each Faculty (8).
- Director, Strategic Projects and Analysis, Office of the Vice-President, Academic.
- Manager, Enrollment Services, Lifelong Learning.

SEMC-NC will work with and receive administrative support from the Office of Vice-President, Academic.

Appendix 5: Committee Membership

Strategic Enrollment Planning Committee (SEPC)

Reports to the Vice-President, Academic and Provost (and through this role to the Dean's Council and the SFU Executive). Focuses on integrated, multi-year strategic enrollment planning on a university-wide basis.

- [Chair] Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic
- Julia Denholm, Dean, Lifelong Learning
- Jeff Derksen, Dean and Associate Provost, Graduate and Postdoctoral Studies
- Paul Kench, Dean, Faculty of Science
- Rummana Khan Hemani, Vice-Provost and Associate Vice-President, Students and International
- Kathryn Verkerk, University Registrar and Executive Director, Student Enrollment *pro tem*
- Mary Holmes, Director, Strategic Projects and Analysis, Office of the VP Academic

Strategic Enrollment Management Committee – Undergraduate Studies (SEMC-UG)

Reports to the Senate Committee on Enrollment Management and Planning (SCEMP). Focuses on planning and policy development pertaining to undergraduate strategic enrollment management. Prepares annual undergraduate enrollment plans for consideration by SCEMP.

- [Co-Chair] Rummana Khan Hemani, Vice-Provost and Associate Vice-President, Students and International
- [Co-Chair] Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic
- Nicole Berry, Associate Dean, Education, Faculty of Health Sciences
- Liny Chan, Associate Director, Institutional Research and Planning
- Leanne Dalton, Senior Director, Student Success and Strategic Support
- Natalia Gajdamaschko, Associate Dean, Academic and Faculty Development, Faculty of Education
- Peter Hall, Associate Dean, Strategic Academic Planning, Enrollment and Budget, Faculty of Arts and Social Sciences
- David Hik, Associate Dean, Academic, Faculty of Science
- Paul Kingsbury, Associate Dean, Undergraduate, Faculty of Environment
- Tracy Mason-Innes, Executive Director, Student Affairs
- Catherine Murray, Associate Dean, Undergraduate, Faculty of Arts and Social Sciences
- Zareen Naqvi, Director, Institutional Research and Planning
- Philippe Pasquier, Associate Dean, Academic, Faculty of Communication, Art and Technology
- Peter Tingling, Associate Dean, Undergraduate Programs, Beedie School of Business
- Kathryn Verkerk, University Registrar and Executive Director, Student Enrollment *pro tem*
- Mary Holmes, Director, Strategic Projects and Analysis, Office of the VP Academic

New Student Enrollment Working Group

- [Co-Chair] David Hik, Associate Dean, Academic, Faculty of Science
- [Co-Chair] Kathryn Verkerk, University Registrar and Executive Director, Student Enrollment *pro tem*
- Jan Castro, Student Affairs Officer, Faculty of Applied Sciences
- Bettina Cenerelli, Director, Strategic Academic Planning and Student Affairs, Faculty of Arts and Social Sciences
- Donna Dove, Associate Director, Recruitment and Strategic Enrollment Management, Faculty of Environment
- Brad Mladenovic, Manager, Undergraduate Programs, Faculty of Health Sciences

Additional input from:

- Marcia Guno, Director, Indigenous Student Centre, Student Services

Student Success Working Group

- [Co-Chair] Paul Kingsbury, Associate Dean, Undergraduate, Faculty of Environment
- [Co-Chair] Leanne Dalton, Senior Director, Student Success and Strategic Support
- Tony Botelho, Director, Career and Volunteer Services, Student Services
- Bettina Cenerelli, Director, Strategic Academic Planning and Student Affairs, Faculty of Arts and Social Sciences
- Angelica Kang, Student Affairs Officer, Faculty of Applied Sciences
- Donna McGee-Thompson, Head, Student Learning Commons
- Sean McKenna, Director, Business Analysis and Assessment, Student Services
- Tracey Mason-Innes, Executive Director, Student Affairs
- Annette Santos, Director, Student Engagement and Retention, Student Services
- Colleen Stevenson, Associate Director, Undergraduate Programs, Beedie School of Business

Additional input from:

- Albert Fung, Employer Relations and Campus Recruitment Manager, Career and Volunteer Services, Student Services
- Marcia Guno, Director, Indigenous Student Centre, Student Services
- Steve Weldon, Associate Professor and Strategic Enrollment Advisor, Faculty of Arts and Social Sciences
- Tracy Yiu, Associate Director, Strategic Enrollment, Beedie School of Business

Strategic Enrollment Management Committee – Graduate Studies (SEMC-GS)

Reports to the Senate Committee on Enrollment Management and Planning (SCEMP). Focuses on planning and policy development pertaining to graduate strategic enrollment management. Prepares annual graduate enrollment plans for consideration by SCEMP.

- [Co-Chair] Jeff Derksen, Dean and Associate Provost, Graduate and Postdoctoral Studies
- [Co-Chair] Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic
- Nicole Berry, Associate Dean, Education, Faculty of Health Sciences
- Deena Coburn, Director of Administration, Graduate and Postdoctoral Studies
- Zoë Druick, Associate Dean, Academic, Graduate and Postdoctoral Studies
- Carolyn Egri, Associate Dean, Research and International and Acting Associate Dean, Graduate Programs, Beedie School of Business
- Andrew Gemino, Associate Dean, Graduate Programs, Beedie School of Business
- Krista Gerlich-Fitzgerald, Associate Director, Graduate Admissions, Records and Registration, Graduate and Postdoctoral Studies
- Peter Hall, Associate Dean, Strategic Academic Planning, Enrollment and Budget, Faculty of Arts and Social Sciences
- Lucy Le Mare, Associate Dean, Graduate Studies in Education, Faculty of Education
- Roxanne Panchasi, Associate Dean, Academic, Graduate and Postdoctoral Studies
- Philippe Pasquier, Associate Dean, Academic, Faculty of Communication, Art and Technology
- Parvaneh Saeedi, Associate Dean, Research and Graduate Studies, Faculty of Applied Science
- Michael Silverman, Associate Dean, Research and Graduate Studies, Faculty of Science
- Kathryn Verkerk, University Registrar and Executive Director, Student Enrollment *pro tem*
- Dongya Yang, Associate Dean, Graduate and Research, Faculty of Environment
- Mary Holmes, Director, Strategic Projects and Analysis, Office of the VP Academic

Additional input from:

- Michelle Pidgeon, Associate Dean, Indigeneity, Faculty of Education
- Deanna Reder, Associate Professor and Department Chair, Indigenous Studies, Faculty of Arts and Social Sciences

Strategic Enrollment Management Committee – Non-Credit Studies (SEMC-NC)

Reports to the Strategic Enrollment Planning Committee (SEPC). Focuses on planning and policy development pertaining to non-credit strategic enrollment management. Prepares annual non-credit enrollment plans for consideration by SEPC.

- [Co-Chair] Julia Denholm, Dean, Lifelong Learning
- [Co-Chair] Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic
- Jennifer Beale, Director, Executive Education
- Pat Graca, Manager, Enrollment Services, Lifelong Learning
- Peter Hall, Associate Dean, Strategic Academic Planning, Enrollment and Budget, Faculty of Arts and Social Sciences
- David Hik, Associate Dean, Academic, Faculty of Science
- Paul Kingsbury, Associate Dean, Undergraduate, Faculty of Environment
- Philippe Pasquier, Associate Dean, Academic, Faculty of Communication, Art, and Technology
- Catherine Price, Director, Office of International Education, Faculty of Education
- Parvaneh Saeedi, Associate Dean, Research and Graduate Studies, Faculty of Applied Sciences
- Mary Holmes, Director, Strategic Projects and Analysis, Office of the VP Academic