SFU

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MEMORANDUM

ATTENTION	Senate	**DATE**	August 22, 2012
FROM	Jon Driver	**PAGES**	1/1
	Vice President, Academic and Provost		
RE:	NWCCU Accreditation – Year One Self Evaluation Report		

The Year One Report as required by the Northwest Commission on Colleges and Universities (NWCCU) has been completed and submitted for evaluation. This Report has been reviewed by the Accreditation Steering Committee (VPs and Deans). It is being made available to the University Senate for information.

The contents of the report include:

1. SFU's response to the four recommendations made by the NWCCU after their campus visit/assessment conducted October 2011
2. Executive summary of NWCCU eligibility requirements 2 and 3, which pertain to the authority granted to SFU by the province to grant degrees and SFU's adoption of a Vision/Mission
3. Response to NWCCU's Standard 1.A, which is a description of SFU's Vision/Mission
4. Response to NWCCU's Standard 1.B, which is a further look at SFU's Vision/Mission with particular attention given to each of the core themes of the Vision/Mission

SFU will submit two further reports to the NWCCU in 2014 and 2016, which will each be followed by an on-site visit/evaluation from the NWCCU (no on-site visit is associated with the Year One Report).

This Report has already been submitted to the NWCCU, meeting their submission due date of September 14, 2012.

c: Glynn Nicholls

SIMON FRASER UNIVERSITY   ENGAGING THE WORLD

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Year One
Self Evaluation Report

Submitted to

The Northwest Commission on Colleges and Universities

August 22, 2012

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1. Institutional Overview

Simon Fraser University (SFU) was created in 1963 by the government of British Columbia to relieve enrollment pressures on the University of British Columbia by providing basic programs in the arts and sciences and teacher education. The province created SFU by amending the *University Act*[1] that governed the University of British Columbia, which ultimately granted SFU a significant measure of autonomy. SFU's first chancellor, Gordon Shrum, was quick to exploit this by expanding the University's mandate to incorporate graduate education and research; thus, setting the stage for SFU's quick rise to prominence as both a teaching and research intensive institution. When it opened its doors in 1965, SFU's 2500 new students included 83 graduate students, 33 of whom were PhD candidates.

SFU's institutional culture was profoundly shaped by its birth in the cultural ferment of the mid–1960s. From the outset, there was a visionary quality to SFU's creation, and that vision—in keeping with its moment—was experimental, fluid, and surprisingly and consciously democratic.

In many ways, SFU's youth shaped its future: newly minted PhDs came to SFU seeking an opportunity to shape the new University in ways not possible at older institutions. They were young and idealistic and their hopes were more than met. Empowered beyond their expectations within the new and quickly developing institution, they brought their youthful energies, creativity, and desire for innovation, and built them into the fabric of SFU's institutional culture. In doing so, they contributed enormously to the boldness and the willingness to try new ideas and approaches that still distinguish SFU. Innovative faculty were matched with adventurous students, who chose SFU precisely because it was new and promised to be different.

Among Canadian universities, SFU was the first to introduce the trimester system (1964), to offer athletic scholarships (1964), to instill student representation on its senate (1967), to create an executive MBA (1968), to implement computerized registration (1970), and to appoint a woman president (Dr. Pauline Jewett—1974). This tradition of innovation continues into the present day, with SFU becoming the first university outside of the United States to complete the National Collegiate Athletic Association Division II membership process in good standing. The Division II Membership Committee approved the institution as an active member at its July 2012 meeting.

Today, SFU has grown into one of Canada's premier comprehensive universities and BC's second largest research intensive university. It boasts three campuses in three adjacent cities within the lower mainland of BC: Burnaby (its main campus), Vancouver, and Surrey. SFU has approximately 35 000 students enrolled in for–credit programs, another 19 000 participating annually in non–credit programs, 3000 faculty and staff, and over 100 000 alumni. SFU's economic impact for 2009/10 was estimated to be in the order of $3.65 billion.[2]

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1   http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01

2   http://www.sfu.ca/archive-pamr/media_releases/media_releases_archives/sfus-economic-impact-365-billion-a-year.html

2. Preface

2.1 Institutional Changes

Institutional Changes since SFU's Last Report

Since SFU's submission of the Self Evaluation report in August 2011 and the NWCCU Evaluation Committee's evaluation visit in October 2011, a number of significant changes have occurred at SFU. These include the following:

- Adoption of a Strategic Vision/Mission – "SFU: An Engaged University" was approved by the University Senate on November 7, 2011 and adopted by the Board of Governors on November 24, 2011. SFU officially launched the Vision/Mission to the University community and the public on February 20, 2012. Along with this Strategic Vision/Mission, SFU announced the new institutional tag line "Engaging the World," which replaces the previous "Thinking of the World" motto.
- Due to the high number of well-qualified international student applicants, the 2011/12 new international student intake was 74.9% above the Senate approved new international student admission target. To manage the level of international student intake, SFU has begun to use differentiated admission grade point averages for admission purposes.
- The official opening of Podium 2 in the Surrey campus was held on November 4, 2011 – 54 000 square feet of added classroom and science lab space.
- SFU completed a renewal upgrade of the 100 000 square feet Chemistry wing at the Burnaby campus. The official opening ceremony was April 16, 2012.
- The Mechatronic Systems Engineering program in Surrey became the School of Mechatronic Systems Engineering within the Faculty of Applied Sciences.
- The First Nations program became the Department of First Nations Studies.
- A number of new degree programs and certificates were created. Among them, were the certificate in Environmental Literacy, a joint major in Earth Sciences and Chemistry, a certificate in Linguistics of Speech Science, and a Bachelor of Arts in Cinema Studies.

2.2 Response to Recommendations

Response to Recommendations Requested by the Commission

Listed below are SFU's responses to the specific recommendations that were made by the NWCCU Evaluation Committee in their initial Candidacy Evaluation Report, which came as a result of the committee's visit to SFU October 12-14, 2011.

2.2.1 Recommendation 1: Indicators for Assessment

The committee recommends that the University develop a manageable set of meaningful, assessable, and verifiable indicators for assessment of its cores themes, programs and services and ensure that it has the capacity to collect, assess, disseminate and utilize the data for institutional improvement (Standards 1.B.2, 2.C.1, 3.B.3, 4.A.1, 4.A.5, 4.B.1).

Introduction

In accepting this recommendation, and as part of SFU's regular planning cycle, a more critical view has been taken to incorporating meaningful, assessable, and verifiable indicators in all levels of planning. This is evident in the sections of this report related to Standards 1.A and 1.B.

Progress to Date

In 2011, SFU adopted a new Vision/Mission after extensive consultation within and beyond the University. This Vision/Mission is now the centre of SFU's University Planning Framework (appendix) and the intention is that all University planning is to be clearly aligned with the Vision/Mission.

SFU's Vision/Mission (fig. 1)

| SFU's Vision/Mission	
To be the leading engaged university, defined by its dynamic integration of innovative education, cutting–edge research, and far–reaching community engagement	
ENGAGING STUDENTS	Equipping students with the knowledge, skills, and experience that prepare for life in an ever-changing world.
ENGAGING RESEARCH	Being a world leader in knowledge mobilization building on a strong foundation of fundamental research.
ENGAGING COMMUNITIES	Being Canada's most community-engaged research university.

From SFU's Vision/Mission flow three core themes: engaging students, engaging research, and

engaging communities. Each theme has a corresponding goal that has been developed, and from each goal a number of achievable outcomes have been determined. For each outcome, a number of indicators have been identified. For each indicator, a rationale has been identified, which justifies its adoption as a valid and reliable indicator of progress on that particular outcome. These indicators focus on outcomes and will provide a means to assess whether or not each outcome is being achieved.

SFU will be judged as achieving its outcomes when the indicators reflect a positive trend. Once a consistent positive trend is achieved for all indicators, SFU will be deemed to be fulfilling its Vision/Mission.

Process

The figure below demonstrates this approach, beginning from the Vision/Mission through the core themes, to outcomes, indicators and their rationale, to a review of performance, and vision/mission fulfillment.

Vision/Mission Fulfillment Process Model (fig. 2)
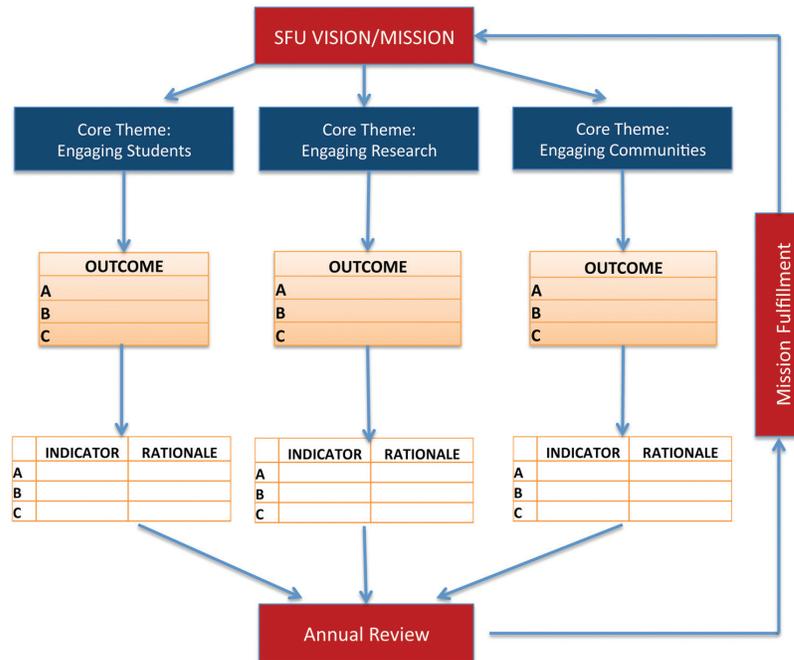
The development of outcomes and indicators has followed a highly consultative process that included reviews by Deans, Vice Presidents, the Board of Governors, and other stakeholders. These were incorporated into a revision of the University Planning Framework, which once finalized, was disseminated to the University community.

Ultimately, the University Planning Framework is intended to provide direction for all other planning activities throughout the University. Evidence of this can already be found in the development of the Academic Plan for 2013–2018, which is closely aligned to the three core themes of the Vision/Mission and follows the philosophies and principles of the University Planning Framework. The Plan is currently in draft form and is undergoing an extensive consultation process, which includes Senate and Board review, as well as Faculty and departmental consultation. There have also been a number of public forums in which the draft Plan has been presented for information purposes and feedback.

When selecting indicators, the following five principles were considered:

Principles Used in the Selection of Indicators (table 1)

Principle	Description
Relevant	An indicator should be relevant to SFU's goals as described in the University Planning Framework.
Practical	An indicator should be simple to measure and not require an investment of time and money in data collection.
Intuitive	An indicator should be easy to understand conceptually and widely understood by the SFU community.
Meaningful	An indicator should support decision-making about improving performance. It should lead to actions to improve performance if a target is not met.
Focused	The number of indicators should be limited to 2 to 3 for each of the outcomes in the University Planning Framework.

The Office of Institutional Research and Planning has recruited additional analysts to partially assist in the reporting and assessment of indicators.

Conclusion

SFU now has a well-articulated set of indicators that will measure the selected outcomes and provide the evidence necessary to demonstrate that the University is achieving its goals.

This model is further documented in Standards 1.A and 1.B of this report.

2.2.2 Recommendation 2: Learning Outcomes

The committee recommends that the University establish and assess student learning outcomes across the institution and use the results for continuous improvement (Standards 2.C.1, 2.C.2, 2.C.5, 2.C.10).

Introduction

With the adoption of SFU's new Vision/Mission, the University is also working toward related shifts within its academic culture. Establishing published and assessable learning outcomes is one such shift. Although some academic units at SFU have already established learning outcomes and have achieved professional accreditation, such as the Beedie School of Business and the School of Engineering Science, formal university-wide adoption of a learning outcomes and assessment model has not yet occurred. Learning outcomes and assessment models are not common in Canadian universities, and adopting a learning outcomes and assessment approach is a significant cultural and administrative change for the SFU academic community. The engagement of faculty in a change management process, including wide and meaningful consultation, will be crucial to the successful adoption and implementation of a set of learning outcomes that will do three things: (1) satisfy the NWCCU requirements; (2) allow SFU to maintain its identity as a leading, renowned Canadian post-secondary institution; and, most importantly, (3) allow SFU to continually improve in all aspects of its education delivery and research.

Progress to Date

In the fall of 2011, the Vice-President, Academic established the Learning Outcomes Assessment Working Group to consider and recommend how learning outcomes and meaningful, assessable,

and verifiable outcomes can be established for courses, programs, and the University. The Working Group is chaired by an Associate Dean from the Faculty of Arts and Social Sciences (SFU's largest Faculty, with more than 25 programs), and is comprised of representatives from several of SFU's academic units; the Office of the Vice-President, Academic; the Teaching and Learning Centre; and the Office of Institutional Research and Planning.

The Learning Outcomes and Assessment Working Group's Terms of Reference

1. Draft principles to guide the establishment and use of learning outcomes for curricular assessment at SFU. (Note: this will not include evaluations of individual instructors)
2. Identify academic units that currently use, or are in the process of developing, processes for learning outcomes assessment.
3. Identify the curricular assessment processes (regular and off-cycle) currently utilized in academic units.
4. Review best-practice processes for establishing a learning outcomes assessment process, and recommend the most appropriate process for SFU.
5. Recommend appropriate timelines and milestones for implementing learning outcomes assessment at SFU, bearing in mind the timeline for accreditation with NWCCU, the importance of a communication plan, and the need to take a consultative approach.
6. Recommend how an ongoing process of learning outcomes assessment and curricular review could best be incorporated into current structures and processes at SFU.

With the Terms of Reference in place, the Working Group proceeded to draft principles to guide the consideration and establishment of learning outcomes and assessment across all courses, programs, degrees, Faculties, and the University. The draft principles underwent an important consultation process in the SFU community. In February 2012, the draft principles went to the Senate Committees on Undergraduate and Graduate Studies, respectively. Simultaneously, they were sent out to the general University community, and later also forwarded to the chair of the Senate Committee on University Teaching and Learning. Feedback was collected and evaluated for relevance prior to incorporation into the draft principles. The final draft of the principles was officially approved by the University Senate on June 11, 2012. In the course of the discussion at Senate, it was strongly emphasized that extensive consultation must continue if the adoption and implementation of learning outcomes and assessment by the University community is to be successful. A commitment was made to this consultation process.

Learning Outcomes and Assessment Principles

In an effort to improve upon existing pedagogical practices and to facilitate greater student achievement, Simon Fraser University is considering the establishment of learning outcomes and their assessment across all courses, programs, Faculties, and the University. This process will be informed by a consultative approach and guided by the principles articulated herein.

Curriculum development and learning outcomes (if adopted) at SFU will be informed by the institutional goals recently articulated in the University's Strategic Vision/Mission. They are summarized as follows:

1. To equip SFU students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.
2. To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

3. To be Canada's most community-engaged research university.

There are many models of learning outcomes and assessment to examine, and SFU will draw knowledge from the best practices of other communities and institutions. SFU seeks to recommend practices that will ultimately improve curriculum and the learning experiences of its students at the course, program, and degree levels.

Ideally, if recommended, learning outcomes and assessment should fit within SFU's existing curricular development and review processes. SFU departments and units will analyze learning outcomes assessment data and act on findings independently, and will retain institutional autonomy over curriculum.

The seven Learning Outcomes and Assessment Principles were approved by University Senate on June 11, 2012.

<u>Principles</u>
1. The primary purpose of learning outcomes and assessment processes is to communicate transparently the purposes of all degree, program, and course requirements.
2. As per its Strategic Vision/Mission, SFU is committed to academic and intellectual freedom. Learning outcomes for courses and programs will be developed and determined at the local academic unit level and will reflect local disciplinary cultures. These will be aligned with enduring institutional goals, values, and principles as articulated in the SFU Strategic Vision/Mission.
3. SFU values regular assessment of achievement of specified learning outcomes as a means of promoting continuous improvement of its courses and programs, and acknowledges that appropriate assessment of learning outcomes can occur before, during, and after completion of a course or program.
4. Process required by the establishment of learning outcomes and their assessment will be integrated into the regular processes of curricular and program review, and renewal and disciplinary accreditation wherever possible.
5. Learning outcomes assessment will enable instructors to improve upon existing curricula and teaching methodologies. Process of regular assessment will allow the academic units and the University to collect data concerning unit and university level achievement of identified learning outcomes. Learning outcomes assessment data will not be utilized for the evaluation of individual instructor and TA/TM performance, nor will the data be used as evidence to demote, fail to promote, dismiss, or otherwise penalize individuals.
6. It is the responsibility of the University to provide resources (human, capital, technological) to academic units as required to enable and support learning outcomes and assessment procedures. Provision of this support is intended to minimize any addition to the net workload of instructors, TAs/TMs, and department staff.
7. As much as possible, the documentation generated by the Learning Outcomes and Assessment Working Group will be made broadly available to the SFU community for transparency and in accordance with SFU's sustainability goals.

Guided by this set of principles, the Learning Outcomes and Assessment Working Group turned to its second and third tasks: the collection and analysis of key data gathered through a University-wide survey of all undergraduate and graduate level programs within every academic unit. The survey, both quantitative and qualitative in design, provides the Working Group with a broad perspective on the current state of learning outcomes and assessment activity (or lack thereof)

across campus. It captures practical, measurable data and yields important insights into the state of affairs of unit-level learning outcomes and assessment practices, particularly with regard to the various cultural and/or administrative approaches of these units. Analysis of the survey results will be completed by the end of summer 2012. Follow-up investigations will occur in early fall 2012.

In conjunction with the internal research, the Working Group is addressing the fourth task identified in the Terms of Reference: researching accredited educational institutions across North America to collect information on best-practice processes for learning outcomes and assessment. Combined with the results of the internal research, this external research will provide the Working Group with important points of comparison that will better position it to recommend ways of integrating appropriate learning outcomes and assessment models into SFU's current structures and processes over the course of a specified timeline. The Working Group anticipates providing recommendations to the Vice-President, Academic within the Fall 2012 term.

Concurrently, SFU is developing its internal expertise. To date, the University has invited two renowned experts to speak to SFU audiences on learning outcomes and assessment in an effort to better inform SFU's internal expertise, and to build University community understanding and buy-in. Dr. Peter T. Ewell from the National Center for Higher Education Management Systems presented in September 2011, and Dr. Kathi A. Ketcheson from Portland State University in June 2012. More presentations and professional development by invited experts are being planned for the Fall 2012 semester. SFU has sent key internal academic and administrative personnel who are engaged in learning outcomes and assessment planning and/or processes to relevant national and international symposia and conferences. The University has also hired one full-time staff to coordinate the affairs of the Learning Outcomes and Assessment Working Group. Additionally, the Teaching and Learning Centre is training instructional development staff in learning outcomes and assessment in order to provide support to faculty in formulating assessable learning outcomes.

A dedicated website was created to inform the SFU community as to the parameters and progress of the Learning Outcomes and Assessment Working Group initiative. The site is updated frequently to reflect the latest initiative developments and knowledge[3], and is a strategic and practical communications tool developed to ensure transparency, to inform, and to regularly answer questions posed to the Vice-President, Academic and the Working Group by the SFU community. The website is supplemental to direct communications sent out to the community by the Office of the Vice-President, Academic, and makes available such documentation as the Terms of Reference, the Senate-approved principles, key learning outcomes and assessment-related definitions, links to external tools and resources, and slides or video presentations of the various invited speakers.

Conclusion

SFU is striving to identify and adopt best practices for the implementation of assessable learning outcomes across the curricula in as realistic a timeframe as is feasible, given the contextual challenge the University faces in promoting change to institutional culture. The Terms of Reference and Senate-approved principles have furnished SFU and the Learning Outcomes and Assessment Working Group with guidance as the University navigates the politically and administratively complex process of transforming into an institution that practices learning outcomes assessment thoroughly and consistently across more than 100 undergraduate programs,

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3   http://www.sfu.ca/vpacademic/committees_taskforces/LOAWG/principleslodefinition.html

and more than 45 graduate offerings. Ground-laying research is being conducted internally through quantitative and qualitative surveying of all academic programs, and informative research is being conducted on external institutions' learning outcomes and assessment-related administrative structures and processes.

The Working Group will recommend to the Vice-President, Academic the methods for integrating new or improved learning outcomes and assessment processes best suited to SFU's uniquely Canadian institutional culture. The recommendations must take into account the importance of supporting SFU faculty and staff over the course of this cultural shift, while promoting the direct and positive benefits of adopting a learning outcomes and assessment approach for SFU's academic programs, students, instructors, and the University as a whole. If approved by Senate, SFU's new learning outcomes and assessment approach will hold true to the values of the University's Vision/Mission.

2.2.3 Recommendation 3: Integration of WQB Courses

The committee recommends that the University clearly articulate its "General Education" program as an integrated course of study related to the institution's mission and assure that it has clear and assessable student learning outcomes which are effectively communicated to students and stakeholders (Standards 2.C.9, 2.C.10, 2.C.11).

Introduction

Post-secondary undergraduate education in Canada varies from that of the United States. While the Canadian system follows similar general principles and structures to those in the American system, Canadian post-secondary education also derives from the system of the United Kingdom. As a result, the Canadian system blends the British approach of focusing a student in the subject area for their declared concentration with elements of American diversified General Education program models. SFU does not have a General Education program, but has developed Writing, Quantitative, and Breadth (WQB) requirements[4], which, like General Education programs, promote and provide all undergraduate students with a diverse education experience.

Progress to Date

In September 2006, after six years of intensive consultation and development, and following Senate approval, SFU implemented changes to undergraduate degree requirements, introducing for the first time a set of core skill development and distribution requirements across all undergraduate degrees. Prior to September 2006, the elective and breadth course requirements needed for a degree at SFU were determined by each individual Faculty, and the only common standard was that degrees were a minimum of 120 credit hours with a residency requirement of upper division credits completed at SFU, in the major.

The new Writing, Quantitative, and Breadth (WQB) requirements were based in part on aspects of General Education programs prevalent across US universities and colleges. However, because of SFU's decentralized approach to undergraduate degree requirements, it was not possible to impose a traditional lower-division Gen Ed curriculum, which would have completely disrupted well-developed and mature curriculum, and would have been extremely costly.

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4   http://students.sfu.ca/calendar/writing-quantitative-breadth-reqmts.html

In addition, British Columbia has a well-developed college-to-university transfer system. This has been extensively utilized by all post-secondary institutions in the province and has been in place for more than 30 years. It is a best-practice model of transfer systems in North America and is managed by the British Columbia Council on Admissions and Transfer (BCCAT)[5], which maintains and quality-assures transfer agreements and protocols. Through this system, many SFU undergraduate students take their first two years at a community college. As an active partner in this system, SFU takes care to develop curricula and degree requirements that support and enhance student transfer. Traditional two-year, standardized General Education programs do not fit well in this system, and as an alternative, SFU has developed WQB requirements, which draw on key features of General Education programs and are fully integrated into SFU undergraduate degrees.

Students completing an undergraduate degree across all Faculties at SFU are required to meet WQB core requirements. The requirements are as follows:

Writing Requirements
Courses with a "W" designation assist students to learn course content through the process of writing-intensive assignments. These courses help students to improve their writing abilities and overall communication skills, and teach students to write in the genres of their disciplines. Existing "gate keeper" courses in degree programs were modified in their pedagogies to conform to this approach, and new writing-intensive courses were specifically developed to meet the requirement. All W courses at SFU follow the practice of "writing in the discipline" pioneered by the Knight Institute at Cornell University in New York[6].

Students take a minimum of:

- one lower-division W course (at least 3 units).
- one upper-division W course (at least 3 units), in the student's major subject. The upper-division W course must be taken at SFU.

Quantitative Requirements
Courses with "Q" designation assist students to develop quantitative (numerical, geometric) or formal (deductive, probabilistic) reasoning, and to develop skills in practical problem solving, critical evaluation, or analysis.

Students take a minimum of:

- two Q courses, lower or upper division (at least 6 units).

Breadth Requirements
Courses with "B" designation expose students to concepts and ideas from a range of disciplines and perspectives outside of their programs. This is a distribution requirement, and students may complete breadth courses throughout their degree programs, taking courses at the lower or upper division. Many of the B courses are taken as program specified electives (many undergraduate degree programs have harmonized their allowable electives to this requirement), and only courses outside of the student's major may count as a B.

5   http://www.bccat.bc.ca/

6   http://www.arts.cornell.edu/knight_institute/index.htm

Students take a minimum of:

- two courses labelled as Breadth–Humanities (B–Hum, 6 units).
- two courses labelled as Breadth–Science (B–Sci, 6 units).
- two courses labelled as Breadth–Social Sciences (B–Soc, 6 units).
- two additional courses outside the student's major program (6 units). These additional courses may or may not be designated as breadth, and in most cases will fulfill the particular Faculty or program breadth requirements.

An implementation committee was struck prior to the 2006 launch date of the WQB requirements in order to assess SFU courses to determine which might be deemed Writing, Quantitative, Breadth–Humanities, Breadth–Social Sciences, and Breadth Science. New courses were created by academic departments where needed; for existing courses, departments were required to apply for W, Q, and B course designations and rationalize why and how those courses met the criteria. Where courses did not immediately fit the specified criteria, they were amended prior to designation approval. This assessment and amendment process continues and is applied to all new courses designated as W, Q, and/or B prior to being added to the SFU undergraduate curriculum.

The Undergraduate Curriculum Initiative carried out the implementation of these changes in 2006, and oversight from the Office of the Vice-President, Academic continues in order to provide quality assurance and maintenance of the requirements as well as information about the requirements. Annual assessment of the impact of the requirements has been undertaken through the annual Undergraduate Student Survey. Year over year, there has been improvement in the extent to which students understand and appreciate the specified outcomes of the WQB requirements. It is of interest to note that the Breadth requirements remain the least well-understood component by students of the WQB requirements. The statements about the B requirements are now being examined in order to provide greater clarity to students on the intended outcomes.

The requirements are communicated to students in every iteration of the SFU Calendar and on the specific website for the Undergraduate Curriculum Requirements. Faculties and departments have also embedded information on the WQB requirements as part of their overall program requirements. Additionally, faculty members are informed about the intended outcomes of WQB requirements by information included in the application forms completed for designation. The outcomes are as follows:

Writing-intensive (W) courses assist students to learn the course content through the process of writing assignments. Specifically:

- Students improve writing abilities and overall communication skills.
- Students use the process of writing as a way of exploring and critiquing complex concepts.
- Students practice writing in such disciplinary forms as lab reports, literary analyses, or policy briefs.
- Students use and produce samples of typical forms of the writing in their discipline.
- Students enhance their course content knowledge and communication skills by revising their work, and via opportunities to make use of feedback.

Quantitative (Q) courses assist students to develop quantitative (numerical, geometric) or formal (deductive, probabilistic) reasoning. Specifically:

- Students deepen understanding and appreciation of quantitative and formal reasoning, their utility, and their creative potential.
- Students develop skills in practical problem solving and critical evaluation.
- Students focus on the relation between concepts and structures and other systems of abstract representation.

Breadth (B) courses expose students to concepts and ideas from a range of disciplines and perspectives. Specifically:

- Students are exposed to new theoretical perspectives, forms of thought, and modes of enquiry.
- Students address how and why a discipline defines, acquires, and organizes knowledge in particular ways.
- Students identify important questions and problems in the discipline.
- Students describe procedures used to generate valid answers to the questions or workable solutions to the problems of the discipline.
- Students gain a broad understanding of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments.
- Students are exposed to a survey of a substantial body of the knowledge, theories, and/or controversies that are deemed to be central to a discipline.

In addition to the SFU Calendar, the "Undergraduate Curriculum Initiative" website[7] is available to students, faculty, and advisors as a resource. The history and development of the Undergraduate Curriculum Initiative is given along with information pertaining to the WQB requirements and the writing and quantitative admission requirements.

SFU would like to emphasize that although the WQB requirements are similar to and informed by US General Education programs, they are not the same. WQB requirements are not a stand-alone program but are a customized institutional response to SFU's decentralized curricular environment. The WQB requirements are one aspect of SFU's undergraduate degree level learning that form the basis for the development of common skills across programs. They provide standardized breadth of knowledge for SFU students completing undergraduate degrees.

Currently, SFU's Learning Outcomes committee is looking at ways of better connecting the WQB requirements with SFU's recently adopted Vision/Mission. It is likely the learning outcomes arising from WQB requirements will be incorporated into undergraduate degree level outcomes, and/or institutional "graduate attributes." Appropriate assessment mechanisms will then be developed for all of these outcomes.

Conclusion

Because SFU exists in an articulated Canadian post-secondary system that is based upon components of the British and American education systems, it does not have an exact match to American General Education program models. However, SFU's WQB requirements require students to diversify their scope of knowledge and expertise beyond their major concentration, and to develop identified core competencies in writing and numeracy. This approach may be

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7   http://www.sfu.ca/ugcr.html

slightly different than that of American General Education program models, but essentially the objectives are the same: to provide students with a diversified education experience.

2.2.4 Recommendation 4: Deferred Maintenance

The committee recommends that the University develop more aggressive and comprehensive short and long-term plans for addressing the institution's deferred maintenance needs (Standards 2.F.5, 2.G.1).

Introduction

SFU's challenge with deferred maintenance is similar to that of other public post-secondary institutions of its size and age in British Columbia. In the absence of additional government funding, deferred maintenance must be addressed by re-allocating resources. SFU, as suggested by the NWCCU evaluators, must look at both long- and short-term goals to address the issue, and the planning must be done with the realization that the government has numerous constraints regarding the funds it can afford to allocate to SFU. As a result, the University will have to be creative and efficient with these funds. SFU is managing this issue through its Capital Plan and with the use of a facilities condition assessment tool called VFA[8].

Progress to Date

SFU's Capital Plan

In May 2012, SFU's Board of Governors approved its 5 year Capital Plan for the academic years 2013/14 to 2017/18[9]. The Capital Plan is based on four strategic initiatives to carry out the University's Vision/Mission and to support the new Vision/Mission as an Engaged University. The four initiatives are:

1. Expansion—SFU Surrey
2. Renewal and Rehabilitation—SFU Burnaby
3. Community Enhancement
4. Sustainability and Climate Action

SFU has made a commitment to addressing its deferred maintenance issue with strategic initiative #2, Renewal and Rehabilitation—SFU Burnaby. Specifically, the Capital Plan states:

"The SFU Burnaby campus continues to suffer from an on-going deferred maintenance problem. The rehabilitation and renewal of significantly compromised and aging facilities and infrastructure at the Burnaby campus is required to extend the useful life of facilities and to improve the sustainability and functionality of these facilities. The condition of major infrastructure systems, such as the main campus road and the central heating plant, impact access to reliable and safe facilities. Aged and deteriorated instructional spaces such as classrooms, lecture theatres, and the Biology building, compromise learning and research activities. The community and extracurricular experience of students and the community are also compromised by the poor condition of the existing recreation and athletics facilities and student residences. Addressing these critical deferred maintenance and capital renewal requirements directly supports SFU's vision."

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8   VFA is one of the leading providers of integrated software and services for facilities asset management, facilities capital planning, and capital spend management. Organizations in a wide range of industries rely on VFA solutions to help them strategically manage their facility assets and maximize the value of their capital investments. http://www.vfa.com

9   http://www.sfu.ca/fs/Campus-Planning/5-Year-Capital-Plan.html

To address the deteriorating state of the University residences, consideration is being given to a private partnership to improve the maintenance and upkeep of the buildings. Also, the Simon Fraser Student Society has proposed a 100 000 square foot student union building. Besides adding much-needed lounge space, individual study areas, meeting rooms, and recreational facilities at the Burnaby campus, the proposal would construct a 2500 seat outdoor stadium. The outcome of these two proposals could clearly go a long way to helping improve the quality of student life at SFU.

To decide upon the most beneficial and efficient way to use these resources, SFU purchased a Capital Asset Management System called VFA.

Benefits of using VFA:

- Consolidate all existing building condition information
- Provide a comprehensive database of building condition information
- Create a formal, organized, and ongoing approach to assessing building conditions and updating information
- Provide all stakeholders with reports that accurately demonstrate building conditions, areas of risk, and funding requirements
- Assist in the development of a renewal strategy
- Assist in managing and correcting SFU's deferred maintenance situation

Deferred Maintenance Pilot Project – VFA

VFA was purchased in 2008 to help SFU assess its deferred maintenance situation. VFA provides an efficient assessment tool, which assists SFU in prioritizing and determining where best to spend the limited resources supplied by the provincial government for deferred maintenance.

Using VFA, an initial facility condition assessment of all buildings was done. This involved an inventory of building system components, their condition, and their potential replacement costs. VFA provided an industry standard parametric tool which considered all of these issues and produced a list of requirements categorized based on priority, which helped SFU to develop a deferred maintenance and capital renewal strategy based on the University's priorities. While VFA is a great support tool, it does not take into account maintenance outside of buildings such as roads, sidewalks, etc. SFU is in the process of documenting and assessing the conditions of these infrastructure items so that a full and complete database of capital assets is available. VFA also has its limitations in that it does not factor in the risk of a given requirement remaining unresolved, but it has been excellent in helping SFU ascertain the most in need maintenance issues on the campus. The four initiatives laid out in the Capital Plan were determined in part by utilizing the VFA.

Working with Government

SFU has also been working very proactively and collaboratively with the provincial government on the deferred maintenance issue, which is an issue that extends to a large degree throughout all post-secondary institutions in BC. The BC government has followed SFU's lead and has purchased VFA. It has also set up an advisory committee to deal with the deferred maintenance issue (SFU's Director of Facilities Development is a co-chair of this committee). The committee has been able to get government's attention as to the extent of the deferred maintenance need. The provincial government has allocated an additional $260 million over the next three years to

deferred maintenance and capital renewal throughout the province's post-secondary institutions (the amount allotted to each institution has not yet been determined). From July 9 through to mid-October, 2012, Simon Fraser University will be participating in a province-wide Facility Condition Assessment covering 37 core-academic facilities across all three of the SFU campuses. The assessment will be conducted by a team of engineers employed by VFA. This team will be conducting "walk-throughs" to visually inspect and document each facility's mechanical, electrical, and structural condition.

Additional Internal Funding

SFU has also added $2 million in base funding to help alleviate the deferred maintenance situation as well as committing funds from additional internal sources such as unplanned revenue. This is not part of the regular budget and this funding may or may not be available each year, but it does show that when SFU experiences budget windfalls, that it is aware of its deferred maintenance situation and is committed to addressing it. For the current fiscal year 2012/13, SFU has committed revenue from additional internal sources to fund these deferred maintenance projects:

Maintenance Projects 2012-13 (table 2)

Maintenance Project	Cost
Washroom Upgrades	$2.7 million
Classroom Upgrades	$2.6 million
General Maintenance Projects	$2.0 million
Building Envelope Repairs	$1.0 million
Water Tower Rehabilitation	$0.7 million
Student Lounge Upgrades	$0.6 million
Total	**$9.6 million**

Conclusion

There is no doubt that the deferred maintenance situation at SFU represents a significant challenge for the University. Provincial funding has not kept up with the maintenance demands of the University. To alleviate this, SFU has been allotting a portion of its Capital Plan to maintenance and renewal. SFU has also been proactively conversing and engaging with government in an effort to raise awareness regarding the deferred maintenance plight at not only SFU, but all post-secondary institutions in the province. The provincial government has become more sensitive to this issue and has allocated additional money, specifically for deferred maintenance, to post-secondary institutions throughout the province for the next three years. And finally, the University has added $2 million in base funding to help with the deferred maintenance situation. Through both external and internal sources, SFU is finding creative ways to alleviate the deferred maintenance issue.

3. Chapter One
Mission, Core Themes, and Expectations

3.1 Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2 – Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

In 1963, British Columbia's *University Act* created SFU and prescribed its governance system, which is composed of a chancellor, a convocation, a board, a senate, and faculties. The Board of Governors and the Senate are the principal governing bodies, with the *University Act* defining the scope and limits of each one's authority, membership, and responsibilities. Amendments to the *University Act* have not significantly altered either the structure or roles of these bodies. The *University Act* also grants SFU the authority to award its various degrees.

Eligibility Requirement 3 – Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

On February 10, 2011, SFU started one of the most extensive community consultation processes ever undertaken by a Canadian university. The goal was to develop a strategic vision/mission that builds upon the University's three defining strengths:

1. SFU's commitment to students
2. SFU's dedication to research
3. SFU's engagement with community

On November 7, 2011, the SFU Senate concurred that SFU's Vision/Mission and Goals had been developed from a comprehensive and inclusive process, and fairly reflects both the aspirations and the Mission of Simon Fraser University. On November 24th, the University Board of Governors gave final approval to the Vision/Mission (details of which can be found in Standard 1.A). Approval was also given to adopt a new associated tag-line, "Engaging the World."

SFU is currently incorporating this Vision/Mission into its University Planning Framework, Academic Plan, Strategic Research Plan, as well as all corresponding plans throughout the University community. This Vision/Mission is now the driving force behind SFU's movement into the future as an "Engaged University."

3.2 Standard 1.A – Mission

Standard 1.A—Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

SFU's Vision/Mission Statement

The interpretation and fulfillment of SFU's mission are being spearheaded by a newly adopted Vision/Mission[10], which focuses on the University's strengths and aspirations as an "Engaged University." Looking to further enhance an ongoing historical reputation of community inclusiveness, SFU has adopted a three themed vision/mission to become the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. The core themes of the Vision/Mission are: engaging students, engaging research, and engaging communities. The Vision/Mission not only sets standards for the University, but it also fosters a constant strive forward, putting extra emphasis on goal achievement.

SFU's Vision/Mission

SFU's Vision/Mission: An Engaged University

SFU strives to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement.

Strategic Goals

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

Engaging Research
Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

Engaging Communities
Goal: To be Canada's most community-engaged research university.

These three strategic goals make up the foundation of the core themes of SFU's Vision/Mission. The themes themselves have a unique synergy as displayed in figure 3. Each theme has both a strong sense of independence and interdependence to the other two. As a result, the

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10   http://www.sfu.ca/content/dam/sfu/engage/StrategicVision.pdf

corresponding success of each of the themes' goals depends not just on their individual attainment but on their integration – on the degree to which each contributes to the others.

The Integration of SFU's Core Themes (fig.3)

Along with this new vision, SFU has established a new complementary tag-line: "Engaging the World," which replaces the previous "Thinking of the World" tag-line. The philosophy behind this switch can simply be seen in the power of the adjectives themselves. Both "thinking" and "engaging" are very positive and powerful adjectives, but to "engage" suggests more action than to "think." Essentially, "Engaging the World" is an evolution of "Thinking of the World" as SFU strives forward with a Vision/Mission that looks to take action in order to make it a world leading university that both celebrates and encourages inclusivity of all communities.

## Interpretation of Vision/Mission Fulfillment

To understand how SFU interprets the fulfillment of its Vision/Mission, it is important to consider the process to which the current Vision/Mission came to be. It started with a process which involved listening to thousands of students, faculty and staff, along with thousands more alumni, community partners and supporters, in what turned out to be one of the most extensive consultations undertaken by a major Canadian university. The result of this process was the current Vision/Mission, which was officially launched in February 2012.

To strive to make the Vision/Mission fulfillment a reality, SFU conceptualized and designed a Planning Process model that began with the Vision/Mission. Using the values and philosophies of the Vision/Mission and its core themes, SFU established goals, which led to the construction of strategies to achieve these goals, which further led to the need to identify indicators to ensure that progress was being made and that the goals were being met. From this process, the University Planning Framework was developed, which is now the framework upon which all other University plans are modeled. The University Planning Framework impacts all other planning at SFU and this can be seen in the Integrated Planning Framework diagram (figure 4), which provides an overview of how the different University plans are connected.

Integrated Planning Framework

The Integrated Planning Framework (shown below) is at the foundation of the University Planning Framework. It illustrates how SFU's University Planning Process model works. Various operational plans are integrated and aligned with SFU's long-term strategic vision and planning

framework. SFU's Vision/Mission is at the core of the framework. Its principles and philosophy are the overreaching consistency within the framework as they permeate their way throughout all aspects of the University's governance and culture. Essentially, the University is shaped by its Vision/Mission. The process starts with the Vision/Mission and the strategic goals. The Academic Plan and the Strategic Research Plan form the connection between the Vision/Mission and the Faculty and Department plans. Surrounding these plans are the supporting plans. The entire depiction is constrained by the two outer circles—the Budget and Financial model, and the Governance model.

The Integrated Planning Framework (fig. 4)
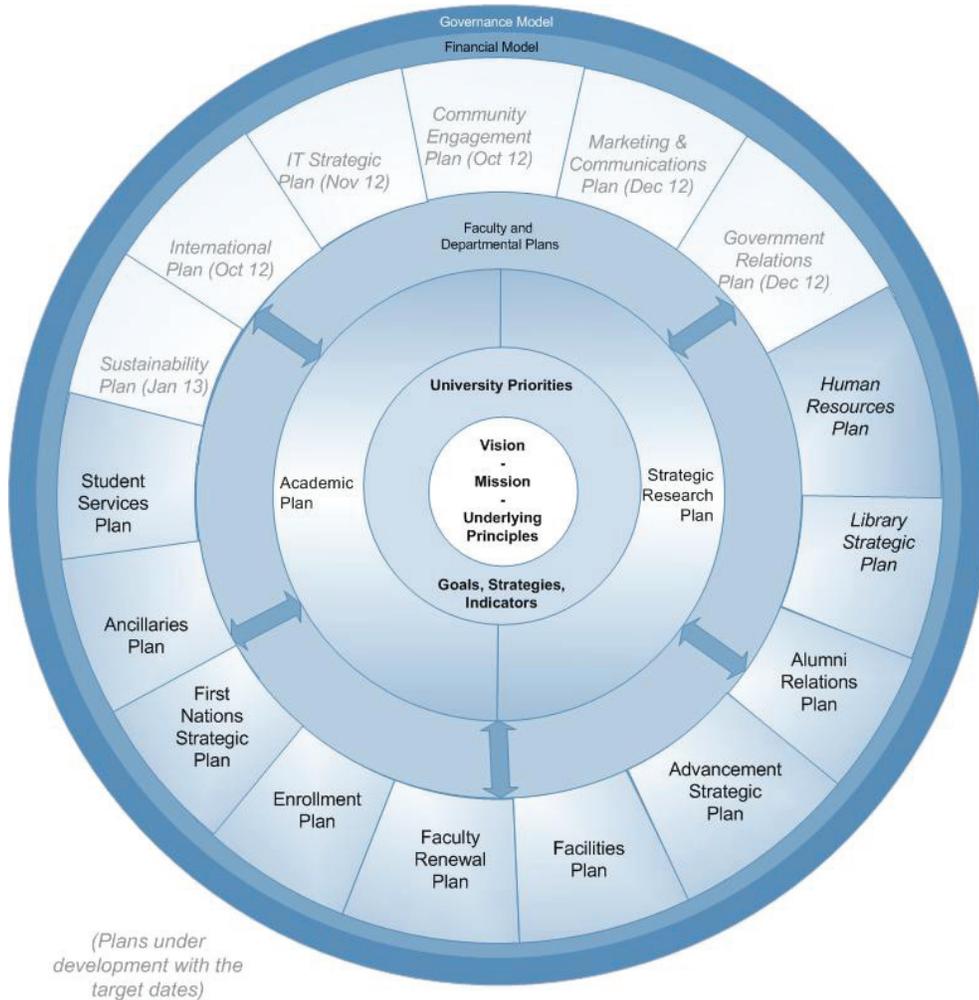
SFU's Long-Term and Continual Planning Process

The Integrated Planning Framework, shown above, is the result of a consultative administration process that is derived from the Vision/Mission itself. This framework exists to continually support and foster the Vision/Mission. The timeline for the Integrated Planning Framework follows below:

1. Long-term strategic vision/mission; every 5 to 10 years, paints the future of SFU University Planning Framework; every year, the framework is reviewed and updated based on SFU's priorities and previous year's performance assessment.

2. Supporting plans:
    i. Academic Plan; updated every 5 years.
    ii. Strategic Research Plan; updated every 5 years.
    iii. Other plans; reviewed and updated as required every year to guide the annual budgeting and resourcing exercise.
3. Accreditation and assessment; the accreditation process required the development of a long-term vision/mission for SFU. Fulfillment of the Vision/Mission will be assessed against the goals identified as a result of the planning process applied to the University Planning Framework.
4. Execution and monitoring; the President and Vice-Presidents as a group are accountable for the execution of the planning process. A monthly review of the strategic initiatives will be implemented to ensure that plans are being executed according to the agreed upon schedule.

SFU is also aware that vision/mission fulfillment has an organic quality to it in that a well-conceived vision/mission should grow and develop with the community that it serves; hence, SFU's self realization that it has evolved beyond its old philosophy and tag-line "Thinking of the World," by taking the next step with the new tag-line "Engaging the World." SFU has moved beyond thinking and is now engaging. And communication is an integral part of any form of growth and development. For SFU's Integrated Planning Framework to work, effective communication within and between all facets of the Framework must take place. To be an "Engaged University," open, inclusive, and transparent communication has to take place.

Acceptable Threshold, Extent, or Degree of Mission Fulfillment

SFU regards vision/mission fulfillment as having been achieved once all indicators for the outcomes for the set goals point toward a positive trend.

Steady progression forward via its prescribed indicators will show that SFU is achieving its Vision/Mission. To monitor this progression, SFU identified a strategic goal for each core theme of the Vision/Mission. To achieve and maintain these goals, SFU has developed various respective strategies that will help the University to attain the favoured outcomes. For each outcome, indicators have been established and are weighted against statistics from previous years. If the numbers improve each year, then SFU is meeting its goals and ultimately fulfilling its Vision/Mission.

Since this best-practice method has been only recently adopted by SFU, it will be looking first for positive trends in the statistics. Once this model has been established, SFU will then look at establishing set targets in order to further assess the fulfillment of its Vision/Mission.

3.3 Standard 1.B – Core Themes

Standard 1.B—Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishments of the objectives of its core themes.

SFU's Vision/Mission to be an "Engaged University" is fuelled by its continual support and encouragement of academic and intellectual freedom; academic, cultural, and individual diversity; and internationalization. SFU values knowledge and perspectives from all communities, and in keeping with its original philosophy from its inaugural year in 1965, puts extra emphasis and value on innovative ideas and ways of thinking. This marriage of inclusiveness and open mindedness is the essence of SFU's Vision/Mission, and the three core themes are:

- Core Theme 1: Engaging Students
- Core Theme 2: Engaging Research
- Core Theme 3: Engaging Communities

SFU's engagement of students, research, and communities are themes that are interlinked. This structural unification of the themes within the Vision/Mission contributes to a vigorous sense of purpose within the University, encouraging individual and collective action, and providing a touchstone for future development. In the words of SFU president Andrew Petter, the new Vision/Mission is "an affirmation of what is already great about SFU and an ambitious commitment to further strengthen our University."

The success of the following goals of each of the corresponding core themes depends not only on their individual attainment but on their integration—on the degree to which each contributes to the others. Students will aid and inspire research and contribute to community. Research will enhance the learning experience while enriching the community, socially, economically, scientifically, and artistically. And the SFU community of communities—local and global—will serve as a dynamic and limitless classroom, offering context and applicability for students, as well as partnerships, challenges, and opportunities for research.

3.3.1 Core Theme 1: Engaging Students

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

Strategies
SFU will foster supportive learning and campus environments.

Combining the best traditions of academic and teaching excellence, SFU will provide students with diverse and transformative learning opportunities that enable them to gain the knowledge,

critical capacities, research skills, and civic understanding required to become engaged global citizens and to thrive and adapt in demanding and dynamic environments.

Students will have opportunities to participate in advanced research, thereby sharing in the labour and joy of creating and applying knowledge, while acquiring the skills for lifelong learning.

Students will have access to an unparalleled selection of experiential learning opportunities that allow them to apply knowledge, to grow as individuals, to engage with diverse communities, to develop entrepreneurial skills, and to refine their sense of civic literacy.

Core Theme 1: Engaging Students (table 3)

Outcomes	Indicators	Rationale
Students gain the knowledge to complete degree requirements.	Composite graduation rate (%) (6 year graduation rate for undergraduate programs, 4 year for Masters programs and 6 year for Doctoral programs).	This indicator enables us to measure graduation rates of the various types of degrees we offer as one composite indicator. The selected timeframes are based on the average completion times for the respective types of degrees.
Students acquire skills necessary in an ever-changing world.	Average credits in experiential learning completed per graduating undergraduate student.	Experiential learning courses enable students to apply their knowledge as well as practice and enhance the skills necessary for an ever-changing world. The average number of credits is used as a proxy to measure the extent of skills acquired.
Students apply knowledge in the workplace or further studies.	Percentage of graduated students employed or engaged in further studies.	SFU alumni most likely apply the knowledge gained at SFU in their employment or further studies after graduation.

3.3.2 Core Theme 2: Engaging Research

Goal
To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

Strategies
SFU will leverage its fundamental research strengths, including interdisciplinary research, close community connections, and partnerships and collaborations to become a global leader in research mobilization.

SFU will support and promote the full continuum of research, from the fundamental generation of knowledge, through the dissemination of that knowledge within the academic community and beyond, to the application of transformative ideas for the benefit of society.

SFU will promote research excellence, supporting and encouraging all researchers, including undergraduates, graduate students, faculty, staff members, and community partners who assist the research mission.

SFU will seek opportunities to transfer the results of its research to the broader society, including policy–makers, civil society leaders, and the community.

Core Theme 2: Engaging Research (table 4)

Outcomes	Indicators	Rationale
Research is at a high quality and level.	Total dollar amount of research funding.	Total research funding is a generally accepted KPI for university research. It is collected annually by CAUBO and is commonly used in university rankings (Research infosource, Times Higher Education Index, Maclean's, etc.). It is an input measure that serves as a good surrogate for research reputation and capacity.
	Number of citations for papers published in 5 year period.	Citation analysis serves as an output and outcome measure. The actual number of citations reflects research productivity, while the frequency of citations reflects the impact of the publications. As it takes several years for the research to be incorporated into work from other researchers, a 5 year time window was chosen. The selected performance indicator incorporates both changes in output and impact.
Research is mobilized through partnerships/ collaborations with external partners.	Number of funded collaborative research projects with external partners.	Almost all research carried out in the University requires some funding. Collaborative research is funded by contracts or grants from partner organizations (business, foundations, government branches) or through special programs by the Tri-Council set up to support partnership grants.
Research is integrated into learning and teaching.	Number of credits completed in research courses per graduating undergraduate student per year.	Active participation of undergraduate students in research projects is the best way to integrate research and teaching.

3.3.3 Core Theme 3: Engaging Communities

Goal
To be Canada's most community-engaged research university.

Strategies
SFU will maintain and expand its community connections as an integral part of its academic mission, creating opportunities for practical and experiential learning, informing and inspiring research, and contributing to its relevance and success.

SFU will develop partnerships and maximize the capacities of its three campuses to enhance the social, economic, environmental, and cultural well-being of communities both locally and globally. The University will build respectful and mutually beneficial community relationships.

SFU will meet lifelong learning needs of students, alumni, and the community, and will respond with innovative programs and learning opportunities for academic, personal, and professional development.

SFU will be BC's public square for enlightenment and dialogue on key public issues, and will be known as the institution to which the community looks for education, discussion, and solutions.

Core Theme 3: Engaging Communities (table 5)

Outcomes	Indicators	Rationale
SFU is engaged with its alumni.	Alumni engagement score.	This multi-level approach is based on research on best practices at several other universities. It allows us to evaluate the multi-faceted nature of alumni engagement.
SFU is engaged locally.	Number of participants in SFU local outreach programs.	The number of members of the community that participate in SFU's outreach offerings is one measure of SFU's community engagement. SFU offers a spectrum of outreach programs that provide meaningful engagement with a range of BC communities and age groups. Our youth outreach programs support not only the academic development of children but their aspirations. Community lectures and events provide opportunities to share University expertise but also to learn from the community. New programs such as SFU's Public Square will provide further opportunities to engage all levels of government and communities in topics that are important to the community and where SFU can add value.
SFU is engaged globally.	Number of active international partners.	The number of current agreements with international organizations is an important indicator of SFU's global engagement. SFU enters into formal agreements with universities and other organizations around the world. These agreements cover a range of opportunities for SFU students, faculty, and staff including student exchange programs, field schools, faculty exchanges, and research projects. Agreements are time limited and are not renewed if meaningful activity has not taken place. SFU's international strategy, currently under development, will ensure that new agreements are strategic and resources are in place to support and deepen our relationships with international partners.

3.3.4 Leveraging Institutional Strength

For SFU to be successful in achieving its Vision/Mission, it must leverage the strength within its human, financial, and capital infrastructures. It must become financially flexible by continuously improving its administrative systems, strengthening its infrastructure, and engaging the best people. SFU's commitment to this principle is reflected in the following supporting goals and associated activities, which help to strengthen and support SFU's Vision/Mission and the fulfillment of the corresponding goals of the Vision/Mission.

Supporting Activities
1) Improved Administration Systems:
   • Access to transparent and efficient administrative systems for students
   • Long-term growth and viability of endowments
   • Resource alignment for the University's priorities
   • Increased revenue generating activities and cost effective and efficient administration units

2) Recruitment and Retention of Best People:
- Competitive compensation package for staff and faculty to attract and retain well–respected researchers and teachers
- Career enhancement through educational opportunities, professional development, and leadership training for staff and faculty
- Recognition and reward of performance excellence through an effective performance management framework, merit based recognition, and public acknowledgement for staff and faculty
- Promotion of diversity, inclusion, collaboration, and a respectful workplace for staff and faculty

3) Strengthened Infrastructure:
- Information Technology strategic plan that supports the University's priorities
- Management and reduction of the facilities deferred maintenance cost
- Teaching and research space that meets the needs of students and faculty

3.3.5 Underlying Principles of the Three Core Themes of the Vision/Mission

Academic and Intellectual Freedom
SFU will be an open and inclusive university whose foundation is intellectual and academic freedom.

Diversity
SFU will foster a culture of inclusion and mutual respect, celebrating the diversity and multi-ethnic character reflected amongst its students, staff, faculty, and our society.

Internationalization
SFU will value international knowledge, understanding, and engagement, and will seek to engender an active global citizenship among its students, faculty, and staff, to ensure that SFU is an engaged partner and contributor on the international stage.

Respect for Aboriginal Peoples and Cultures
SFU will honour the history, culture, and presence of Aboriginal peoples. The University will welcome and nurture Aboriginal students and seek opportunities for greater representation of Aboriginal peoples amongst its faculty and staff.

Supportive and Healthy Work Environment
SFU will recognize, respect, and value the essential contribution made by staff and faculty, and will seek to build and sustain a work environment that is equitable, supportive, rewarding, and enjoyable.

Sustainability
SFU will pursue ecological, social, and economic sustainability through its programs and operations. Through teaching and learning, research, and community engagement, SFU will seek and share solutions. In its own operations, it will develop and model best practices, from minimizing its ecological footprint, to maximizing its social health and economic strength.

4. Conclusion

This Year One Self Evaluation Report is Simon Fraser University's formal response to the standards set for institutional accreditation by the Northwest Commission on Colleges and Universities (NWCCU) and is submitted as a partial fulfillment of the requirements to progress toward full accreditation.

SFU would like to thank the NWCCU for their on-site visit in October 2011 and the subsequent Evaluation Committee report that followed. The University appreciates the feedback and has gone through considerable efforts in this Year One Report to address each of the four recommendations that were presented in the Evaluation Committee Report.

Response to Recommendation 1 has required SFU to look deeper into its assessable and verifiable assessment indicators and how they relate to and serve SFU's new Vision/Mission. Recommendation 2 was a contributing factor to the development of the Learning Outcomes and Assessment Working Group, which now looks at ways of establishing assessable learning outcomes throughout all facets of the University. This same committee is also looking at ways of integrating the University's WQB requirements with undergraduate degree level learning outcomes, which is in direct response to Recommendation 3. And finally, Recommendation 4, which has the University considering as many different options as possible (including potential private partnerships) to help alleviate its deferred maintenance issues.

SFU takes great pride in its newly adopted Vision/Mission, which is presented in Sections 1.A and 1.B of this report. The essential elements of the Vision/Mission are articulated by the corresponding core themes: engaging students, engaging research, and engaging communities. Concise, clear, assessable, and meaningful indicators of achievement have been established for each theme and have been incorporated into the University Planning Framework, which serves as the model for all other University planning models. SFU's ultimate goal is to be the leading engaged university and it feels that adoption of its new Vision/Mission is a definitive step toward achieving this goal.

With completion of the Year One Self Evaluation Report and the university-wide adoption of its new Vision/Mission, SFU is positioned to address the requirements of subsequent reports. The Year Three Report requires an assessment of the resources, capacity, and processes of a variety of institutional systems from the perspective of the Vision/Mission and each core theme. The Year Seven report will require an analysis of the University's Resources and Capacity as well as discussions regarding Institutional and Core Theme planning, and Mission Fulfillment. With this Year One report, SFU has reported on what will ultimately serve as the foundation for the remaining reports.

5. Appendix
University Planning Framework

2012
University Planning Framework

Prepared By: University Planning Committee

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                 Bill Krane, AVP Academic, Co-Chair
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Contents

Introduction

The University Planning Framework shows how SFU's vision and mission is to be achieved and supported through the contributions of other institutional plans and planning processes, and their alignment with the vision. The membership of the authoring University Planning Committee is provided in the Appendix.

SFU's Vision/Mission has three Core Themes: Engaging Students, Engaging Research and Engaging Communities. Each of these Core Themes has a Goal associated with it and each of the Goals has a number of identified Supporting Activities which are intended to lead to the attainment of that Goal. These Goals and Supporting Activities will help direct all institutional-level planning activities at SFU. In addition, for SFU to be successful in achieving its Goals, it must leverage the strength found in its infrastructure: human, financial, and capital. The importance of this supporting goal and associated activities, which underpin SFU's three Goals, is described subsequently.

To assess the efficacy of our efforts to achieve the Goals, a number of observable and/or measurable results, termed Outcomes, have been identified. These Outcomes are expected to be attained by the end of the planning horizon. Also, for each Outcome, one or more qualitative and/or quantitative Indicators of achievement have been identified. These are meant to assess performance at the institutional level, not the unit level. The Indicators are general in nature and, as such, cannot be used to capture the performance of individual units. They are primarily used to demonstrate the direction of trends at the institutional level and not the performance of specific units within SFU. However, Vice-Presidents' portfolios and the units comprising them, including the Faculties, are expected to develop relevant metrics to assess their performance and set specific achievement levels with respect to their own plans.

The Indicators in this planning framework may be used as a foundation for decision making, but only at the institutional level. It is acknowledged that any resource allocation decisions within SFU's hierarchy will require data collection and careful analysis at the appropriate level, with sensitivity to the varying characteristics of the disciplines and administrative areas of the University.

The following table displays SFU's vision/mission, themes, goals, and principles resulting from the en**vision>SFU** process.

VISION/ MISSION	To be the leading engaged university, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement.		
THEMES	**ENGAGING STUDENTS**	**ENGAGING RESEARCH**	**ENGAGING COMMUNITIES**
GOALS	Equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.	Being a world leader in knowledge mobilization, building on a strong foundation of fundamental research.	Being Canada's most community-engaged research university.
PRINCI-PLES	• Intellectual and Academic Freedom • Supportive Work Environment • Diversity • Respect for Aboriginal Peoples and Cultures • Internationalization • Sustainability		

Planning Process

The Figure 1 describes SFU's strategic planning process, beginning with en**vision>SFU**, leading to the Planning Framework, followed by the supporting plans.

Figure 1 – High Level Planning Process
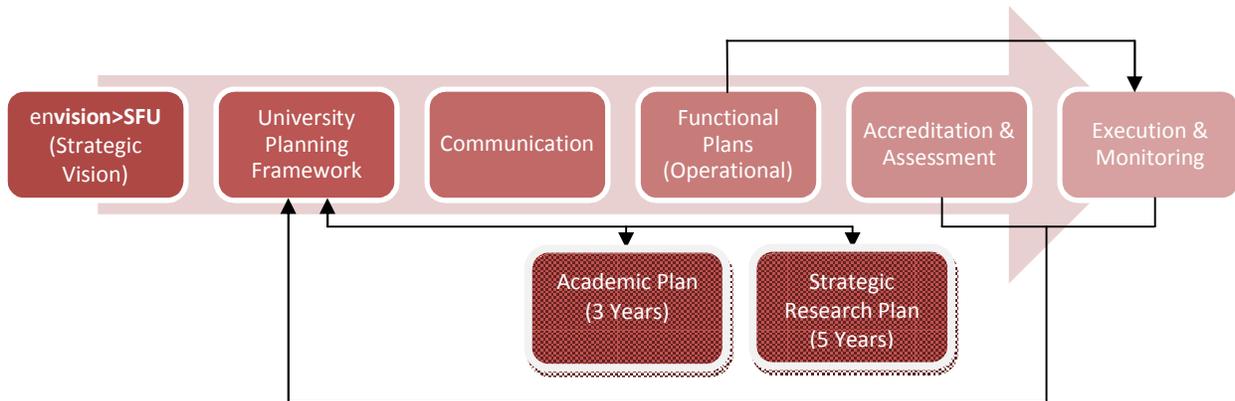
1. Long-term strategic vision reviewed every 5 to 10 years; paints the future of SFU.
2. University Planning Framework reviewed every year; the Framework is updated based on SFU's priorities and previous year's performance assessment.
3. Supporting plans:
   a. Academic Plan updated every 3 years;
   b. Strategic Research Plan updated every 5 years;
   c. Other plans reviewed and updated every year or as required to guide the annual budgeting and resourcing exercise.
4. Accreditation and assessment: the accreditation process required the development of a long-term vision and mission for SFU. Mission fulfillment will be assessed against the goals identified in this document.
5. Execution and monitoring: the President and Vice-Presidents as a group are accountable for the execution of the planning process. A monthly review of the strategic initiatives will be implemented to ensure that plans are being executed according to an agreed-upon schedule.

SFU

Integrated Planning Framework

The Figure 2 illustrates how various operational plans are integrated and aligned with SFU's long-term strategic vision and planning framework. The plans that are italicized are currently under development. All plans are updated annually in accordance with institutional priorities for the upcoming year.

Figure 2 – Integrated Planning Framework

SFU
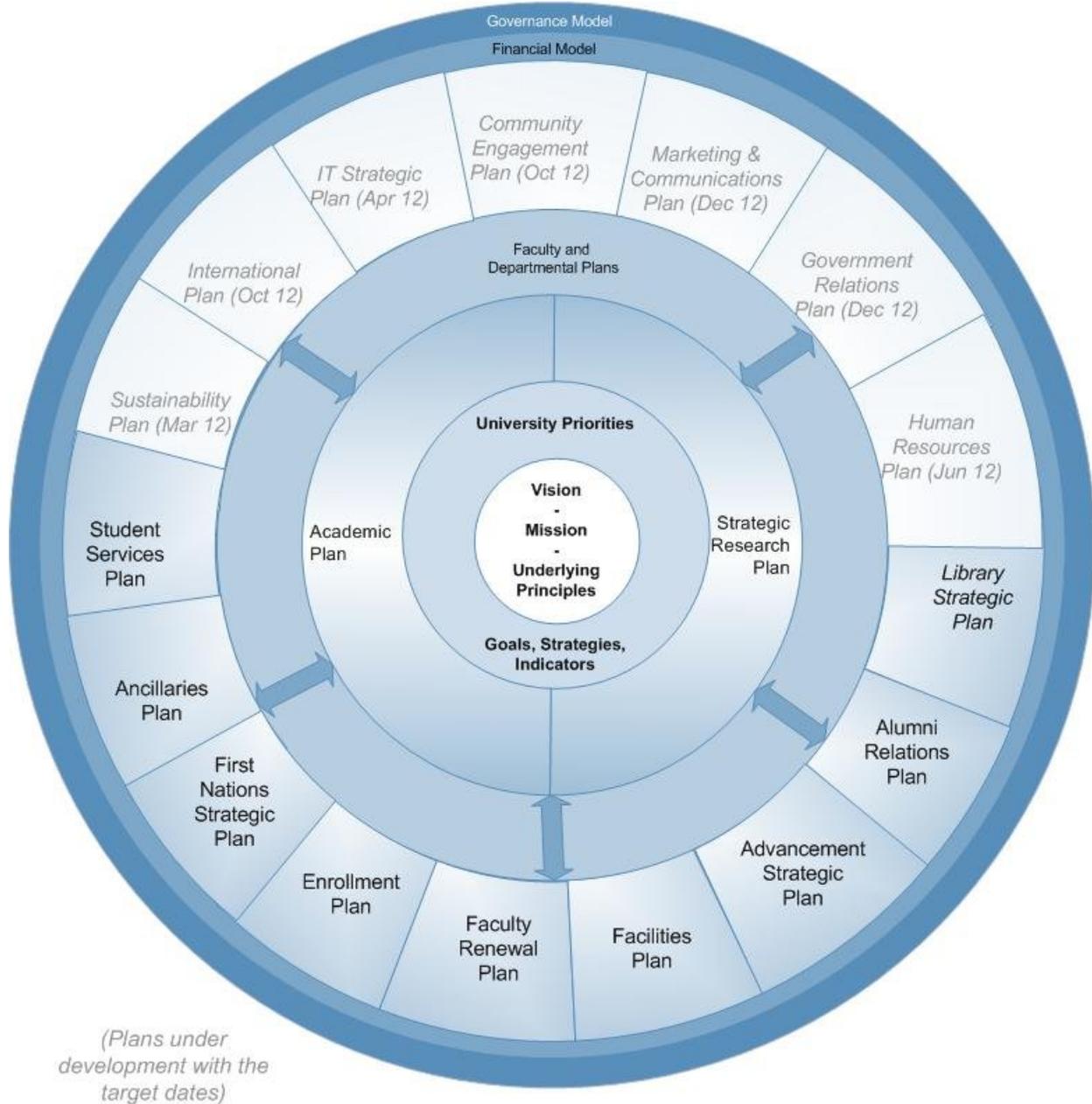
Indicator Principles

Indicators will be used to assess the state of a Core Theme and whether a particular Goal has been achieved. They should satisfy the following five principles:

	Principle	Description
1	Relevant	An indicator should be relevant to SFU's goals as described in the University Planning Framework.
2	Practical	An indicator should be simple to measure and not require a heavy investment of time and money in data collection.
3	Intuitive	An indicator should be easy to understand conceptually and widely understood by the SFU community.
4	Meaningful	An indicator should support decision-making about improving performance. It should lead to actions to improve performance if a target is not met.
5	Focused	The number of indicators should be limited to 2 to 3 for each of three goals in the University Planning Framework.

SFU

Core Themes, Goals, Supporting Activities, Outcomes and Indicators

This section identifies the supporting activities, outcomes, and indicators derived for each Core Theme and Goal.

Core Theme	Goal
Engaging Students	Equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

Supporting Activities
- Supportive learning environment and diverse learning opportunities that enable students to gain the knowledge, critical capacities, research skills and civic understanding required to become engaged global citizens and to thrive and adapt in demanding and dynamic environments.   - Opportunities for students to participate in advanced research, thereby sharing in the labour and joy of creating and applying knowledge, while acquiring the skills for life-long learning.   - Access for students to an unparalleled selection of experiential learning opportunities that allow them to apply knowledge, to grow as individuals, to engage with diverse communities, to deliver entrepreneurial skills and to refine their sense of civic literacy.

Outcome	Indicator
Students gain the knowledge to complete degree requirements.	• Composite graduation rate (%) (6 year graduation rate for undergraduate programs, 4 year for Masters programs and 6 year for Doctoral programs)
Students acquire skills necessary in an ever-changing world.	• Participation rate of graduating students in experiential learning (%)
Students apply knowledge in the workplace or further studies.	• % students employed or engaged in further studies

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Core Theme	Goal
Engaging Research	Being a world leader in knowledge mobilization, building on a strong foundation of fundamental research.

Supporting Activities

- A global leader in research mobilization by leveraging our fundamental research strengths, including interdisciplinary research, close community connections, and partnerships and collaborations.
- Promotion of research excellence, supporting and encouraging all researchers, including undergraduates, graduate students, faculty, staff members and community partners who assist the research mission.
- Support and promotion of the full continuum of research, from the fundamental generation of knowledge, through the dissemination of that knowledge within the academic community and beyond, to the application of transformative ideas for the benefit of society.

Outcome	Indicator
Research is at a high quality level.	- Total research funding ($) # citations for papers published in 5 year period
Knowledge is mobilized through partnerships/collaborations with external partners.	# funded collaborative research projects with external partners
Research is integrated into undergraduate learning and teaching.	# credits completed in research courses per graduating undergraduate student

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Core Theme	Goal
Engaging Communities	Being Canada's most community-engaged research university.

Supporting Activities

- Community connections as an integral part of the academic mission, creating opportunities for practical and experiential learning; informing and inspiring our research; and contributing to its relevance and success.
- Maximizing institutional capacities to enhance the societal, economic, environmental and cultural well-being of communities, both locally and globally, and respectful and mutually beneficial community relationships.
- Satisfying lifelong learning needs of students, alumni and the community with innovative programs and learning opportunities.
- BC's public square for education and dialogue on key public issues and reputation as the institutions to which the community looks for education, discussion and solutions.

Outcome	Indicator
SFU is engaged with its alumni.	• alumni engagement score
SFU is engaged locally.	• # participants in SFU local outreach programs
SFU is engaged globally.	• # active international partners

For SFU to be successful in achieving its Goals it must leverage the strength found in its infrastructure, human, financial, and capital. SFU's commitment to this principle is reflected in the following supporting goal and associated activities which underpin SFU's three strategic Goals.

Infrastructure	Goal
Leveraging Institutional Strength	To become financially flexible by continuously improving our administrative systems and strengthening our infrastructure and to attract and retain the best people.

Supporting Activities

1) **Improved administrative systems:**
   - Access to transparent and efficient administrative systems for students.
   - Long term growth and viability of Endowments.
   - Resource alignment for our priorities.
   - Increased revenue generating activities and cost effective and efficient administration units.
2) **Recruitment and retention of best people:**
   - Competitive compensation package for staff and faculty to attract and retain well respected researchers and teachers.
   - Career enhancement through educational opportunities, professional development, and leadership training for staff and faculty.
   - Recognition and reward of performance excellence through an effective performance management framework, merit based recognition, and public acknowledgement for staff and faculty.
   - Promotion of diversity, inclusion, collaboration and a respectful workplace for staff and faculty.
3) **Strengthened Infrastructure:**
   - Information Technology strategic plan that supports our priorities.
   - Management and reduction of the facilities deferred maintenance cost.
   - Teaching and research space that meets the needs of students and faculty.

Outcome	Indicator
SFU is financially sound.	• Net unrestricted asset (Financial indicator)
SFU has IT services that support its priorities.	• Ratio of ITS operating and project resources to total operating resources (IT indicator)
SFU attracts and retains the best people.	• Canada's Top 100 Employers (Human Resources indicator)
SFU has facilities that meet our needs.	• Facilities Condition Index (Facilities indicator)

2012
University Planning Framework
Indicators and Data

Prepared By: University Planning Committee

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Contents

Introduction

This document supplements the University Planning Framework and presents the indicators used to measure the Outcomes that assess the efficacy of Simon Fraser's efforts to achieve the Goals associated with the Core Themes within SFU's vision and mission. In addition, for SFU to be successful in achieving its Goals, it must leverage the strength found in its infrastructure: human, financial, and capital. Indicators to measure these are also included.

The indicators assess performance at the institutional level, not the unit level. The indicators are general in nature and, as such, cannot be used to capture the performance of individual units. They are primarily used to demonstrate the direction of trends at the institutional level and not the performance of specific units within SFU.

The data for fiscal years 2008/09 to 2011/12 are presented. Please note that 2011/12 data for certain indicators are not be available yet. Indicator definitions, their source, and rationale are also included.

SFU

Goal, Outcome and Indicator Summary

The following table lists the indicators according to their themes, goals, and outcomes.

	Goal	Outcome	Indicator
ENGAGING STUDENTS	Equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.	Students gain the knowledge to complete degree requirements.	Composite graduation rate (%) (6 year graduation rate for undergraduate programs, 4 year for Masters programs and 6 year for Doctoral programs)
		Students acquire skills necessary in an ever-changing world.	Average credits in experiential learning completed per graduating undergraduate student
		Students apply knowledge in the workplace or further studies.	% students employed or engaged in further studies
ENGAGING RESEARCH	Being a world leader in knowledge mobilization, building on a strong foundation of fundamental research.	Research is at a high quality level.	Total research funding ($)
			# citations for papers published in 5 year period
		Research is mobilized through partnerships/collaborations with external partners.	# funded collaborative research projects with external partners
		Research is integrated into learning and teaching.	# credits completed in research courses per graduating undergraduate student
ENGAGING COMMUNITIES	Being Canada's most community-engaged research university.	SFU is engaged with its alumni.	Alumni engagement score
		SFU is engaged locally.	# participants in SFU local outreach programs
		SFU is engaged globally.	# active international partners
LEVERAGING INSTITUTIONAL STRENGTH	To become financially flexible by continuously improving our administrative systems and strengthening our infrastructure and to engage the best people.	SFU is financially sound.	Net unrestricted assets
		SFU has IT services that support our priorities.	Ratio of ITS operating and project resources to total operating resources
		SFU attracts and retains the best people.	Canada's Top 100 Employers
		SFU has facilities that meet our needs.	Facilities Condition Index

SFU

Indicators and Data

	Goal	Outcome	Indicator (Maintain or Increase)	Target Direction *	FY 2008/09	FY 2009/10	FY 2010/11	FY 2011/12
ENGAGING STUDENTS	Equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.	Students gain the knowledge to complete degree requirements.	Composite graduation rate (%) (6 year graduation rate for undergraduate programs, 4 year for Masters programs and 6 year for Doctoral programs)	↑	64.0%	66.8%	63.4%	63.9%
		Students acquire skills necessary in an ever-changing world.	Average credits in experiential learning completed per graduating undergraduate student	↑	36.9	38.2	38.9	39.3
		Students apply knowledge in the workplace or further studies.	% students employed or engaged in further studies	↑	92.3%	90.4%	87.9%	88.6%
ENGAGING RESEARCH	Being a world leader in knowledge mobilization, building on a strong foundation of fundamental research.	Research is at a high quality level.	Total research funding ($)	↑	$83.8M	$87.4M	$89.9M	**
			# citations for papers published in 5 year period	↑	34,448	40,482	44,797	45,300
		Research is mobilized through partnerships/collaborations with external partners.	# funded collaborative research projects with external partners	↑	357	329	381	**
		Research is integrated into learning and teaching.	# credits completed in research courses per graduating undergraduate student	↑	2.11	1.99	1.91	1.90
ENGAGING COMMUNITIES	Being Canada's most community-engaged research university.	SFU is engaged with its alumni.	Alumni engagement score	↑	-	-	-	1.04
		SFU is engaged locally.	# participants in SFU local outreach programs	↑	7,888	8,764	8,729	8,704
		SFU is engaged globally.	# active international partners	↑	158	170	177	183
LEVERAGING INSTITUTIONAL STRENGTH	To become financially flexible by continuously improving our administrative systems and strengthening our infrastructure and to engage the best people.	SFU is financially sound.	Net unrestricted assets	↑	-$19.5M	$9.3M	$45.0M	$63.3M
		SFU has IT services that support our priorities.	Ratio of ITS operating and project resources to total operating resources	↑	2.9%	3.1%	3.1%	3.4%
		SFU attracts and retains the best people.	Canada's Top 100 Employers	-	YES	YES	YES	YES
		SFU has facilities that meet our needs.	Facilities Condition Index	↓	0.417	0.434	0.452	0.469

* Target direction indicates the desired direction of the data, where applicable. For example, a "↑" indicates that increasing data is desirable.

** Data is not available until September.

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING STUDENTS	Composite graduation rate (%) (6 year graduation rate for undergraduate programs, 4 year for Masters programs and 6 year for Doctoral programs)	The graduation rate is the percentage of SFU degree students who are graduating within the expected timeframes set by the University Planning Framework committee (i.e. 6 years for undergraduate students, 4 years for Masters students, and 6 years for Doctoral students). The measure is based on undergraduate and graduate students who were in degree programs in their first term at SFU. Exchange, study abroad, irregular, special entry, English Bridge Program, visiting, visiting research, postdoctoral and Great Northern Way students are excluded from the measure. The graduation rate for each year is based on the entry cohort who started in a degree program 6 years before, but each degree level cohort is only followed for their respective expected timeframes. For example, the 2008/09 graduation rate is the percentage of students from the 2002/03 fiscal year admission cohort (admitted in 1024, 1027, or 1031) who completed their SFU degree within the expected timeframe. Each SFU degree student is followed for the specified amount of time, depending on what type of student they are - undergraduate, Masters, Doctoral - to determine whether they graduated. Graduation is based on the completion term in the Student Information Management System, not convocation date. Graduation is defined as completion of an undergraduate degree from SFU for undergraduates, completion of a Master degree or Doctoral degree from SFU for Master students, and completion of a Doctoral degree from SFU for Doctoral students. Source: Institutional Research and Planning	This indicator enables us to measure graduation rates of the various types of degrees we offer as one composite indicator. The selected timeframes are based on the average completion times for the respective types of degrees.
	Average credits in experiential learning completed per graduating undergraduate student	This measure is the average number of credits completed in experiential learning courses prior to graduation completed by graduating undergraduate students by year. For undergraduate students, completion in experiential learning is defined as a passing grade in ANY of the following courses: semester in dialogue type courses, coop, research, field schools, international and courses as defined by the Experiential Education Project. Please note that prior to 2002, course section data in the Student Information Management System was grouped together into one location. Therefore students whose experiential learning consisted ONLY of courses taken at international locations prior to 2002 will not be counted as having experiential learning. Source: Institutional Research and Planning	Experiential learning courses enable students to apply their knowledge as well as practice and enhance the skills necessary for an ever-changing world. The average number of credits is used as a proxy to measure the extent of skills acquired.
	% students employed or engaged in further studies	Ratio of the number of students employed or who took further education in a Master Degree, Doctoral Degree, or Professional Association Certification program within 2 years of graduation from a Bachelor's degree to the number of graduates who responded to questions about further education and employment. Source: Baccalaureate Graduates Survey (BGS) - 2-year out results	SFU alumni most likely apply the knowledge gained at SFU in their employment or further studies after graduation.

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING RESEARCH	Total research funding ($)	Total dollars (in millions) of research funding per fiscal year. Research funding includes consolidated and non-consolidated entities. Source: VP Research Office	Total research funding is a generally accepted KPI for university research. It is collected annually by CAUBO and is commonly used in university rankings (Research infosource, Times Higher Education Index, MacLeans etc.). It is an input measure that serves as a good surrogate for research reputation and capacity.
	# citations for papers published in 5 year period	Represents the number of citations of SFU articles published in the 5 year period before the reporting period. For example, for FY 2010/11, there were 44,797 citations made during 2005 - 2010 to SFU articles published during the 5-year period starting 2005 to 2009. Source: InCites	Citation analysis serves as an output and outcome measure. The actual number of citations reflects research productivity, while the frequency of citations reflects the impact of the publications. As it takes several years for the research to be incorporated into work from other researchers, a 5 year time window was chosen. The selected performance indicator incorporates both, changes in output and impact.
	# funded collaborative research projects with external partners	Number of collaborative research projects: all grants and contracts from sources other than NSERC, SSHRC, CIHR, CFI, and CRC (Granttrack), plus all NSERC partnership program grants (NSERC search engine), SSHRC partnership grants (SSHRC search engine). Source: VP Research Office	Almost all research carried out in the University requires some funding. Collaborative research is funded by contracts or grants from partner organizations (business, foundations, government branches) or through special programs by the Tricouncil set up to support partnership grants.
	# credits completed in research courses per graduating undergraduate student	The average research credit hours taken by undergraduate graduates. Research courses are defined as courses involving one on one mentoring or actual research projects that include directed research, directed readings or directed studies courses OR include courses which have the following words in the title: project, thesis, individual, honours, research, but excluding research methodology courses. Source: Institutional Research and Planning	Active participation of undergraduate student in research projects is the best way to integrate research and teaching.

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	Indicator	Definition and Source	Rationale for Indicator
ENGAGING COMMUNITIES	Alumni engagement score	Every contactable alumnus is assigned a score based on their level of alumni engagement as follows: Informed (1), Involved (2) and Invested (3). Informed alumni are defined as those who have provided SFU an active contact (email, address or telephone number). Involved alumni are those who are involved with SFU in some way, e.g., attend SFU events, volunteer, participate online or in the Alumni Directory or on the Board or Senate, etc. Invested alumni are those who make an annual donation or pledge or gift during the fiscal year. Contactable alumni exclude deceased and those who indicated they do not want any contact. The alumni engagement score is the sum of all points divided by the total number of contactable alumni (tentative). The first set of data available will be for 2011/12 and will be as of March 23, 2012. On a go forward basis, the data will be as of January 31 of each fiscal year. Source: University Advancement	This multi-level approach is based on research on best practices at several other universities. It allows us to evaluate the multi-faceted nature of alumni engagement.
	# participants in SFU local outreach programs	Number of participants in SFU local outreach programs including SFU summer camps, Friends of Simon, and Philosopher's Café. Source: External Relations	The number of members of the community that participate in SFU's outreach offerings is one measure of SFU's community engagement. SFU offers a spectrum of outreach programs that provide meaningful engagement with a range of BC communities and age groups. Our youth outreach programs support not only the academic development of children but their aspirations. Community lectures and events provide opportunities to share University expertise but also to learn from the community. New programs such as SFU's Public Square will provide further opportunities to engage all levels of government and communities in topics that are important to the community and where SFU can add value.
	# active international partners	Number of active international partners such as exchange, inbound study abroad, Memorandum of Understanding, Letter of Intent, Dual Degree/Certificate, Field School, and similar. Source: External Relations	The number of current agreements with international organizations is an important indicator of SFU's global engagement. SFU enters into formal agreements with universities and other organizations around the world. These agreements cover a range of opportunities for SFU students, faculty and staff including student exchange programs, field schools, faculty exchanges and research projects. Agreements are time limited and are not renewed if meaningful activity has not taken place. SFU's international strategy, currently under development, will ensure that new agreements are strategic and resources are in place to support and deepen our relationships with international partners.

	Indicator	Definition and Source	Rationale for Indicator
LEVERAGING INSTITUTIONAL STRENGTH	Net unrestricted assets (Financial indicator)	The value of net unrestricted assets per fiscal year. Net unrestricted assets are internally restricted net operating assets. Source: Financial Services	Net unrestricted assets are a measure of flexibility and liquidity that indicates the degree to which the University is effectively managing its revenue sources, its operating expenses, and its investment portfolio. It is important to build and maintain a healthy surplus as it provides the University reserves that can be utilized to absorb short-term, unanticipated cost fluctuations not included in the operating budget.
	Ratio of ITS operating and project resources to total operating resources (IT indicator)	ITS operating and project resources as a percent of total operating resources. Source: Financial Services and Information Technology Services	Indicator is under review.
	Canada's Top 100 Employers (HR indicator)	Recognition as one of the top 100 employers nationally and top 55 employers in BC as evaluated by the editors of Canada's Top 100 Employers. Source: Canada's Top 100 Employers	To attract and retain top quality employees, it is important for the University to be viewed as a highly desirable place to work. The Top 100 list is generated through a rigorous examination of employers and is an influential ranking that is utilized by prospective employees when making career choices. Being included on this list indicates the University has maintained high employment standards and is creating a very favourable environment in which to work.
	Facilities Condition Index (Facilities indicator)	Facilities Condition Index (FCI) is an accepted industry metric for determining the relative condition of constructed assets at a specific point in time. FCI is the ratio of the cost of deferred maintenance and capital renewal to current replacement value. Source: Facilities	The FCI metric indicates the condition of the University's buildings and related infrastructure and provides a formal basis for analyzing and prioritizing the maintenance needs of the campus. In order for the University to provide a safe, suitable environment for students, faculty and staff, it has to maintain its assets to an acceptable level. The FCI is an important planning mechanism to ensure this occurs.

Appendix 2 – Committee Members

Academic & Students	Jon Driver, VP Academic Executive Sponsor Bill Krane, AVP Academic Co-Chair Tim Rahilly, AVP Students	Jacy Lee, Director, Institutional Research and Planning Glynn Nicholls, Director, Academic Planning Anita Stepan, Director, Financial & Budget Administration
Finance & Administration	Martin Pochurko, AVP Finance Co-Chair	Janis Kennedy, Director, Budget Scott Penney , Director, Planning & Analysis
Research	Norbert Haunerland, AVP Research	
Advancement & Alumni Engagement	Erica Branda, Director, Marketing & Communications	
External Relations	Joanne Curry, Special Advisor to the VP External Relations	