



OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

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www.sfu.ca/vpacademic**MEMORANDUM**

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**ATTENTION** Senate **DATE** December 9, 2014  
**FROM** Jon Driver, Vice-President, Academic and Provost, and Chair, SCUP **PAGES** 1/1  
**RE:** Consolidated 2013 – 2018 Academic Plan Progress Report (SCUP 14-38)

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A handwritten signature in black ink, appearing to be "Jon Driver", written over the horizontal line of the memorandum header.

At its December 3, 2014 meeting, SCUP reviewed the Consolidated 2013 – 2018 Academic Plan Progress Report. It is attached for the information of Senate.



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**MEMORANDUM**

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**ATTENTION** Senate Committee on University Priorities      **DATE** November 7, 2014  
**FROM** Jon Driver      **PAGES** 1/1  
Vice President, Academic and Provost  
**RE:** Consolidated 2013-2018 Academic Plan Progress Report

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In 2013, the Vice President, Academic developed the 2013-2018 five-year Academic Plan, which addressed the three core themes of the SFU Vision:

- Engaging Students
- Engaging Research
- Engaging Communities

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

In September 2014, Faculties and support units were asked to provide progress reports regarding the implementation of their Plans. The attached document, which is submitted for information, provides a consolidated review of progress being made by the Vice President, Academic's portfolio in achieving the goals of the SFU Vision.

Attach.

The SFU logo consists of the letters 'SFU' in a white, bold, sans-serif font, centered within a solid red square.

**SFU**

**SIMON FRASER UNIVERSITY**  
ENGAGING THE WORLD

The background of the slide is a photograph of a modern university campus. It features a large, multi-story building with a curved facade and a series of white, vertical architectural elements. In the foreground, there is a well-manicured green lawn with a low, rectangular hedge. A paved walkway leads through the lawn, and a few people can be seen walking. In the lower part of the image, there is a body of water, possibly a pond or a fountain, with a low concrete wall in front of it. The overall scene is bright and clear, suggesting a sunny day.

# **Consolidated 2013-2018 Academic Plan Progress Report**

**‘Engaging Students, Research and Communities 2013-2018’  
Five Year Academic Plan of the Vice President, Academic**

**November 2014**

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# Message from Vice President, Academic

## Dr. Jon Driver

The Academic Plan lays out priorities that should be addressed across all academic and support units. It focuses on issues that should transcend the development and management of individual academic programs, where decisions are appropriately left to experts in the disciplines. The plan tends to be shaped by SFU's vision, mission and values, by economic and political forces external to the university, by feedback from students, by ideas proposed by faculty and staff members, by discussions at Senate, and by review of current trends in post-secondary education in Canada and other parts of the world. The 2013-2018 plan built on the previous plan, and there is considerable continuity between the earlier and the current plan.

We have now reached the end of the second year of the 2013-2018 Academic Plan. This report provides a general overview of our collective achievements and progress, and the appended results from the Faculties and support units provide more detailed information about local implementation of broader plans. I am pleased to report that we are making good progress in pursuing the aims of the university-level plan, as the general key performance indicators and the other reports demonstrate. We are also required by our Ministry to provide an annual accountability report, and recent reports have reinforced a high level of achievement from SFU. As you will be aware, SFU consistently ranks well in national and international rankings, and the impact of the research productivity of faculty members is often highlighted. SFU has voluntarily decided to seek accreditation from the Northwest Commission on Colleges and Universities, in order to assess our institutional practices; we have recently submitted a positive report to NWCCU on our progress, and we anticipate receiving another evaluation from them in the next few months.

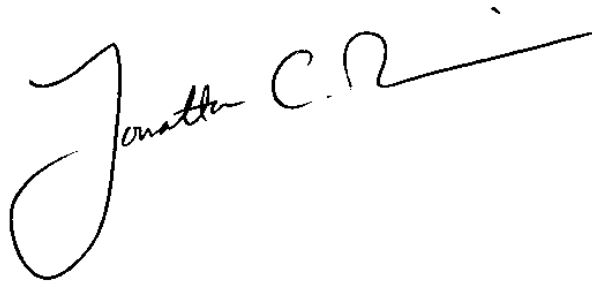
I am well aware that there are major challenges to maintaining good progress on our plans, and that we share with colleagues elsewhere some common problems that frustrate our best intentions. A selection of these is listed below, together with some notes on what we are doing to mitigate their impact.

- There is widespread public belief that university education needs to be focused more on student careers after graduation, in spite of a wealth of evidence that a university education across the full range of SFU disciplines results in long-term career success. The belief is also a stressor for our students, and the BC government has recently announced plans to reorient the entire education system to be more attuned with projected labour markets. We will respond positively to government

requests to ensure that we continue to keep student careers at the forefront of our planning; however, we will approach this through gradual and carefully thought-out changes that we believe are justified by the evidence.

- Financial pressures are a constant worry. We are heavily constrained by the following: inflation of the costs of education is at a higher rate than other sectors; government grants per students have not increased for many years; there are no plans to expand the numbers of funded students; tuition increases are capped across all programs for domestic students; we are unable to borrow; there is little opportunity for government-funded new buildings or major renovations; building maintenance grants are lower today than in the past, yet we must maintain an ageing infrastructure; it is difficult to find new space to meet the high demand for programs in Surrey and Vancouver; the 2008/09 recession has made potential donors more cautious. Our approach to financial problems has remained constant for many years: we try to consult broadly about the financial facts and seek input about financial decisions; we work closely with a broad range of stakeholders to ensure that the implications of our financial situation are broadly understood; we promote advancement and revenue-generating opportunities that are consistent with our vision, mission and values; we try to find more efficient ways of conducting our operations; we do not succumb to the allure of program prioritization and other inappropriate methods.
- More than any other institution in BC, SFU has attracted international students, with a particularly noticeable impact in some undergraduate programs. While this has brought financial benefits to the university, we need to ensure that international students are well supported in their programs, and that instructors have opportunities to educate themselves about working with international students. A particularly concerning issue is language ability. We have committed some of the revenues from Fraser International College towards a new Centre for English Language Learning, Teaching and Research, and this will begin operations in the 2014/15 academic year.
- Surveys of SFU students typically report positive opinions about the quality and relevance of education, and that reinforces my frequently stated belief that great work is done in our academic departments by conscientious and inspired instructors, staff, researchers and teaching assistants. However, student opinion about the overall SFU experience is less positive. Under the leadership of the Vice President, Finance and Administration, we have made good progress in improving some aspects of campus life, notably food services, classroom space, and common areas and study spaces. Because so many of our students live off-campus, work off-campus and study part-time, we have to continue our efforts to create more opportunities for students to interact with each other and with faculty and staff outside of formal educational settings but within the intellectual traditions of academic departments and Faculties.

As I read through the progress reports from the Faculties and support units I am encouraged by the enthusiasm for education and research that these display, and by the creative innovations that many units promote. I know it is difficult to respond to high-level plans when so much attention must be paid to new content of disciplines, rapidly changing approaches to teaching and learning, the volatile nature of our students' lives, and the constant demands of research. I thank everyone who has helped make the difference that these reports summarize.

A handwritten signature in black ink, reading "Jonathan C. Driver". The signature is written in a cursive style with a large, looped initial "J".

Dr. Jon Driver  
Vice President, Academic

# **1. Vice President, Academic Overview**



**VICE PRESIDENT, ACADEMIC OVERVIEW**  
**Academic Plan 2013-18**

**1.1. Core Themes**

CORE THEME	GOAL	OBJECTIVE	ACHIEVEMENTS TO DATE/CURRENT STATUS
<b>Engaging Students</b>	To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.	Enhance the quality of education (through the assessment of student learning outcomes and the evaluation of teaching and courses).	<ul style="list-style-type: none"> <li>• <b><u>Learning Outcomes</u></b> <ul style="list-style-type: none"> <li>○ <i>Senate Guidelines for External Reviews now include reference to Educational Goals.</i></li> <li>○ <i>2014 cycle of reviewed units have identified Educational Goals and developed assessment plans.</i></li> <li>○ <i>Support for units to develop Educational Goals has been put in place, e.g., financial support for teaching relief, Teaching and Learning Centre website provides advice and guidance, workshops held to develop skills around developing and accessing Educational Goals and Faculty Educational Consultants appointed for each Faculty.</i></li> <li>○ <i>Units with ‘professional accreditation’ have Educational Goals (Learning Outcomes) in place.</i></li> </ul> </li> <li>• <b><u>Evaluations of Teaching and Courses</u></b> <ul style="list-style-type: none"> <li>○ <i>Study and pilot project completed 2014.</i></li> <li>○ <i>Implementation Action Plan approved by Senate.</i></li> <li>○ <i>Evaluation system software vendor proposals being considered.</i></li> <li>○ <i>Implementation to begin in 2015 and full roll-out complete by 2018.</i></li> </ul> </li> <li>• <b><u>‘B.C’s Skills for Jobs Blueprint’</u></b> <ul style="list-style-type: none"> <li>○ <i>SFU will meet government targets for guaranteed allocation of funding to programs that will educate students for careers in high demand areas.</i></li> </ul> </li> </ul>
		Enhance student satisfaction (through a greater diversity of pedagogy, improved access to courses and a wider range of learning opportunities).	<ul style="list-style-type: none"> <li>• <b><u>Diversification of Pedagogy</u></b> <ul style="list-style-type: none"> <li>○ <i>TLC continues to support faculty wishing to diversify teaching approaches and provides core instruction on teaching methods especially to new faculty.</i></li> <li>○ <i>Institute for the Study of Teaching and Learning in the Disciplines undertaking broad based research on best practices at SFU.</i></li> <li>○ <i>Two new categories of faculty members introduced: Professor of Professional Practice and Teaching Professor, bringing different approaches to undergraduate teaching.</i></li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ <i>'Support for Flexible Learning Environments' project to leverage the advantages of Canvas funded by the University Priority Fund (\$507k).</i></li> <li>○ <i>Task Force on Flexible Education exploring different approaches to teaching and learning.</i></li> <li>● <b><u>Improving Course Access</u></b> <ul style="list-style-type: none"> <li>○ <i>Task Force on Flexible Education aimed at improving access established and interim report released in Sept 2014. Final Report expected June 2015.</i></li> <li>○ <i>Registrar exploring 'system-based' approaches to improving access.</i></li> </ul> </li> <li>● <b><u>Indicative Measures of Success</u></b> <table border="1" data-bbox="961 623 1885 1218"> <thead> <tr> <th>INDICATOR</th> <th>2011/12</th> <th>2012/13</th> <th>2013/14</th> </tr> </thead> <tbody> <tr> <td><i>Students either 'very' or 'somewhat' satisfied with SFU (Source- UGSS.GSS)</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Undergraduate</i></td> <td><i>89%</i></td> <td><i>88%</i></td> <td><i>88%</i></td> </tr> <tr> <td><i>Graduate</i></td> <td><i>-</i></td> <td><i>85%</i></td> <td><i>89%</i></td> </tr> <tr> <td><i>% students got the number of courses they wanted</i></td> <td><i>77%</i></td> <td><i>80%</i></td> <td><i>82%</i></td> </tr> <tr> <td><i>% students got the required courses they wanted</i></td> <td><i>64%</i></td> <td><i>66%</i></td> <td><i>67%</i></td> </tr> <tr> <td><i>% graduates (u/g) who participated in co-op, internship, practicum, field school, student exchange or Semester in Dialogue</i></td> <td><i>23%</i></td> <td><i>23%</i></td> <td><i>23%</i></td> </tr> </tbody> </table> </li> </ul>	INDICATOR	2011/12	2012/13	2013/14	<i>Students either 'very' or 'somewhat' satisfied with SFU (Source- UGSS.GSS)</i>				<i>Undergraduate</i>	<i>89%</i>	<i>88%</i>	<i>88%</i>	<i>Graduate</i>	<i>-</i>	<i>85%</i>	<i>89%</i>	<i>% students got the number of courses they wanted</i>	<i>77%</i>	<i>80%</i>	<i>82%</i>	<i>% students got the required courses they wanted</i>	<i>64%</i>	<i>66%</i>	<i>67%</i>	<i>% graduates (u/g) who participated in co-op, internship, practicum, field school, student exchange or Semester in Dialogue</i>	<i>23%</i>	<i>23%</i>	<i>23%</i>
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		<p>Improve support for students (with diverse learning needs by providing enhanced support).</p>	<ul style="list-style-type: none"> <li>● <b><u>Enhancing Student Support</u></b> <ul style="list-style-type: none"> <li>○ <i>Established EAL Centre managed by the Faculty of Education.</i></li> <li>○ <i>Added capacity for International Student advising.</i></li> <li>○ <i>Enhanced mental health support for international students.</i></li> <li>○ <i>Redesigned new student orientation programs for International, Indigenous and</i></li> </ul> </li> </ul>																												

			<p>students with disabilities.</p> <ul style="list-style-type: none"> <li>○ Funded the Learning Commons and Research Commons in the Library.</li> <li>○ Started an award program to recognize and celebrate healthy classrooms.</li> <li>○ Realigned academic advising to better meet the needs of varsity student athletes.</li> <li>○ Working to address concerns about campus safety.</li> <li>○ Indigenous student support; <ul style="list-style-type: none"> <li>✓ Enhanced the Indigenous Student Centre (additional counselor, staff training on cultural competency).</li> <li>✓ Added Indigenous Tutoring program.</li> <li>✓ Grew SFU's peer education programming for Indigenous students.</li> <li>✓ Increased outreach (programs, workshops).</li> </ul> </li> </ul> <p>• <b><u>Indicative Measures of Success</u></b></p> <table border="1" data-bbox="961 695 1885 1349"> <thead> <tr> <th>INDICATOR</th> <th>2011/12</th> <th>2012/13</th> <th>2013/14</th> </tr> </thead> <tbody> <tr> <td>% level of student satisfaction (either 'very' or 'somewhat') satisfied of EAL students (UGSS)</td> <td>-</td> <td>88%</td> <td>86%</td> </tr> <tr> <td>% Aboriginal students with good academic standing after: Term 1 Term 2 (of original n)</td> <td>77% 69%</td> <td>76% 62%</td> <td>71% -</td> </tr> <tr> <td>% graduation rates for Aboriginal students: Undergraduate (6 years) Masters (6 years) Doctorate (8 years)</td> <td>46% 70% 100%</td> <td>47% 58% 40%</td> <td>44% 65% 67%</td> </tr> </tbody> </table>	INDICATOR	2011/12	2012/13	2013/14	% level of student satisfaction (either 'very' or 'somewhat') satisfied of EAL students (UGSS)	-	88%	86%	% Aboriginal students with good academic standing after: Term 1 Term 2 (of original n)	77% 69%	76% 62%	71% -	% graduation rates for Aboriginal students: Undergraduate (6 years) Masters (6 years) Doctorate (8 years)	46% 70% 100%	47% 58% 40%	44% 65% 67%
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<b>Engaging Research</b>	To be a world leader in	Contribute to research excellence	<ul style="list-style-type: none"> <li>• <b><u>Research Chairs</u></b> <ul style="list-style-type: none"> <li>○ Five BC Leadership Chairs filled: Salmon Conservation and Management,</li> </ul> </li> </ul>																

	knowledge mobilization building on a strong foundation of fundamental research.	(through high quality faculty appointments and integrating research in all programs).	<p><i>Pharmaceutical Genomics and Bioinformatics, Cognitive Neuroscience in Childhood Health, Development and Proactive Approaches to the Reduction of Violence among Children and Youth and Chair in Multimodal Technology for Healthcare Innovation.</i></p> <ul style="list-style-type: none"> <li>○ <i>Canada Research Chairs – 38 filled, 10 unfilled or pending.</i></li> </ul> <p>● <b><u>Indicative Measures of Success</u></b></p> <table border="1" data-bbox="961 444 1934 1166"> <thead> <tr> <th><b>INDICATOR</b></th> <th><b>2011/12</b></th> <th><b>2012/13</b></th> <th><b>2013/14</b></th> </tr> </thead> <tbody> <tr> <td><i>% continuing faculty in tenure-track positions (source: SFU CFL Faculty Profile)</i></td> <td>67%</td> <td>71%</td> <td>73%</td> </tr> <tr> <td><i>% final year students who worked on a research project with faculty member</i></td> <td>15%</td> <td>15%</td> <td>15%</td> </tr> <tr> <td><i>% upper division undergraduate courses that are taught by tenure-track faculty</i></td> <td>51.1%</td> <td>50.4%</td> <td>50.1%</td> </tr> <tr> <td><i>Tri-Council funding growth (year/year)</i></td> <td>2% 2012 over 2011</td> <td>11% 2013 over 2012</td> <td>4% 2014/2013</td> </tr> <tr> <td><i>% tenure-track faculty who supervise graduate student</i></td> <td>90%</td> <td>88%</td> <td>88%</td> </tr> </tbody> </table>	<b>INDICATOR</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<i>% continuing faculty in tenure-track positions (source: SFU CFL Faculty Profile)</i>	67%	71%	73%	<i>% final year students who worked on a research project with faculty member</i>	15%	15%	15%	<i>% upper division undergraduate courses that are taught by tenure-track faculty</i>	51.1%	50.4%	50.1%	<i>Tri-Council funding growth (year/year)</i>	2% 2012 over 2011	11% 2013 over 2012	4% 2014/2013	<i>% tenure-track faculty who supervise graduate student</i>	90%	88%	88%
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<b>Engaging Communities</b>	To be Canada’s most community-engaged research university.	Increase community engagement activity (particularly for students, faculty and alumni).	<ul style="list-style-type: none"> <li>● <b><u>Students</u></b> <ul style="list-style-type: none"> <li>○ <i>Realignment of Philosophers Café to include more SFU faculty and students.</i></li> <li>○ <i>The introduction of the Co-Curricula transcript will encourage students to engage with communities.</i></li> </ul> </li> <li>● <b><u>Faculty</u></b> <ul style="list-style-type: none"> <li>○ <i>Faculty members continue to provide valuable inputs to SFU’s communities as policy advisors and experts for commentary or referral regarding issues of local and</i></li> </ul> </li> </ul>																								

*national importance.*

- *In fall 2014 a web-based tool that will enable SFU to track earned media mentions by subject area, faculties and keywords is being purchased. The tool will provide analytics including readership statistics, tone analysis (positive/negative) and social media tracking. The Vice President, Academic will coordinate with Communications & Marketing to track faculty mentions within earned media that align with the Academic Plan. Analytics will include, but not be exclusive to, research citations, op-eds and quoting of subject matter experts -- providing a baseline review of faculty engagement in sharing SFU's story in earned media.*

- **Alumni**

- *The Alumni Engagement Score showed an upward trend in its second year of measurement.*

- **Indicative Measures of Success**

<b>INDICATOR</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<i>% increase in registrations in non-credit courses (year/year)</i>	3.2%	1.6%	1.7%
<i>% students who participate in community services or volunteer work</i>	28%	22%	24%
<i>Alumni Engagement Score (Average n = 132,000 alumni) Informed = 1 Participate = 2 Donate = 3</i>	1.04	1.17	1.15

## 1.2. Ongoing Operational Activities

Activity	Synopsis of Progress/Highlights
<p><b>Institutional Accreditation:</b> Continue to pursue accreditation with NWCCU, in order to focus on adherence to best practices and to increase the accountability of the University to its students and supporters.</p>	<ul style="list-style-type: none"> <li>• <u>2013</u> <ul style="list-style-type: none"> <li>○ <i>March/April - Progress Report to Board of Governors and Senate.</i></li> <li>○ <i>May – Annual Report to NWCCU submitted.</i></li> </ul> </li> <li>• <u>2014</u> <ul style="list-style-type: none"> <li>○ <i>Feb – Progress Report to Accreditation Steering Committee.</i></li> <li>○ <i>May – Annual Report to NWCCU submitted.</i></li> <li>○ <i>August – Mid Cycle Report submitted to NWCCU.</i></li> <li>○ <i>November – Evaluation visit from NWCCU.</i></li> </ul> </li> <li>• <u>Next Steps</u> <ul style="list-style-type: none"> <li>○ <i>2015 (Aug/Oct) -Year Seven Report required and Evaluation Visit for Accreditation.</i></li> <li>○ <i>2016 (Jan) – NWCCU Board decision on SFU Accreditation.</i></li> </ul> </li> </ul>
<p><b>Resource Allocation:</b> Continue to refine the budget process to align resource allocation with academic priorities; in particular, we will extend the “performance based” budget process to support units and to scholarship programs.</p>	<ul style="list-style-type: none"> <li>• <i>Faculty Resource Allocation Model is now performance based: allocations are determined on a three-year moving average of actual teaching undertaken by Faculties.</i></li> <li>• <i>Bridge funding for this change in the model funded from UPF (\$333k).</i></li> </ul>
<p><b>Faculty Development:</b> In conjunction with Academic Relations, we will develop opportunities for faculty members to participate more effectively as leaders and administrators. This could include career management, leadership development, working with new technologies, etc.</p>	<ul style="list-style-type: none"> <li>• <i>An educational program for new chairs was piloted in 2013/14 that consisted of monthly workshops on a variety of topics (e.g., faculty development, finance and budgeting, communication skills). This program will be revised and continued in 2014/15.</i></li> <li>• <i>The New Faculty Orientation format was significantly revamped and was well received by participants. Other workshops were planned to bring new faculty together after the orientation, but they were not well attended. The University will be surveying new faculty to see if another delivery method might be more effective.</i></li> <li>• <i>Workshops for mid-career faculty have been piloted and will continue to be developed.</i></li> </ul>
<p><b>Revenue Generation and Advancement:</b> Continue to develop revenue generating activities across all areas of the Vice President, Academic portfolio and support all advancement opportunities</p>	<ul style="list-style-type: none"> <li>• <i>The SFU/FIC agreement continues to generate discretionary revenue for the VPA portfolio.</i></li> </ul>

<p>in conjunction with the Vice President, Advancement.</p>	
<p><b>Strategic Enrollment Management (SEM):</b> Strengthen our approach to strategic enrollment management, a practice that conceptualizes enrollment as a process that begins with recruitment and concludes with a lifelong relationship with our students and alumni.</p>	<ul style="list-style-type: none"> <li>• <i>3 major areas of strategy have been identified to improve SEM:</i> <ul style="list-style-type: none"> <li>○ <i>improve communication and collaboration across SFU.</i></li> <li>○ <i>make student success the primary SEM driver.</i></li> <li>○ <i>utilize data and business intelligence to inform SFU SEM-related decisions.</i></li> </ul> </li> <li>• <i>Undergraduate marketing campaign focuses on identifying "best fit" students for SFU.</i></li> <li>• <i>Organizational changes that better suit the strategy: Student Recruitment, Transition, Engagement and Careers are now one unit.</i></li> <li>• <i>Reviews undertaken annually include:</i> <ul style="list-style-type: none"> <li>○ <i>Fall – reviews admission/enrollment process and results.</i></li> <li>○ <i>Spring - reviews student retention and success results in the previous academic year of both the incoming cohort and the continuing student body.</i></li> </ul> </li> <li>• <i>SEM data and analysis capacity has been improved.</i></li> </ul>
<p><b>Implementation of Aboriginal Strategic Plan:</b> Continue the implementation of the current Aboriginal Strategic Plan.</p>	<ul style="list-style-type: none"> <li>• <i>Executive MBA in Aboriginal Business and Leadership graduating its first cohort program in 2014.</i></li> <li>• <i>Indigenous Research Institute (IRI) now has 54 members.</i></li> <li>• <i>In 2013/14 undergraduate Aboriginal students total over 600, while graduate students total over 130.</i></li> <li>• <i>Fraser International College now offering First Nations Studies (FNST) 101.</i></li> <li>• <i>Feasibility study for the proposed First Peoples House completed in 2013.</i></li> <li>• <i>New Indigenous Student Centre opened in 2014.</i></li> <li>• <i>Vice President, Academic instituted a plan to hire more Aboriginal faculty.</i></li> <li>• <i>Aboriginal Student Support Project to stabilize support via bursaries and success programming funded by the University Priority Fund (\$250k).</i></li> </ul>
<p><b>Management of the Deferred Maintenance Shortfall:</b> In conjunction with others, continue to seek solutions to maintaining and renovating areas identified of particular importance to the campus environment.</p>	<ul style="list-style-type: none"> <li>• <i>\$5 million of carry-forward in the Vice President, Academic portfolio has been diverted to maintenance in 2014/15.</i></li> <li>• <i>In broad collaboration with other Vice Presidents the following has been achieved:</i> <ul style="list-style-type: none"> <li>○ <i>Various deferred maintenance projects were funded from the University Priority Fund, \$100k (2012/13), \$2.6M (2013/14) and \$1M (2014/15).</i></li> <li>○ <i>SFU Established a Deferred Maintenance Fund from internal sources (\$30M/10 years).</i></li> </ul> </li> </ul>

<p><b>Review of policies and procedures:</b> Ensure that policies and procedures are aligned to support strategic initiatives.</p>	<ul style="list-style-type: none"> <li>• <i>Much of this activity will be covered by negotiations for the first collective agreement with the Faculty Association.</i></li> </ul>
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### 1.3. Strategic Planning Issues

Issue	Synopsis of Progress
SFU Surrey	<ul style="list-style-type: none"> <li>• <i>Mandate and Growth Strategy for Surrey developed with input and agreement of Deans and Vice Presidents. Strategy focus on Clean Energy, Health and Digital Media.</i></li> <li>• <i>Ministry considering possibility of funding the Clean Energy part of the strategy.</i></li> <li>• <i>'Bridges to Surrey' project funded by the University Priority Fund (\$1.2M) to establish an integrated innovation lab, a 'Semester in Innovation' and a virtual 'Simon Fraser Academy'.</i></li> </ul>
International Partnerships	<ul style="list-style-type: none"> <li>• <i>Partnership with Zhejiang University for the dual degree programs (undergraduate and graduate) in Computing Science has been renewed for a 10-year term.</i></li> <li>• <i>A dual Master of Arts degree program in Global Communications was established with the Communications University of China.</i></li> <li>• <i>In conjunction with SFU International and the Vice President, External Relations:</i> <ul style="list-style-type: none"> <li>○ <i>International Engagement Strategy was approved by the Board of Governors, which identified as a priority, deeper international engagement and activities in teaching, research and student experience.</i></li> <li>○ <i>Review is ongoing of all international partnerships to assess activity levels across the university and to terminate inactive agreements. New proposed partnerships are evaluated against criteria of existing grassroots faculty collaborations, and for long-term sustainability and reciprocity.</i></li> </ul> </li> </ul>
Better Data Capture on University Activities	<ul style="list-style-type: none"> <li>• <i>Institutional Research and Planning experimenting with Business Intelligence software to provide improved data collection and analysis.</i></li> <li>• <i>University rankings are being analyzed more effectively.</i></li> <li>• <i>HiBAR – research productivity instrument being piloted in External Reviews – 3<sup>rd</sup> year.</i></li> <li>• <i>Student Surveys results being communicated widely.</i></li> <li>• <i>Common C.V. system for faculty is being investigated.</i></li> <li>• <i>Academic Information Report (AIR) (used in the External Review process) content is being reviewed.</i></li> <li>• <i>Identified a strong need for management information among administrators.</i></li> </ul>



## **2. Faculties**

## **2.1. Beedie School of Business**

**BEEDIE SCHOOL OF BUSINESS  
Academic Plan 2013-18**

Core Theme	Faculty Objective	Status/Progress
<b>Engaging Students</b>	Create new programs focused on technology and entrepreneurship in cross-cultural and cross-national settings	Completed. Grenoble Social Innovation Program. Offered in spring 2014. Combines students from Grenoble Ecole De Management (GEM) in France with SFU Business students in a semester long program.
	Develop a Doctorate of Business Administration (DBA) and an MBA/PhD for scientists and engineers	Senate Approval in progress for Graduate Certificate in Science and Technology Commercialization. Development of additional programs dependent on being able to hire new faculty, as per external review recommendation. DBA plans on hold.
	Develop new graduate business programs (part-time MBA, Masters in Accounting, Masters in International Management, Diploma in Management of Technology, Business Analytics Certificate)	Part time MBA in Surrey launched Jan 2014. Masters' programs in Accounting and International Management and Diploma of Management of Technology dependent on being able to hire new faculty. Undergraduate Certificate in Business Analytics and Decision Making launched in fall 2013. 22 students currently registered in certificate.
	Develop and implement the Surrey campus strategy	Surrey programs are focused on Entrepreneurship and Innovation. Redesigned Entrepreneurship and Innovation concentration launched in September 2014. New Entrepreneurship and Innovation certificate to all university undergraduates offered beginning in fall 2014. Part-time MBA in Surrey launched in 2014
	Monitor the re-launched undergraduate minor in Business open to all SFU students	Completed. Re-launched in fall 2013.
	Launch undergraduate and graduate student incubators with a focus on social innovation	Completed. TechEntrepreneurship@SFU (In collaboration with Ken Spencer, BCIC and

	and entrepreneurship	<p>Mechatronics Systems Engineering)  Radius (Social Innovation)  PlatForm (Emily Carr and Beedie)  RADIUS incubators active – 2<sup>nd</sup> one starting November 2014.</p>
	Create an international field school opportunity for Business undergraduates	<p>Completed.  Berlin Field School.  Offered in summer 2013, 2014 for 30 students.</p>
	Extend the scope and reach of graduate and executive education programs	<p>Program extensions other than those already planned are likely not viable – there are not enough Beedie faculty to teach in them and Beedie’s accreditation will prevent the School from using faculty that are not academically qualified and active.</p>
<b>Engaging Research</b>	Complete Canada Research Chair – Oct 2012	<p>Application completed and submitted. Jing Li was awarded the CRC as of Oct 31 2014.</p>
	Implement and complete recruitment strategy including Beedie Chairs	<p>In progress. Only a few of the positions Beedie was recruiting for last year were successfully filled. The School has plans to recruit for nine new hires in the current year, including the two Chairs.  The salary structure at SFU hampers Beedie’s ability to hire.</p>
	Create visiting Beedie Fellows program	<p>In progress. A committee to create the process for selecting and inviting Fellows has been struck and is at work to design a process.  Dr. John Borrows, a well-respected scholar in indigenous law and society, will work at Beedie one day a week starting late 2014.</p>
	Consider/reorient Research Centres with focus on innovation and entrepreneurship	<p>In progress. Conversations with funders are currently underway</p>
	Encourage faculty participation in large-scale	<p>A number of Beedie’s faculty are collaborators on large SSHRC grants with</p>

	grants with emphasis on STEM areas	faculty at other universities.
	Develop signature research projects with international partners	Two SSHRC Partnership Grant applications were submitted last year. Although both were very highly received during the first round, neither in the end got funded. This year there will be two further Partnership grant applications. In addition, the Jack Austin Centre has had a productive working relationship with Infosys in India.
<b>Engaging Communities</b>	Reposition executive education for better mission alignment and community engagement	In progress. See below.
	Create new executive education programs in technology and sustainability in cross-national and cross-cultural settings	In progress. Achievement of this goal requires a new Director of Executive Education. Previous Director is fully committed to the CIRDI (formerly CIIEID) project.
	Develop clearer connections between executive education and Research Centres	Beedie is in the process of re-orienting the research centres.
	Expand the public presence and reach of the	The Jack Austin Centre and the CMA Centre for Innovation have been active

	Research Centres	in organizing public seminars on topics of current interest. As Beedie reorganizes the research centres, it will be pursuing further activities of this nature.
	Provide greater opportunities for community-based experiential learning	Continued involvement of the external community in many events featuring Beedie's students and faculty.
<b>Other</b>		

## **2.2. Faculty of Applied Sciences**

**FACULTY OF APPLIED SCIENCES**  
**Academic Plan 2013-18**

Core Theme	Faculty Objective	Status/Progress
<b>Engaging Students</b>	Implement educational goals (learning outcomes)	<ul style="list-style-type: none"> <li>• Implemented outcome-based learning in Engineering Science (ENSC) and Mechatronic Systems Engineering (MSE). Outcome-based learning is also a requirement of the Canadian Engineering Accreditation Board for Canadian engineering schools.</li> <li>• Outcome-based learning is voluntary for Computing Science (CMPT).</li> </ul>
	Improve student retention	<ul style="list-style-type: none"> <li>• Faculty of Applied Sciences (FAS) enrolment management plan has set a minimum GPA threshold of 85% for domestic students and 86% for international students to help ensure incoming students can manage the rigorous course load in FAS.</li> <li>• Redesigned ENSC curriculum should improve student retention.</li> <li>• Academic Enhancement Program has been expanded to ENSC.</li> <li>• Early intervention Academic Advising has been established on a semester basis.</li> <li>• Minimum GPA maintenance has been implemented.</li> </ul>
	Increase experiential learning opportunities	<ul style="list-style-type: none"> <li>• FAS is the largest contributor to the SFU co-op program, accounting for nearly 1/3 of all university placements (1,100 students in the last year).</li> <li>• All Schools have a strong lab and project-based component in the curriculum to give essential hands-on skills and experiential learning.</li> <li>• Upgraded lab infrastructure using UPF and carry-forward funds.</li> <li>• Entrepreneurship@SFU program has revived experiential learning opportunities for students in MSE and Beedie.</li> <li>• Capstone projects are mandatory for senior-level students in MSE, ENSC and Dual Degree Program students in CMPT. Capstone projects are optional for senior CMPT students.</li> </ul>
	Improve graduate student experience	<ul style="list-style-type: none"> <li>• New graduate co-op programs have been launched in conjunction with Work</li> </ul>



		<p>Integrated Learning for CMPT, ENSC and MSE students to provide workplace skills development.</p> <ul style="list-style-type: none"> <li>• Increased Teaching Assistant funding.</li> <li>• With an increase in faculty research funding to \$11.8M, there has been a boost of graduate student funding support via Research Assistant appointments.</li> <li>• New opportunities to engage graduate students: Natural Sciences and Engineering Research Council of Canada (NSERC) CREATE grant (big data in biological analysis); Big Data Professional Masters program.</li> </ul>
	Strengthen teaching quality	<ul style="list-style-type: none"> <li>• FAS Awards of Excellence continued in its fifth year to recognize teaching excellence among faculty and teaching assistants.</li> <li>• Working closely with the Teaching and Learning Centre to improve teaching delivery and student outcomes.</li> <li>• Teaching and Learning Centre specialist embedded within FAS to help faculty improve teaching skills and pedagogy.</li> </ul>
	Improve laboratory infrastructure and technical support	<ul style="list-style-type: none"> <li>• Received University Priority Funding for 2 years (Year Two conditional) to invest into upgrade and improvements in teaching laboratories. Carry-forward funds have also been invested.</li> <li>• Canadian Foundation for Innovation (CFI) funding invested in new infrastructure to support research.</li> <li>• MSE and ENSC have hired additional technicians (3) to improve lab support.</li> </ul>
	Increase diversity of student population and participation of women	<ul style="list-style-type: none"> <li>• FAS has the second highest percentage of international students among all SFU faculties.</li> <li>• Challenges continue with respect to recruiting female students; however, through Community grants and NSERC applications, outreach efforts are being developed.</li> <li>• FAS has submitted an application for the NSERC Chair for Women in Science and Engineering (BC/Yukon); if successful, an ENSC female faculty member will be designated to the position.</li> </ul>
	Support establishment of FAS Student	<ul style="list-style-type: none"> <li>• A new FAS Student Society is being developed where a fee would be applied</li> </ul>

	Development Fund	to all FAS students to support student activities. FAS will help to raise additional funding after the approval of student society establishment.
<b>Engaging Research</b>	Increase research excellence and impact	<ul style="list-style-type: none"> <li>• Overall, research funding increased from \$9.5 M in 2012-2013 to \$11.8 M in 2013-2014 (SFU fiscal year).</li> <li>• FAS received 4 NSERC Discovery Accelerator Supplements in past 12 months.</li> <li>• Two new Canada Research Chairs (CRC) this year, one in MSE (Alternative Energy Conversion Systems) and CMPT (Big Data).</li> <li>• Big Data expertise – CMPT faculty member among the Top 10 cited researchers in the world in the field of data mining.</li> <li>• Sloan Fellow in CMPT.</li> <li>• CMPT notable university rankings: Among the Top 50 computing science departments in the world (ARWU 2014).</li> </ul>
	Build research faculty complement	<ul style="list-style-type: none"> <li>• New faculty hires have been made in key strategic areas that align with the Faculty's 2013-18 Academic Plan growth areas.</li> <li>• In addition, external funders have confirmed their support to build research faculty complement in several areas: <ul style="list-style-type: none"> <li>▪ City of Surrey, Powertech - Energy systems for smart cities</li> <li>▪ MDA - Synthetic aperture radars</li> <li>▪ Fraser Health/Surrey Memorial Hospital Foundation, BC government (LEEF Chair) - Health technologies</li> <li>▪ CRC Program - Big data</li> <li>▪ CRC Program - Computational genomics (moved to Tier 1)</li> <li>▪ CRC Program - Alternative energy conversion</li> </ul> </li> </ul>
	Create research chairs in strategic areas	<ul style="list-style-type: none"> <li>• FAS has successfully established several chairs in strategic areas – see above – and is pursuing new opportunities for external chair funding.</li> <li>• In discussions with 2-3 organizations to develop chairs in strategic research areas.</li> </ul>
	Strengthen collaboration with industry and other research partners	<ul style="list-style-type: none"> <li>• Innovation Boulevard achievement in first 18 months of operation, led by LEEF Chair FAS faculty member: 45 new companies, with a strong focus on new medical technology applications, engaged in R&amp;D with SFU researchers.</li> </ul>

		<ul style="list-style-type: none"> <li>• Industry networking event with 70 external participants.</li> <li>• NSERC Engage and Engage Plus – 39 new grants in the past 12 months in Applied Sciences.</li> <li>• Additional industry interaction through the graduate co-op program.</li> </ul>
<b>Engaging Communities</b>	Strengthen alumni engagement	<ul style="list-style-type: none"> <li>• FAS External Advisory Committee bi-annual meetings. Recruited additional industrial members (alumni where possible) in 2014.</li> <li>• Alumni networking event held in San Francisco October 2013 with SFU President. FAS faculty members from each School and a Dean’s Office representative met alumni working in Silicon Valley area.</li> <li>• FAS arranged a Silicon Valley tour in spring 2013 to meet alumni, industry and co-op employers.</li> <li>• Alumni stories posted online through SFU’s Alumni Appreciation Project.</li> <li>• Engaging alumni strategically through speaking events and presentations (Math 11 Awards, Dean’s Honour Roll, etc.), and judging opportunities (3 Minute Thesis) to inspire students and strengthen alumni relations.</li> <li>• E-newsletter distribution – bi-annual.</li> <li>• A new Associate Director of Advancement has been hired, in order to cultivate Alumni gifts and donations.</li> </ul>
	Pursue additional international partnerships	<p>FAS has pursued these new international partnerships:</p> <ul style="list-style-type: none"> <li>• BC LEEF Chair established research partnerships with Israel Center for Medical Simulation and non-profit Israel Brain Technologies (through Innovation Boulevard).</li> <li>• NSERC CREATE grant with Bielefeld University in Germany on big data management in biological sciences completed first year.</li> <li>• Indian Oil Corp. (IOC) – established research MOU and a PhD agreement, which has just started; SFU to host two IOC Fellows in January 2015.</li> <li>• IIT Bombay joint research workshop on clean energy systems.</li> <li>• Grand Challenges Canada support for health research in India in progress.</li> </ul>
	Strengthen external relations	<p>Several local, national and international initiatives have taken place to strengthen external relations:</p> <ul style="list-style-type: none"> <li>• In June 2014, hosted Zhejiang University representatives to support renewal</li> </ul>

		<p>of Dual Degree Program in Computing Science.</p> <ul style="list-style-type: none"> <li>• Innovation Boulevard hosted French delegation to showcase best practices academic-industry model.</li> <li>• FAS participated in two federal delegations to India (2013/2014).</li> <li>• Premier’s delegation to India Oct. 2014 – FAS presentation to IC IMPACTS’ Sustainable and Smart Cities workshop.</li> <li>• Pursuing opportunities in Brazil through Science Without Borders.</li> <li>• Qatar Research Foundation joint research in health technologies.</li> <li>• FAS hosts local events and companies to strengthen external relations and explore research opportunities: NSERC Industry Partnership Forum (70 external attendees); Aditya Birla; Fortinet; Lockheed Martin; UrtheCast; Uber Diagnostics; National Institute of Informatics Tokyo; PMC Sierra; Google; Schneider Electric.</li> <li>• FAS has participated in several tradeshows and events to raise the profile of its students and research strengths: Ericsson University Day; LNG Conference and Tradeshow; Globe 2014; Intelec Conference.</li> <li>• Several community relations programs developed together with Surrey School District for at-risk elementary school youth.</li> </ul>
	Develop professional graduate programs	<ul style="list-style-type: none"> <li>• CMPT Professional Masters Program in Big Data launched Sept. 2014.</li> <li>• MSE Professional Masters Program development underway.</li> </ul>
<b>Other</b>		

## **2.3. Faculty of Arts and Social Sciences**

**FACULTY OF ARTS AND SOCIAL SCIENCES**  
**Academic Plan 2013-18**

Core Theme	Faculty Objective	Status/Progress
<b>Engaging Students</b>	Enhance teaching	<p>Innovations:</p> <ul style="list-style-type: none"> <li>• Enhanced Faculty awards for excellence in teaching (Cormack awards).</li> <li>• Held an annual public symposium (Cormack symposium) to present and discuss innovative and excellent teaching.</li> <li>• Sponsored a workshop on teaching with Professor George Lakey of Swarthmore College.</li> <li>• Worked closely with Faculty Teaching Fellow and educational consultants from the Teaching and Learning Centre in support of faculty, sessional and TA teaching excellence.</li> </ul> <p>Educational goals (learning outcomes):</p> <ul style="list-style-type: none"> <li>• Developed educational goals for three units in connection with their external reviews: French, Humanities, Political Science.</li> </ul> <p>Graduate programs:</p> <ul style="list-style-type: none"> <li>• Provided funding and support for the 3 minute thesis for graduate students.</li> </ul>
	Improve support for students	<p>Student choice and effective advice:</p> <ul style="list-style-type: none"> <li>• Renovated space on the third floor of the AQ to serve as a common service point for Faculty advisors and co-op placement staff.</li> <li>• Reduced the number of undeclared students with more than 60 academic credits.</li> <li>• Commenced work on developing a course navigator system for all of the Faculty's academic units that will clarify program requirements for</li> </ul>

		<p>students.</p> <ul style="list-style-type: none"> <li>• Negotiated an agreement with Student Services to fund a staff position for student engagement.</li> </ul> <p>Access to courses:</p> <ul style="list-style-type: none"> <li>• Significantly increased TI/TA funding for the 4 academic units with the greatest demand for student course access: economics, criminology, psychology and linguistics.</li> <li>• Significantly increased the number of tenure-track appointments in economics in light of the growth of student numbers.</li> </ul> <p>Experiential education:</p> <ul style="list-style-type: none"> <li>• Led a delegation of graduate students to Taiwan in December 2013 at the invitation of the Taiwanese government.</li> <li>• Provided funding to senior undergraduate students to participate in model NATO workshops held in Europe.</li> <li>• Provided funding to Public Policy students to compete in national competitions.</li> <li>• Provided funding to graduate student led conferences in English and linguistics.</li> <li>• Secured funding from the Surrey Foundation for a graduate co-op award for a student in Public Policy.</li> </ul>
<b>Engaging Research</b>	Maintain success	<ul style="list-style-type: none"> <li>• Consistently succeeded in winning Social Sciences and Humanities Research Council (SSHRC) awards at rates well above the national average.</li> <li>• Awarded a \$2.5 million Partnership grant for preservation and revitalization of indigenous languages.</li> </ul>

<b>Engaging Communities</b>	Enhance community engagement	<ul style="list-style-type: none"> <li>• With First Nations communities thanks to the Partnership grant led by Dr Ignace on indigenous language preservation.</li> <li>• With the Greek community in North America through Hellenic Studies and the development of online language training in modern Greek.</li> <li>• Colleagues in the departments of French and History have strengthened their association with the Francophone community in BC.</li> <li>• Many of the Faculty's units have increased the number and quality of free public lectures at all campuses.</li> </ul>
<b>Other</b>		



## **2.4. Faculty of Communication, Art and Technology**

**FACULTY OF COMMUNICATION, ART AND TECHNOLOGY**  
**Academic Plan 2013-18**

Core Theme	Faculty Objective	Status/Progress
<b>Engaging Students</b>	Expand recruitment	<ul style="list-style-type: none"> <li>• Expanded international recruitment efforts in the United States through targeted visits and outreach.</li> <li>• With the development of a pathway into the Faculty of Communications, Art and Technology (FCAT) from Fraser International College, FCAT has seen an increase in applications and admits over the last year.</li> <li>• Comprehensive recruitment plans are in place for all units.</li> <li>• Launch of new BA in Visual Culture and Performance Studies (SCA) and new MA in Comparative Media Arts (SCA).</li> <li>• Unit and faculty-based improvements in websites and new social media strategies have been implemented.</li> </ul>
	Offer more undergraduate research opportunities	<ul style="list-style-type: none"> <li>• An annual FCAT Undergraduate Conference, begun in 2013 will be mounted again in 2015. <a href="http://www.sfu.ca/fcat/ugc.html">http://www.sfu.ca/fcat/ugc.html</a></li> <li>• Undergraduate Research Fellowships supporting students doing research in their field of study under the mentorship of a faculty member have been instituted.</li> <li>• Various FCAT research projects (SSHRC, NSERC) employ undergraduate students (e.g. <i>Project Barca</i> – Henry Daniel).</li> </ul>
	Extend undergraduate mentorship	<ul style="list-style-type: none"> <li>• The FCAT Mentorship program in 2014 was adjusted to better meet the needs of students recently admitted into FCAT. All new students have been offered a mentor. For further information on the FCAT mentorship program, see <a href="http://www.sfu.ca/fcat/students/mentorship.html">http://www.sfu.ca/fcat/students/mentorship.html</a></li> <li>• New regular course offering in experiential learning (FPA 406) and additional new mentoring and internship opportunities.</li> <li>• Development of Creative Entrepreneurship initiatives under Associate Dean Martin Gotfrit, newly hired Professor of Professional Practice Howard Jang, and limited term appointment (Jon Festinger).</li> <li>• Ongoing internships with SFU Woodward’s Community Engagement office.</li> </ul>

		<ul style="list-style-type: none"> <li>• Internship in leading design agencies facilitated via annual TouchPoint Conference – School of Interactive Arts and Technology (SIAT).</li> </ul>
	Improve course access	<ul style="list-style-type: none"> <li>• Development of an “access” strategy in the School of Communication (CMNS) to expand offerings for third-year and fourth-year majors, and to expand teaching resources for upper level access.</li> <li>• Increased offering of third-level courses, streamlining of BFA major programs, and introduction of foundational core courses in the School for the Contemporary Arts (SCA).</li> <li>• Addition of first-year and second-year foundational courses (SIAT and SCA).</li> <li>• Development of multi-campus and virtual course offerings.</li> </ul>
	Establish a FCAT teaching initiative	<ul style="list-style-type: none"> <li>• FCAT has worked closely with the Teaching and Learning Centre through its Educational Consultants to improve faculty and teaching assistant teaching, including an annual one day event called “Lean into Learning” where faculty and educational consultants focus on best practices - <a href="http://www.sfu.ca/tlc/blog/lean-into-learning.html">http://www.sfu.ca/tlc/blog/lean-into-learning.html</a></li> <li>• Co-teaching courses offered between multiple units in FCAT.</li> <li>• Communication faculty member Kirsten McAllister completed FCAT Residency in Contemporary Arts (spring 2014).</li> <li>• Two Canvas workshops (CMNS) for elaborating and expanding new applications and pedagogical approaches in undergraduate courses.</li> </ul>
<b>Engaging Research</b>	Develop multidisciplinary research clusters	<ul style="list-style-type: none"> <li>• <i>Pain Studies Research Institute</i> led by Diane Gromala (SIAT) established for cross-faculty research in e-health.</li> <li>• <i>MovingStories: Digital Tools for Movement, Meaning and Interaction</i> is a SSHRC funded International Institutional Research Partnership (Director Thechla Schiphorst SIAT) involving faculty members from SCA).</li> <li>• <i>Mapping the power of carbon-extractive resource sector</i> – research cluster of 8 researchers from 5 universities (includes Shane Gunster CMNS).</li> <li>• Metacreation and artificial intelligence systems (Philippe Pasquier SIAT and Arne Eigenfeldt SCA) also involves world leaders in the field from Australia.</li> <li>• Other potential research clusters include Film/Moving Picture/Screen</li> </ul>

		Theory, Digital Publishing.
	Enhance national and international profile	<ul style="list-style-type: none"> <li>• Development of CMNS Media Democracy Days.</li> <li>• FCAT funding support provided for graduate students to attend conference/performance presentations.</li> <li>• CMNS 40th Anniversary conference held in June 2013, bringing back illustrious alumni, and raising international profile.</li> <li>• 17<sup>th</sup> IEEE EDOC 2013 Conference organized and chaired by Hatala (SIAT) and Gasevic (SIAT Adjunct).</li> <li>• ACM Designing Interactive System 2014 conference organized and chaired by SIAT faculty (Wakkary, Neustaedter).</li> <li>• International reputation and quality of research faculty in all programs.</li> </ul>
<b>Engaging Communities</b>	Expand strategic partnerships	<ul style="list-style-type: none"> <li>• Joint development of an <i>M.A. Double Degree Program in Global Communications</i> with the Communication University of China (CUC).</li> <li>• Ongoing strategic partnerships with major artistic organizations and international artists (e.g. Kidd Pivot Dance Company, Audain Visual Artist Residencies, Pacific Cinematheque, Marie Clements, Canadian Métis playwright).</li> <li>• Expansion of the FCAT research centre (Centre for Policy on Communities and Culture - Kirsten McAllister Director).</li> <li>• Development of partnership agreement with Eindhoven University of Technology (TU/e) involving SIAT faculty member Ron Wakkary.</li> <li>• Development of Publishing contacts with UK institutions (John Maxwell).</li> <li>• Ongoing connections through Bridges to Surrey initiative.</li> </ul>
	Develop education for working professionals	<ul style="list-style-type: none"> <li>• Publishing is developing plans for 2015 seeking synergies between Masters program, summer Professional Development and industry-led training.</li> <li>• Praxis Centre for Screenwriters continues to work with professional writers from across Canada on the development of feature screenplays and other media, and is also initiating international screenwriting workshops (SCA).</li> <li>• Ongoing community-based learning courses (CMNS) and various curricular-based university-community collaborations and partnerships.</li> </ul>

		<ul style="list-style-type: none"> <li>Established new partnership with New Aesthetics. New Aesthetics brings international performance artists to Vancouver for two weeks to engage with mid-career theatre artists.</li> </ul>
	Increase co-op participation	<ul style="list-style-type: none"> <li>Increase of international co-op placements and engagement of global community (e.g., SIAT - San Francisco area, CMNS - Korea, China/Hong Kong, USA, India, France, and Singapore).</li> <li>New curriculum development and programmatic areas responding to new and emerging demands in the professional fields of Communication.</li> </ul>
	Engage communities in Faculty work	<ul style="list-style-type: none"> <li>Over 100 performances and exhibitions annually produced by SCA in Goldcorp Centre for the Arts.</li> <li>Extensive interaction with community engagement programming mounted by Am Johal, Vancity office of Community Engagement.</li> <li>Extensive interaction with cultural programming mounted by Michael Boucher, SFU Woodward's.</li> </ul>
<b>Other</b>		

## **2.5. Faculty of Education**

**FACULTY OF EDUCATION  
Academic Plan 2013-18**

Core Theme	Faculty Objective	Status/Progress
<b>Engaging Students</b>	Maintain and/or support initiatives for innovative pedagogical activities based on increased community engagement, research evidence and recognition of the changes that new technologies offer to pedagogy	Innovative pedagogical activities are continuously developed and supported in the Faculty of Education. Currently developing alternative delivery models for Professional Development Programs. Have initiated a staged reduction in admissions to the Professional Development Program (PDP) as a means of strengthening the program and the applicant pool.
	Maintain and/or support initiatives to integrate community-engaged research at all levels of professional education	The community-based graduate programs are the Faculty's main vehicle for community-engaged research. There are eight such programs that have been designed or redesigned and articulated to start in 2014-2015 academic year. The programs operate within various communities in British Columbia, such as Vancouver Island, Prince George or within the Lower mainland.
	Design and implement a variety of pathways (programs) for students to pursue education-related careers	In progress; the creation of innovative "Pathways to Educational Practice" in the Bachelor of General Studies Program will be used to expand student opportunities within the BGS and balance the reductions in FTE's from the PDP program.
	Seek to develop additional scholarly capacity to address gaps in and/or demand for programs	In the Faculty's 5- year Academic Plan it mentioned the "need to increase capacity for special education and meeting the educational needs of special needs learners." The Faculty is currently searching for an additional tenure track faculty member specializing in education of students with special needs. The Faculty has also requested, within its 2014 Staffing Plan application, to hire an Indigenous Education specialist to meet the demand for enhanced coursework in Indigenous Education within its undergraduate programs. Together, these will enhance the Faculty's ability to meet the Ministry mandate to provide students in its Profession Development Programs with knowledge in these areas.

	<p>Re-think graduate programs offerings and, where possible, encourage improvements in program delivery</p>	<p>This has been a major initiative undertaken in 2013-2014 academic year by the Graduate Programs Committee. Two reports related to the organisation and delivery of graduate programs have been completed and a third report (containing recommended actions) is currently in draft form and under consideration by the Graduate Programs Committee.</p>
	<p>Explore niche educational markets, and design collaborative and innovative programming/delivery mechanisms for serving such markets</p>	<p>This is an ongoing initiative/activity in the Faculty. For example, the distance delivery pilot for a Field Programs Diploma cohort has been extremely successful. The Faculty is currently under negotiation to deliver a highly-specialized EAL graduate program to a cohort in Saudi Arabia; other examples of market innovation exist within the BGS and community graduate programs.</p>
	<p>Articulate learning objectives for the Faculty programs in accordance with the University mandate</p>	<p>Completed. The learning objectives have been articulated for Professional Programs, Undergraduate Programs and Graduate Programs. Learning objectives will be presented in the documentation for the external review of the Faculty to take place in March, 2015. Given the early schedule for the external review, the Faculty will not have the articulation of measures completed until after the external review.</p>
	<p>Provide Indigenous students enhanced opportunities to succeed in higher education</p>	<p>The Faculty has currently obtained a grant to create a gathering place for Indigenous students. A central meeting place will serve the Faculty's efforts in supporting students' success. The position of Manager, Indigenous Education has been made a permanent position, with the corresponding commitment to long-term practice that that entails.</p>
	<p>Provide international students enhanced opportunities to succeed at the Faculty's English-speaking and North American University</p>	<p>The <b>NEW Centre for English Language Learning, Teaching, and Research (CELLTR)</b>, launched in October 2014, aims at providing students, staff and faculty with services that support them with learning and teaching in our multilingual environment. The Centre, operating from the Faculty of Educating in serving a broad University community will enhance the opportunities for success of international students.</p>



	Become a model for the University in providing coordinated, research-based support for multilingual students at both the undergraduate and graduate levels and support for instructors in the Faculty about diverse means to engage multilingual learners	See above. In addition, the Faculty is currently searching for an additional faculty member (tenure track) specialising in English as an Additional Language (EAL) to provide leadership within and support research and instructional operation of the CELLTR.
	Develop a process for making decisions about new faculty hires	To be developed
	Increase the proportion of funded graduate students within research-focused programs	Given the limited resources for funding graduate students provided by the University, funding for graduate students is closely related to the Faculty's research funds. The current appointment of the new grant facilitator will support the Faculty efforts to enhance its (already relatively strong) research funding that supports graduate students.
<b>Engaging Research</b>	Become much more active in communicating and celebrating the research achievements of the Faculty's scholars	Among the first steps towards better communication, a Faculty website that presents the Faculty's research is in the final stages of development.
	Become more knowledgeable about the educational research of the Faculty's colleagues, and that discussions about providing enhanced support to promising research clusters and individuals occur	The Dean initiated seed-support for inter-disciplinary collaboration within the Faculty. A fund to attract visiting scholar for collaboration with faculty was established. (5 visiting scholars were funded 2013 – to date and 3 approved for future funding). A series of informal luncheons were held with small groups of Faculty members. A Faculty retreat was held in spring of 2013 and a second is planned for the spring of 2015.
	Increase the amounts and sources of research support in the Faculty	A new research facilitator is exploring new sources of funding particular projects. This year, the Faculty implemented a new model of collegial feedback in support for colleagues who are developing grant proposals. This will increase

		the Faculty's success rate for securing funding from traditional sources of funding (SSHRC).
	Support "in-house" impact research	To date, 3 pilot projects have been completed, or are nearing completion. First, a major evaluation of the Foundations of Academic Literacy (FAL) program has been conducted. The first report, articulating teaching process with learning outcomes, is in the final stage of revision and will be ready before the end of October. The second stage of the report, due in April 2015, will provide data tracking FAL students' through later university success. Second, impact data was used to assess the new distance-delivery Field Programs diploma. Third, impact data were collected to assess the efficacy of a special Short-term non-credit program for Spanish principals. Finally, impact assessment models are being designed into the conceptualization and proposed delivery for the EAL services.
	Extend, refine, and clearly communicate scholarly expectations to aid faculty members with respect to preparing for tenure, promotion, and biennial review processes	The Faculty Tenure and Promotion Committee has refined its documentation that clearly communicates the Faculty expectation for T&P within the SFU Academic Policies and procedures. Further, the criteria for the new designation of Teaching Professor has been developed and approved by the Vice President, Academic. In addition, faculty members applying for tenure and promotion are supported individually by the FTPC chair in preparing documentation.
<b>Engaging Communities</b>	Increase faculty knowledge and research about Indigenous communities, history, contemporary situations and resources	Director for the Office of Indigenous Education in the Faculty and an Advisory Committee on Indigenous Education are attending to the issue. The newly allocated space for Indigenous Education Centre will support this work
	Provide appropriate space in the Faculty for gathering, meeting and research activities	This is an ongoing challenge, given the poor condition of the education building and ongoing never-ending construction. The Faculty has moved beyond concern over the health of members of its faculty and are currently at significant risk of substantive program and service disruption due to the unacceptable slow rate of progress and continued state of disruption.

	Maintain and expand existing partnerships with the Ministry of Education, the Ministry of Advanced Education, school districts, other Faculties of the University, and other institutions to conduct research, and keep the Faculty's programs responsive to community-identified needs	The Dean co-chaired a major provincial initiative, the Advisory Group on Provincial Assessment, for the Ministry of Education. The Dean also serves on the liaison committee with the Teacher Regulation Branch, and chaired the development of the Accord on Internationalization in Education. As a direct result of these activities, the Faculty has received funding from the Ministry of Education to pursue a scholarly exploration of comparative education (Finland and BC) and an invitation to participate in a unique graduate program designed as capacity building for a major international university.
	Cooperate closely with the Faculty's professional and scholarly communities in designing courses and programs that relate to community issues and problems	See above. In addition, a Dean of Education Advisory Council, comprising leaders from educational, business and community settings, has been established with a first meeting scheduled for fall 2014.
	Increase faculty knowledge and research about international education history, contemporary situations and resources, and highlight the presence of international students on our campuses	See above. In addition to the Indigenous Education Advisory Committee, an International education Advisory Committee was established, and Faculty members contributed to the development of the Accord on Internationalization.

**Other**

**Process efficiency**

- A new protocol was developed for delegating authority for minor curriculum changes to program committees. This provides time and opportunity for focused round table discussion and Faculty meetings.
- Annual Executive planning retreats were instituted.
- The relationship between Field Programs and Graduate Programs has been articulated.
- Developed video-conference capacity for inter-campus meetings attendance.

**Cmolik Prize**

- A major award, the Cmolik Prize for the Enhancement of Public Education in BC, will be a first for the Faculty, and a first for universities in western Canada. The \$50,000 annual prize will honour significant contributions to K-12 education in BC. The call for applications and nominations closes at the end of November 2014, and a first adjudication panel has been established. The external adjudicators are a high-profile group of exceptional educators, thus enhancing the reputation of the university and of the prize.

## **2.6. Faculty of Environment**

**FACULTY OF ENVIRONMENT  
Academic Plan 2013-18**

Faculty Objective	Status/Progress
<p>Ensure the Faculty builds upon the research, teaching and community outreach strengths of its newest member – Archaeology</p>	<ul style="list-style-type: none"> <li>• <b>Collaborative teaching</b> developed amongst departments. (e.g., GEOG 150 and grad course GEOG 650 offered as service to ARCH and others; REM minor now includes 2 ARCH courses as electives; Landscape Archaeology offered to others; early discussions about possible Joint Major between GEOG and ARCH.)</li> <li>• <b>Joint appointment:</b> REM’s joint appointment (Welch) with ARCH;</li> <li>• <b>Seminar Series Coordination</b> amongst units, to ensure conflicts in scheduling and themes avoided; advertising of series across the units; ARCH ensuring that small scale conferences and symposia cover topics that fit within broader Faculty of Environment (FEnv) interests;</li> <li>• <b>Joint events:</b> Examples include FEnv 5<sup>th</sup> birthday and Pierce retirement;</li> <li>• <b>Committee participation across the units:</b> e.g., Dana Lepofsky has served on EnvSc Steering Committee; John Welch served on the ERM design committee.</li> <li>• <b>Research Collaborations:</b> E.g. Dana Lepofsky’s involvement in Hakai research program</li> <li>• <b>Curriculum Planning:</b> ARCH played significant role in new degree (BEnv) programming and design and will continue to do so in development of new courses and programs. In addition, Archaeology’s new courses are being incorporated into the BEnv degrees. Examples include ARCH 285 (Archaeological Science); 286 (Cultural Heritage Stewardship in Global Context); 363 (Landscape Archaeology.)</li> </ul>
<p>Continue with the development and consolidation of new undergraduate and graduate programming that ensures exposure to interdisciplinary and experiential learning opportunities and differentiates SFU from other Environment Faculties/Schools</p>	<ul style="list-style-type: none"> <li>• <b>New Program Proposals.</b> Examples include: <ul style="list-style-type: none"> <li>-New REM undergraduate minor, submitted to FEnv Curriculum Committee, to be offered in fall 2015;</li> <li>-ARCH in discussion with GEOG re: potential joint major;</li> <li>-GEOG in discussion re: new BEnv streams in SGIS and Urban Studies;</li> <li>-GEOG exploring possibility of new grad certificate in Spatial and Geographic Information Science (SGIS)</li> <li>-ARCH: Professional Heritage Resource Management MA program in development.</li> <li>-SCD/ENV Doctorate in Sustainable Development POST proposal to be submitted</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>New Courses:</b> <ul style="list-style-type: none"> <li>-REM has added 321 in 2011; 350 in 2012; 200 in 2014; 375 in 2015 - run as a pilot (475) in 2012; 370 in 2015.</li> <li>-ARCH has altered coursework to better suit environmental topics and titles eg. Human Ecology, Landscape Archaeology, Archaeology of Food, Soil Micromorphology, Ethnobiology, ARCH 285 (new coursework and new names).</li> <li>-ENV 221 in Systems Thinking with Math, ENV 495 Environment Capstone for BEnv majors and to be combined with BUS 453 as ChangeLab for Sustainable Business joint major capstone</li> </ul> </li> <li>• <b>New Curriculum Planning:</b> Departments played significant role in developing unique interdisciplinary programs such as BEnv (currently enrolling students); and Masters in Ecological Restoration (approved recently by Senate).</li> <li>• <b>Increased capacity in undergraduate courses:</b> All units have explored mechanisms for increasing undergraduate course capacity.</li> <li>• <b>Field Schools and Field Trips</b> developed, both locally and internationally by ARCH, and the Faculty. Budgetary constraints have prevented offerings of GEOG 497 (International Field Course) although GEOG 310 (Physical Geography Field Course) continues to be offered.</li> <li>• <b>Seminar Series</b> in departments explicitly emphasize environmental issues.</li> <li>• <b>Industry and Community Engagement:</b> Increased the involvement of external practitioners both within courses and non-course activities (e.g., mentoring, co-op, student entrepreneurship, community/industry projects) including within the Sustainable Business Joint Major.</li> </ul>
<p>Develop strategies for reconciling the Faculty's budget shortfall</p>	<ul style="list-style-type: none"> <li>• <b>New Program Development:</b> Three new BEnv Majors approved and mounted, beginning in January; Professional HRM MA in development;</li> <li>• <b>Developed more WQB courses:</b> Geography; Archaeology; W and B designation is being sought for ENV courses in Environmental Controversy and Environmental Ethics.</li> <li>• <b>Developed cross-listed courses with other Faculties</b> and inclusion of FEnv courses in non-FENV programs.</li> <li>• <b>Increased course capacity in order to increase FTEs and enrolments in majors.</b> (ARCH increasing capacity in undergrad classes; GEOG increasing course offerings in Surrey and CODE and requesting additional course offering from Continuing Studies for Harbour Centre and Surrey; REM increasing room and class size for third year undergraduate</li> </ul>

	<p>course; all units increasing lecture size when rooms are available and increasing lab/tutorial sizes). FEnv offerings at the Surrey campus have been coordinated and combined in an “Environment One” cohort program. Fraser International College has added regular offerings in Geography and Archaeology with support from the SFU departments.</p> <ul style="list-style-type: none"> <li>• <b>Program Efficiencies:</b> Examples include REM’s efficiencies in TA and sessional hiring with sessionals running tutorial component, where possible; ensuring that course overlaps between departments are minimized; GEOG exploring reducing unnecessary prerequisites to increase course accessibility; GEOG closure of under-enrolled lab/tutorial sections; GEOG printers and photocopiers integrated into KM enrolment program through SFU Document Solutions, reducing operating expenses).</li> <li>• <b>Encourage Timely Graduate Program Completion:</b> ARCH, GEOG and REM)</li> <li>• <b>Advancement Efforts:</b> Alumni events, and active commitment of new FEnv Advancement Officer;</li> <li>• <b>Shared resources:</b> some initiatives already underway to share lab equipment and vehicles amongst units and with other Faculties, such as Science.</li> </ul>
<p>Focus on education goals (learning outcomes) – in terms of specific goals and evaluation methods</p>	<ul style="list-style-type: none"> <li>• <b>Course redesign:</b> Examples include Geog 261 (Intro to Urban Geography) has been redesigned around a new self-guided field trip (utilizing an online downloadable series of podcast commentaries that McCann wrote and narrated). This was possible through a grant from the Teaching and Learning Centre (<a href="http://www.sfu.ca/tlgrants/grants/completed-projects/fenv/GS0065.html">http://www.sfu.ca/tlgrants/grants/completed-projects/fenv/GS0065.html</a>). It will be a feature of the class into the future.</li> <li>• <b>Learning Outcomes identified for programs:</b> Examples include the REM minor, which also represent the learning outcomes for all REM classes.</li> <li>• <b>Mentorship</b> programs developed in ARCH.</li> <li>• <b>New Community partnerships</b> developed in ARCH, through exchange programs, field schools and engagement of local First Nations communities.</li> <li>• <b>Teaching and Learning Educational Consultant:</b> Working with Janet Pivnick to address educational goals across the FEnv curriculum as a whole.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Career Development:</b> applied, certificate programs (CRM for instance) focus on consulting opportunities post-graduation.</li> </ul>
<p>Develop unique partnerships to strengthen the research mission and opportunities for knowledge mobilization</p>	<ul style="list-style-type: none"> <li>• <b>Unique initiatives and partnerships within all units.</b> Examples include: <ul style="list-style-type: none"> <li><b>ARCH:</b> <ul style="list-style-type: none"> <li>-Utilizing the POST program to help fund the Faculty’s professional CRM MA program development.</li> <li>-Jilin University Centre for bioarchaeology (Dongya Yang).</li> <li>-MOUs with Aberdeen and other universities.</li> <li>-First Nations groups and communities with field schools, museum outreach, Hakai.</li> <li>-Galapagos possibilities.</li> <li>-Greek field school.</li> <li>-High school knowledge mobilization through recruiting events, lab crawls and museum visits.</li> <li>-SFU “Open House” engagement with the community.</li> <li>-Forensic centre collaborations with Coroner’s office and RCMP.</li> </ul> </li> <li><b>GEOG:</b> <ul style="list-style-type: none"> <li>Brennand: Mobilized results of research on paleoglacial meltwater systems by providing expert advice to the Geological Survey of Canada and Manitoba Geological Survey in association with projects concerned with mapping the resource potential of Canada’s north.</li> <li>Blomley: Landscapes of injustice project is a multi-partner project, with a strong outreach component (<a href="http://www.landscapesofinjustice.com">http://www.landscapesofinjustice.com</a>)</li> <li>Crooks: Through IADB funding is collaborating with sustainable tourism consultants from a number of countries to develop Jamaica's national strategy for medical tourism, which involves mobilizing her research findings into an applied policy setting. With CIHR funding, is sponsoring and co-organizing a conference at the University of the West Indies (Cave Hill, Barbados) in January, 2015 entitled 'Achieving Health Equity in Barbados: Setting priorities for change.' With funding provided through her MSFHR Scholar Award and CRC, in the past 2 years she has met with policy officials, private and public health care representatives and other stakeholders of</li> </ul> </li> </ul> </li> </ul>



	<p>the medical tourism sector to engage in bi-directional information exchange in St Lucia, Barbados, Jamaica, Belize, Mexico, Guatemala, the Bahamas and Cayman Islands and to identify unique opportunities for community engagement and knowledge mobilization about the local impacts of medical tourism.</p> <p>Kingsbury: Director of the Lacan Salon Society which is dedicated to the study of psychoanalytic understandings (especially those associated with Jacques Lacan) of society, culture, and mental health in and outside the Lower Mainland region. The group, which includes clinicians, artists and social scientists, holds fortnightly meetings at SFU Woodward's that are open to the public and a bi-annual conference that attracts participants from around the world.</p> <p><b>REM:</b> Relationships with First Nations communities have been strengthened with the creation of the Hakai Network, with a growing number of field courses and research opportunities working directly with the community. REM Faculty are also involved in creating new international agreements with China (Renmin University) and India (TERI University)</p>
<p><b>Other:</b></p> <p>The Faculty of Environment is undertaking a number of new initiatives, including:</p> <ul style="list-style-type: none"> <li>• Developing a Strategic Vision</li> <li>• Exploring new opportunities to address the budgetary shortfall, including resource consolidation, new program development, increased course enrolments and new advancement initiatives.</li> <li>• Developing a new Strategic Plan by the end of the academic year for internal use, with measurable indicators and targets.</li> <li>• Developing a Communications Plan and new branding, in order to market existing and future programs more effectively.</li> </ul>	

## **2.7. Faculty of Health Sciences**

**FACULTY OF HEALTH SCIENCES**  
**Academic Plan 2013-18**

Core Theme	Faculty Objective	Status/Progress
<b>Engaging Students</b>	Maintain development of a comprehensive, relevant and interdisciplinary learning environment for undergraduate and graduate students	<ul style="list-style-type: none"> <li>• The Faculty of Health Sciences (FHS) undertook the lead on developing a new undergraduate interdisciplinary program on Health System Innovation in collaboration with the Beedie School of Business and other Faculties with funding from UPF.</li> <li>• PhD program was fully implemented with core seminars for all students in interdisciplinary approaches to framing a research question. Students come from molecular biology and the social sciences.</li> <li>• Curriculum mapping continues at the undergraduate and graduate level.</li> <li>• All courses developing learning outcomes mapped against core competencies in population and public health in preparation for five year renewal of accreditation by the Council for Education in Public Health.</li> </ul>
	Strengthen student participation in research programs	<ul style="list-style-type: none"> <li>• FHS introduced a full-funding model for all graduate students in the MSc and PhD programs.</li> <li>• FHS participates in the Aboriginal Youth in Biomedical Labs (TABYL) program to provide Aboriginal undergraduate students with an opportunity to work with a population health research group for the summer semester.</li> <li>• FHS encourages undergraduate students with outstanding academic records to undertake Honours research opportunities.</li> </ul>
	Improve evaluation and assessment practices across all programs	FHS will renew accreditation in 2015 from the Council for Education in Public Health (the pre-eminent international accreditation organization) for the MPH, BA, and BSc programs.

<b>Engaging Research</b>	Support the development of research groups in the Faculty that reflect complementary interests	<ul style="list-style-type: none"> <li>• FHS has added several faculty positions in collaboration with the Fraser Health Authority and St. Paul's Hospital that strengthen the health services research group in the Faculty.</li> <li>• FHS continues to encourage research clusters in the areas of HIV/AIDS, mental health and addictions, chronic disease prevention, global health and environmental health with fund-raising activities and public communications that enhance the profile of these groups.</li> </ul>
	Encourage and support interdisciplinary research	<ul style="list-style-type: none"> <li>• All of the FHS research clusters include scientists from across the disciplinary spectrum from molecular biology to social sciences.</li> <li>• FHS introduced a Research Seminar series in 2013 that provides faculty and graduate students with the opportunity to engage in interdisciplinary discussions around a broad variety of research topics.</li> </ul>
	Encourage collaborative development of Research Centres and Institutes involving researchers from across all Faculties at SFU and in the BC region	<ul style="list-style-type: none"> <li>• FHS supported a successful grant application from Robert Hogg to CIHR to establish a Centre for HIV/AIDS research at SFU that will involve participants from SFU, St. Paul's Hospital and UBC.</li> </ul>
	Improve administrative and grant-application support to assist faculty research programs	<ul style="list-style-type: none"> <li>• FHS provides two student research assistants to support faculty with a variety of administrative tasks in grant proposal development and grant administration.</li> <li>• FHS converted a part-time budget assistant position to a full-time Budget Coordinator who provides assistance to faculty for grant management.</li> </ul>
	Recognize and reward interdisciplinary and knowledge mobilization activities	<ul style="list-style-type: none"> <li>• FHS supported the successful applications for tenure and promotion of more than half the faculty over the past two years where many of these faculty have strong interdisciplinary and knowledge mobilization portfolios.</li> </ul>

<b>Engaging Communities</b>	Adopt a faculty-wide strategy for community engagement	<ul style="list-style-type: none"> <li>FHS is in process of establishing an Advisory Committee made up of representatives from diverse community organizations and sectors to provide strategic advice for Faculty development.</li> </ul>
	Develop an internationalization strategy that reflects FHS values and priorities	<ul style="list-style-type: none"> <li>FHS has established MOUs with Schools of Public Health in low resource countries with the purpose of facilitating faculty and student exchanges for public health capacity-building.</li> <li>FHS has hosted four graduate students from the Hanoi School of Public Health in partnership with the Fraser Health Authority.</li> </ul>
	Strengthen linkages with professional health organizations and communities in support of FHS priorities	<ul style="list-style-type: none"> <li>FHS is working with the First Nations Health Authority to provide training opportunities for FNHA staff and opportunities for FHS students to undertake practical and research training.</li> <li>FHS has established a new faculty position in Knowledge Translation and Implementation Science with St. Paul's Hospital and Fraser Health Authority. This position is designed to improve the integration of scientific evidence into the prevention and treatment of cardiovascular disease.</li> </ul>
<b>Other</b>		

## **2.8. Faculty of Science**

**FACULTY OF SCIENCE**  
**Academic Plan 2013-18**

Core Theme	Faculty Objective	Status/Progress
<b>Engaging Students</b>	Make SFU Faculty of Science a destination of choice for outstanding undergraduate and graduate students in the Lower Mainland and beyond	<ul style="list-style-type: none"> <li>• Have hired a Coordinator, Academic Programs to work with departments and Student Services to develop a comprehensive recruitment plan.</li> <li>• The Faculty is currently offering the first SFU course that allows students to gain both high school and university course credit (Chemistry 121 on the Surrey campus).</li> <li>• The Faculty continues to implement INSPIRE-related curriculum changes.</li> </ul>
	Facilitate students' career goals	<ul style="list-style-type: none"> <li>• The Department of Mathematics has taken the lead in developing a learning outcomes assessment tool.</li> <li>• The Faculty is exploring opportunities with the Beedie School around potential 4+1 programs in science and business.</li> <li>• The Faculty is offering a series of alumni panels on specific types of careers (e.g., innovation, health-related) aimed at undergraduate students.</li> <li>• The Faculty is profiling SFU alumni on its web-page who have done interesting things with their degrees.</li> </ul>
	Remove the interdisciplinary boundaries around scientific education and research	<ul style="list-style-type: none"> <li>• Have hired or are hiring 2 contract employees with disciplinary expertise to lead curriculum reform in the 3 Life Science Departments, and to integrate math into the these curricula.</li> <li>• Are developing modules on topics of general interest (e.g., research ethics, grant writing) for use in graduate survey courses.</li> <li>• Physics, Chemistry and Math are collaborating on the development of an undergraduate cohort program for gifted science students (ARC).</li> <li>• Fundraising is underway to provide financial support to allow ARC students to gain research experience after 1<sup>st</sup> year.</li> <li>• Chemistry and Biological Sciences have developed an elective course in brewing, and are developing two additional courses to support a new minor in brewing science.</li> </ul>

		<ul style="list-style-type: none"> <li>• Science is collaborating with Lifelong Learning on non-credit courses in brewing and distilling.</li> <li>• Biological Sciences and BPK are cooperating on the development of a new 4<sup>th</sup> year physiology lab course.</li> </ul>
	Enhance teaching resources	<ul style="list-style-type: none"> <li>• Developed an annual cycle of department requests for equipment renewal.</li> <li>• Acquired UPF funds for equipment for three new laboratory courses in BPK, Chemistry and Physics.</li> <li>• Extensively renovated selected teaching labs in Biological Sciences, Earth Sciences and Physics.</li> <li>• Bought new vehicles for Biological Sciences and Earth Sciences field trips.</li> <li>• Developed cases for donor-support of teaching-related facilities.</li> <li>• In planning phase for new teaching and learning spaces for Mathematics and for Statistics &amp; Actuarial Science.</li> </ul>
<b>Engaging Research</b>	Maintain research excellence	<ul style="list-style-type: none"> <li>• Annual workshops for NSERC applicants, university-wide.</li> <li>• Enhanced grants facilitation: extra contact personnel in peak periods and for major collaborative applications.</li> <li>• Bridging fund program for researchers who have lost funding.</li> <li>• Loans for equipment purchase for researchers awaiting arrival of CFI/BCKDF</li> <li>• Enhancement of equipment and personnel in Science Technical Services Centre.</li> <li>• Improved and augmented IT services.</li> <li>• Improved procurement processes for Science Stores.</li> <li>• Professional development funds for research-active retirees.</li> <li>• Faculty-wide peer review of NSERC and CIHR grant applications.</li> <li>• Revitalization of the Environmental Medicine and Physiology Unit (EMPU).</li> <li>• Generous start-up packages for new faculty members.</li> <li>• Major laboratory renovations for new faculty members.</li> <li>• Improvements in health and safety for the labs of existing researchers.</li> <li>• Launch of major disaster-planning process aimed at safeguarding</li> </ul>



		<p>research infrastructure and data.</p> <ul style="list-style-type: none"> <li>• Enhancement of departmental research infrastructure.</li> </ul>
	Build on current and future areas of strength	<ul style="list-style-type: none"> <li>• Obtained enhanced donor funding for Tom Buell Chair.</li> <li>• Provided additional financial resources for 3 other endowed chairs.</li> <li>• Building an enhanced relationship with BC Cancer Agency through faculty hires and graduate programming.</li> <li>• Continued financial and in-kind support of major Research Institutes and Centres.</li> </ul>
	Develop new opportunities	<ul style="list-style-type: none"> <li>• Leveraged EMPU for new, donor-funded Professorship.</li> <li>• Hired or are hiring 14 new research faculty across six of eight departments since 2013.</li> <li>• Working with the Faculty of Environment to build on the Centre for Coastal Science and Management.</li> <li>• Successfully placed stories of research success in various media.</li> <li>• Personally, as President of the Canadian Council of Deans of Science (CCDS), and representing CCDS at the Canadian Consortium for Research.</li> </ul>
<b>Engaging Communities</b>	Build on the Faculty's already successful public and schools-based science outreach programs and public education	<ul style="list-style-type: none"> <li>• Opened Trottier Studio (2014).</li> <li>• Started construction of Trottier Observatory (opening 2015).</li> <li>• Hired first Faculty of Science Outreach Coordinator (2014).</li> <li>• Co-sponsor of Academic Summer Camp for Aboriginal Students (2014 and 2015).</li> <li>• MOU under development with Universidad de Antofagasta (Chile) on astronomy outreach projects.</li> <li>• Collaboration with Telus World of Science on public events.</li> </ul>
<p><b>Other</b> The Faculty of Science, working with its constituent departments, has made giant improvements in all administrative areas, including but not limited to: budget tracking and allocation; space inventory and management; processes required for faculty hiring, promotion, tenure and salary review; data acquisition and analysis; IT capacity; communications; fundraising; grants facilitation; outreach.</p>		

# 3. Support Units

## **3.1. Graduate Studies**

**GRADUATE STUDIES**  
**Academic Plan 2013-18**

Objective	Status/Progress
Enhance graduate student supervision and professional skills training	<p>Provide increased support for instituting best practices in supervision:</p> <ul style="list-style-type: none"> <li>• <i>Convened Supervisory Practice Group – an advisory committee of faculty on best practices in graduate supervision which:</i> <ul style="list-style-type: none"> <li>➤ <i>conducted an environmental scan of policies and practices governing graduate supervision across North America;</i></li> <li>➤ <i>made recommendations on enhancing the place of graduate supervision in tenure and promotion guidelines and</i></li> <li>➤ <i>formulated a proposed mechanism for investigating and resolving disputes between supervisors and graduate students / postdoctoral fellows.</i></li> </ul> </li> <li>• <i>Regular supervisory brown bag lunch and learn series for faculty (three times a semester)</i></li> <li>• <i>Monthly supervisory relationship workshops for graduate students and postdoctoral fellows</i></li> <li>• <i>Participated in New Faculty Orientation to ensure awareness of SFU expectations, policy and resources related to graduate supervision</i></li> <li>• <i>New ‘Thesis is Ready to be Defended’ signature lines to the Approval of Examination Committee forms</i></li> <li>• <i>Established new best practice guidelines: Best Practices for Forming and Utilizing Supervisory Committee; Best Practices in Annual Progress Reviews; Best Practices for Selecting an External Examiner.</i></li> </ul>
	<p>Implement professional skills training for graduate students and postdoctoral fellows</p> <ul style="list-style-type: none"> <li>• <i>APEX program launched in September 2013, providing a centralized portal and tracking system for professional skills training for graduate students and postdoctoral fellows across SFU’s three campuses <b>and</b> offering a certificate program (recently approved by the SCCS) in professional and translational skills.</i></li> <li>• <i>Expanded DGSPDF slate of programming in professional skills training to include career panels, workshops related to academic job search process, writing for community engagement, establishing a professional web presence, understanding contracts and</i></li> </ul>

	<p><i>intellectual property.</i></p> <ul style="list-style-type: none"> <li>• <i>Planned and implemented specific programming for postdocs related to the academic job search process and peer-mentoring</i></li> <li>• <i>For Postdocs: hosted (in fall 2013 and 2014) well-attended welcome bar b-q; added website for supervisors, postdocs and administrators; clarified registration procedures; assessed (through survey) postdoc needs in relation to their professional development; created database to track postdoc appointments at SFU</i></li> </ul> <p>Implement graduate practices and policies geared to program outcomes:</p> <ul style="list-style-type: none"> <li>• <i>Established new Best Practices guidelines relating to forming supervisory committees, selecting external examiners and conducting annual progress reports</i></li> <li>• <i>Revised Graduate General Regulations related to Cohort Special Arrangements (GGR 1.3.5a), Preparation for Examination of Masters Thesis (GGR 1.9.2), Submission of the Thesis to the Library (GGR 1.10.4), Publication of Thesis (GGR 1.11)</i></li> <li>• <i>Revised Minimum attendance at a Masters Examination</i></li> </ul>
<p>Facilitate the expansion of new and existing programs, particularly those geared to working professionals, alumni, and adult learners</p>	<p>Enable research-intensive programs to enhance their academic and intellectual environments:</p> <ul style="list-style-type: none"> <li>• Senate approved the following new programs geared to working professionals, alumni and adult learners: <ul style="list-style-type: none"> <li>➤ <u><i>Professional Masters Program in Big Data under Special Arrangements</i></u></li> <li>➤ <u><i>SFU-BCIT Joint Masters Degree in Ecological Restoration</i></u></li> <li>➤ <u><i>Graduate Certificate in Educational Leadership,</i></u></li> <li>➤ <u><i>Graduate Certificate in Curriculum Instruction,</i></u></li> <li>➤ <u><i>Graduate Diploma in Financial Engineering under Special Arrangements</i></u></li> <li>➤ <u><i>Graduate Diploma in Business Administration Management of Technology</i></u></li> <li>➤ <u><i>Special Cohort Graduate Diploma in Social Innovation and Entrepreneurship</i></u></li> </ul> </li> <li>• <i>Launched <u>Professional On-line Scholarship and Training Initiative</u> to encourage academic units to develop online (or blended) graduate programs aimed at working professionals looking to advance, restart or transform their careers. The intent is to mobilize research excellence by putting cutting edge knowledge in the hands of the professional community.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Provided training for applicants to Tri-Council graduate and postdoctoral competitions, as well as for Trudeau doctoral competitions; provide support to academic unit's Tri-Council workshops;</i></li> <li>• <i>Improved success rate for Vanier (received 3 in 2014-15); received one Banting Postdoctoral Fellowship; NSERC and VPR USRA quotas (73 NSERC and 57 VPR) met.</i></li> </ul>
	<p>More effective use of graduate funding</p> <ul style="list-style-type: none"> <li>• <i>Instituted Graduate Multi-Year Funding (MYF) program to provide multi-year (minimum \$23,000 plus tuition award) financial support to outstanding students (principally PhDs)</i></li> <li>• <i>Streamlined method of payment of awards</i></li> <li>• <i>Graduate Award, Application and Adjudication System has been developed and is currently in testing – this will greatly improve the processes associated with graduate funding</i></li> <li>• <i>Revamped Banting Postdoctoral Fellowship competition</i></li> <li>• <i>Streamlined funding to academic units to increase their flexibility as they allocated funds to students</i></li> </ul>
	<p>Implement strategic enrolment management aligned to institutional priorities</p>
	<p>Increase the number of graduate certificates and experiential learning in programs</p> <ul style="list-style-type: none"> <li>• <i>Senate approved:</i> <ul style="list-style-type: none"> <li>➤ <i><u>Graduate Certificate in Educational Leadership,</u></i></li> <li>➤ <i><u>Graduate Certificate in Curriculum Instruction,</u></i></li> <li>➤ <i><u>Graduate Diploma in Financial Engineering under Special Arrangements</u></i></li> <li>➤ <i><u>Graduate Diploma in Business Administration Management of Technology</u></i></li> <li>➤ <i><u>Special Cohort Graduate Diploma in Social Innovation and Entrepreneurship</u></i></li> <li>➤ <i><u>Professional Masters Program in Big Data under Special Arrangements</u></i></li> </ul> </li> </ul>

	<p>Increase the number of joint programs:  <i>Senate approved:</i></p> <ul style="list-style-type: none"> <li>➤ <u><i>BCIT-SFU Joint Masters in Ecological Restoration</i></u></li> <li>➤ <u><i>Dual Masters Program in Global Communication between Communication University of China (Beijing) and SFU.</i></u></li> </ul>
<p>Develop practices and policies aimed at supporting aboriginal and international students</p>	<p>Increase aboriginal graduate student recruitment and engagement:</p> <ul style="list-style-type: none"> <li>• <i>Increased personal connection between ODGSPDF and aboriginal graduate students through welcome events and promoting/ensuring indigenous participation in recruiting and retention events</i></li> <li>• <i>Added aboriginal students section to the website to provide specific resources and to enhance SFU's ability to engage this student population</i></li> <li>• <i>Hired a ½ time Indigenous Graduate Student Coordinator</i></li> </ul> <p>Increase support for international joint programs and international students:</p> <ul style="list-style-type: none"> <li>• <i>Implemented Dual Masters Degree in Global Communication between Communication University of China and SFU.</i></li> <li>• <i>International Coordinator has been certified as a Registered Canadian Immigration Consultant.</i></li> <li>• <i>Coordinated specific International Graduate Student Orientation with participation from service units across campus as well as faculty and administrators.</i></li> <li>• <i>Virtual Orientation (web-based) enhances international student preparation for arrival at SFU;</i></li> <li>• <i>Associate Dean participated in recruiting events in China (China Scholarship Council)</i></li> <li>• <i>Organized lunch for China Scholarship Council recipients to acknowledge their accomplishments and promote the program</i></li> <li>• <i>Added an international students section to our website to ensure consistent engagement with these students;</i></li> <li>• <i>International coordinator functions as main liaison for the SFU-China Scholarship Council</i></li> </ul>

	<p><i>agreement and supports SFU International's engagement activities;</i></p> <ul style="list-style-type: none"> <li>• <i>Hosted MITACS Globalink intern welcome event and offered informational sessions for formal exchanged students</i></li> <li>• <i>International Coordinator lead a research project on graduate student life and supported the International TA program</i></li> </ul>
<p>Enhance the administration of the graduate enterprise</p>	<p>Initiate the creation of a Faculty and Graduate Council</p>
	<p>Implement IT solutions in graduate program management:</p> <ul style="list-style-type: none"> <li>• <i>OASIS (Application Evaluation System) launched and improved allowing paper-less application process and ensuring quick and thorough adjudication of graduate applications at the academic unit and graduate office level.</i></li> <li>• <i>Graduate award application and adjudication system developed, in testing and ready to launch in spring 2015</i></li> <li>• <i>Annual Progress Report in final development phases, in early testing with an intended launch in late spring 2015.</i></li> </ul>
	<p>Ensure that high academic standards and rigorous processes are followed:</p> <ul style="list-style-type: none"> <li>• <i>Conducted training with Graduate Program Chairs (orientation for new Chairs and on-going professional development)</i></li> <li>• <i>Conducted training with Faculty supervisors</i></li> <li>• <i>Professional development offered to graduate program assistants.</i></li> </ul>
	<p><b>Improve quality assurance metrics:</b></p> <ul style="list-style-type: none"> <li>• <i>Training provided on conducting annual progress reviews of students</i></li> <li>• <i>On-line Annual Progress Report system in developed and in test phase to be launched spring 2015</i></li> </ul>



Other

## **3.2. Lifelong Learning**

**LIFELONG LEARNING**  
**Academic Plan 2013-18**

Core Theme	Objective	Status/Progress
<b>Engaging Students</b>	Increase online non-credit certificates and diplomas	Development and launch of: Next Generation Transportation certificate; Non-Profit Management certificate; Editing certificate
	Increase f2f non-credit certificates and diplomas	Development and launch of: Occupational Health and Safety diploma; Craft Brewing certificate; Legal Interpretation and Translation certificate (English/Mandarin)
	Increase non-credit student enrolment by 1% each year over 5 years	We have already met and exceeded this objective.
	In addition to SFU Student Services, Lifelong Learning will help fund the implementation of customer relations management (CRM) system.	An RFP for a CRM has been posted through the Procurement Office.
<b>Engaging Research</b>	Apply research conducted by Faculties to developing open enrolment educational opportunities.	Development of a non-credit certificate in craft brewing in partnership with the Faculty of Science. This certificate grew out of an undergraduate course in brewing science.
	Lifelong Learning staff present at conferences or publish professional or creative work.	Multiple individuals in Lifelong Learning presented papers at conferences. Two books were published in 2013 by Lifelong Learning members: Wayne Compton and Helen Wussow
<b>Engaging Communities</b>	Continued free offerings sponsored by Lifelong Learning	Free public offerings organized and/or offered by Lifelong Learning: Philosophers' Cafes, City Conversations, Lunchtime Poems, 55+ lectures, Teen Cafes, Art Salons, Book Salons
	Engaging with SFU Faculties to offer premium fee professional graduate credentials.	POST (Professional Online and Scholarly Training) initiative began in September 2014 in collaboration with the Office of Graduate Studies and supported by the University Priority Fund. The goal of this program is to develop new professional graduate credentials outside of the provincial funding envelope that are offered online.
	Engage SFU faculty and graduate students to serve as moderators of Philosopher Cafes.	This initiative has been very successful. Two-thirds of Cafes offered across the Lower Mainland are moderated by SFU faculty and graduate students.
<b>Other</b> Lifelong Learning has reduced some of its free community engagement offerings due to revenue constraints; this reduction includes free lectures at the Surrey City Centre Library for those who are 55+. Since Lifelong Learning receives no base budget support for its community engagement		

activities, it has to be strategic in what it offers, when, and how. Lifelong Learning has not been successful in persuading those in the Faculties to ladder non-credit courses into credit credentials, although this discussion is continuing on several levels.

Lifelong Learning continues to reach out to new immigrants by receiving government funding to run the Digital Communications with Advanced English certificate. This certificate is free to students who qualify. 2014 is the fourth year the program is on offer.

Lifelong Learning now has annual marketing plans for most of its revenue-generating programs. These plans increase marketing efficiencies and help contain costs through the development of strategic media advertising.

## **3.3. Student Services**

**STUDENT SERVICES**  
**Academic Plan 2013-18**

Objective	Status/Progress
<p>Enhance the quality of education and student satisfaction</p>	<p>Use assessment information to strengthen programs and services As part of the NWCCU mid-cycle review assessment, measures were revised and several new measures were articulated. Further, units within Student Services have articulated benchmarks to track performance. In addition new software has been provided to units to facilitate data analysis, reporting, and decision making.</p>
	<p>Enhance and grow service, learning, and gathering space The Indigenous Student Centre has relocated to newly refurbished and expanded space in the AQ. This has allowed for a growth in programs and services to indigenous students. Student Services has expanded its Peer Education offerings, expanded international student advising, enhanced health promotion programming, and have expanded the programming in the Global Student Lounge.</p>
	<p>Rationalize services within the multi-campus model Student Services continues to work with colleagues to rationalize services across the campus system.</p>
<p>Improve support for students</p>	<p>Improve access for under-represented communities Last year Student Services assessed its Diverse Qualifications admission category and made some administrative changes to assure adequate documentation was being provided to the committee. Student Services continues with the implementation and monitoring of SFU's Aboriginal Admissions Policy, and has added extra capacity for the recruitment and support of indigenous student applicants.</p>

	<p>Plan and support services for special interest groups as identified by SEMC Planning Indigenous and international students are of particular interest for the purposes of strategic enrolment management (SEM) as well as addressing any shifts in demographics which would limit SFU's ability to admit and retain students according to the Senate approved enrolment plan. Student Services has expanded services for both indigenous and international students. Student Services has also partnered with school boards and colleges to promote a seamless transition to SFU of their students.</p>
<p>Continue to partner with academic units and Student Societies to coordinate, strengthen, and (where possible) grow programs and initiatives</p>	<p>Collaborate with Faculties to provide programs and services There is extensive collaboration with Faculties and Departments to offer a variety of programs and services. This year Student Services has revamped the new student orientation program and the Blueprints program which provided academic advising to incoming students. Student Services has been working with the Faculty of Arts and Social Sciences to create a shared position that will focus on collaborative programs for students. Student Services continues to collaborate with faculties to provide Work Interacted Learning, Academic Advising, support student leadership programs and so on.</p> <p>Seek input and advice to improve programs and services Student Services meets regularly with both campus leaders (e.g., Deans, student society executives, student-facing staff, etc.) to share information and address areas of concern. Student Services has held open forums to collect input and feedback on programs, services, and to identify current and future opportunities to better serve students.</p>
<p>Provide the best level of athletic competition in North America to student athletes</p>	<p>SFU continues to be the only non-American school in the National Collegiate Athletics Association which is the preeminent post-secondary athletic association in the world. SFU has achieved notoriety for both the athletic and academic performance of its student athletes. SFU was ranked in the top quarter of Division II rankings (all 246 Div II schools) and enjoyed particular notoriety for the strong performance of its Men's Soccer team.</p>

Increase admission pathways to SFU by adding additional BC Colleges to Dual Admission program	
Grow experiential learning programs (Co-op, Volunteerism, Service-Learning, etc.)	SFU's experiential learning programs continue their strong performance with close to 8,000 students in Coop programs. Student Services has increased the focus on entering students to become involved in volunteerism and other exponential opportunities to engage with the community and to grow their skill sets.
Expand the co-curricular record program in partnership with Faculties	The co-curricular record system has grown with the addition of faculty based student engagement opportunities into the system. While a soft-launch of the program occurred in 2013-14 the system is currently not fully operational. Student Services will be able to provide growth statistics next year.
Improve programs and services	Leverage technology to improve services The student information system (SIMS) received an update this academic year with increased self-serve and mobile device functionality. Student Services has implemented ID scanning functionality in the fitness centre to speed up student access. Student Services continues to fine tune its telephony and line queuing systems to reduce waiting times for students.
Update policies and procedures to reflect current challenges	Refresh our policy framework (S10.01 and GP25) Policy GP25, Response to violent and threatening behaviour was updated in 2013 and Student Services has fully implemented the threat assessment teams (TAT) process. The revision of S10.01 Code Academic Integrity and Good Conduct is underway. Stakeholder consultation is planned to take place this academic year.



	<p>Create a new policy(ies) on voluntary and involuntary withdrawal based on physical and mental health. These policies are in draft form and have yet to go forward for consultation.</p>
	<p>Realign Student Services procedures for managing student Academic and Non-Academic Misconduct. A new position, Director Academic Integrity &amp; Good Conduct Office was created in early 2014. Procedures will continue to be revised as the office is fully integrated into standard practices.</p>
<p>Contribute to and leverage best practices in the fields of Student Affairs, Enrolment Services, Strategic Enrolment Management, and other professional areas represented within the units within the portfolio</p>	<p>All the units in Student Services closely monitor best practices to improve our programs and services. Several areas within the units are seen as leaders in their fields. These include innovations within Enrollment Services, Student Affairs, Student Success, and Athletics and Recitation. This past year Work Integrated Learning, Health Promotion, garnered significant attention from professional bodies and some collaborative efforts around academic integrity and community engagement gained attention from colleagues at other post-secondary institutions.</p>
<p>Other</p>	

## **3.4. Teaching and Learning Centre**

**TEACHING and LEARNING CENTRE**  
**Strategic Plan 2013-18**

Theme	Objective	Status/Progress
<b>Engaging Instructors</b>	Prepare instructors to develop quality learning experiences in a diverse, changing, and challenging environment	<p>Select activities for the period of September 2013 to August 2014 unless otherwise stated:</p> <ul style="list-style-type: none"> <li>• 1,331 SFU faculty, instructors and educational staff attended our programs and workshops. This excludes participation at events co-hosted or co-facilitated within the faculties or academic departments.</li> <li>• Learning Technology and Applied Research in Teaching and Learning staff had 911 online or f2f consultations while our Educational consultants had 402 consultations with unique faculty members and teaching staff.</li> <li>• Continued partnership with the Institute for the Study of Teaching and Learning in the Disciplines (ISTLD) resulted in 38 faculty-led projects being funded and supported. Six new projects have been granted as of Sept. 2014.</li> <li>• In April, the Teaching and Learning Centre held its annual Rethinking Teaching 4-day workshop for 23 faculty. Feedback continues to indicate that research faculty and lecturers benefit from this opportunity.</li> <li>• In May, the Teaching and Learning Centre hosted its annual Teaching and Learning Symposium, themed: Provocative Pedagogy which provided dialogue and new ideas for 165 attendees.</li> <li>• In fall 2014, the Teaching and Learning Centre launched the Integrated Learning Technology Development Program (ILTDP). This enables faculty, instructors and educational staff to explore new practices using Canvas and reflect on its impact. Eleven projects are under review for final selection and interdepartmental teams will be assigned thereafter.</li> <li>• Twelve faculty and instructors graduated from the Teaching and Learning Centre’s semester-long Educational Media program which supports interested in being better media creators and embed media into their practice in ways that enhance the learner/ing experience.</li> <li>• The Teaching and Learning Centre is piloting online professional development for SFU instructors through Wiley publishing by offering</li> </ul>
	Prepare instructors for a reflective practice and scholarly approach to their teaching	

		<p>500 seats.</p> <ul style="list-style-type: none"> <li>SFU's Teaching and Learning Players launched and performed at university events. This is an interdisciplinary group of instructors, graduate students and staff who collaboratively create and perform scenes based on challenges and issues that arise in academia. A facilitated dialogue follows.</li> </ul>
<b>Engaging Academic Units</b>	Support academic units to achieve their academic plans	<ul style="list-style-type: none"> <li>Meetings with the Dean at least annually and where appropriate, with Associate Deans, Directors and Chairs help to determine priorities for the Centre's work based on their academic plans. For instance, staff efforts in Applied Science were devoted mainly to educational goals, curriculum articulation and accreditation the past year.</li> </ul>
	Support academic units at the program level	<ul style="list-style-type: none"> <li>The Teaching and Learning Centre's involvement often centres around program review and accreditation. By participating, the Teaching and Learning Centre has been able to contribute insights from the scholarship of teaching and learning, as well as the expertise and experience of other instructors and academic units. Examples: Master of Public Health, SIAT, Department of Biomedical Physiology and Kinesiology, Bachelor of Business Administration, and French.</li> </ul>
<b>Community Stewardship</b>	Maintain and build on the current T&L network interest around T&L	<ul style="list-style-type: none"> <li>Teaching and Learning Centre staff co-facilitate activities within the Faculties and departments to establish and maintain faculty networks on teaching matters (e.g., Teaching circles in Science which promotes discussion and reflection about teaching through classroom observation of tested pedagogical practices; and Lunch 'n Learns in Health Science).</li> <li>Difference communities of practice for Canvas learning management system users have been established since its' adoption with Canvas Now! being the most recent addition.</li> <li>Individuals who have been keen about teaching and learning are being asked to contribute back to the community such as by serving on event planning committees (Symposium &amp; STLHE) and taking educational leadership roles.</li> </ul>
	Celebrate and showcase excellence in teaching	<ul style="list-style-type: none"> <li>Showcasing and celebration have occurred through annual events such as the Symposium for Teaching &amp; Learning and the Teaching &amp; Learning Social and new stories.</li> <li>Faculty and instructors are being encouraged to participate in local and</li> </ul>

		<p>national conferences (STLHE 2015) to disseminate their knowledge.</p> <ul style="list-style-type: none"> <li>• Recommendations have been made for faculty and programs to be represented at public events and conferences (e.g. SFU Public Square, VIU’s Science conference, BC’s first Symposium of Teaching and Learning “Collaborative Conversations”, etc.)</li> <li>• The Teaching and Learning Centre team coordinated and assisted with SFU’s 3M National Teaching Fellowship award nomination package.</li> </ul>
<b>Institutional Priorities Support</b>	Support institutional priorities	<p>Teaching and Learning Centre staff have been active in most institutional initiatives related to teaching and learning at SFU. Expertise the Teaching and Learning Centre has contributed include educational; applied research; educational technology; educational media; and communications. Activities include committee work, co-developing and leading events, and website development for specific projects such as:</p> <ul style="list-style-type: none"> <li>• Teaching &amp; Course Evaluation Project</li> <li>• Canvas (LMS selection and implementation, SFU functional lead)</li> <li>• Educational Goals</li> <li>• Task Force on Flexible Education</li> </ul>
<b>Continuous Improvement of Services</b>	Conduct periodic reviews of TLC performance and impact	<ul style="list-style-type: none"> <li>• The Teaching and Learning Centre is in the process of writing its first annual report in many years and in doing so, determining how to structure a process and data collection around our work and impact.</li> <li>• A feedback process to garner regular input to improve the Teaching and Learning Centre’s learning technology service-levels has been implemented.</li> <li>• The Teaching and Learning Centre is a pilot group for Human Resources’ new performance management program.</li> <li>• The Teaching and Learning Centre will prepare for a self-study and external review in late 2015.</li> </ul>
<b>Other</b>		
<ul style="list-style-type: none"> <li>• The Teaching and Learning Centre has partnered or participated on various projects related to the students’ experience such as Health and Promotion on their Healthy Campus initiative, the Field School review, Virtual Campus project, review of Education and the Library’s new learning spaces, participation in the APEX program for graduate students.</li> <li>• Staff with select portfolios participate on institutional-level committees such as copyright, academic integrity, experiential education, as well as increased leadership at the provincial and national level by co-conceptualizing a BC Council for Teaching and Learning and member of the Executive for the Educational Developer’s Caucus.</li> </ul>		

- SFU was successful in its bid to co-host the 35<sup>th</sup> annual Society for Teaching and Learning in Higher Education (STLHE) national conference with UBC. <http://stlhe2015apes.ca/> This will provide a venue for SFU instructors to share their expertise and experiences nationally, re-energize and be celebrated.