



OFFICE OF THE  
VICE-PRESIDENT, ACADEMIC

TEL +1 778 782 3925  
FAX +1 778 782 5876  
sfu.ca/vpacademic

Simon Fraser University  
Strand Hall 3100  
8888 University Drive  
Burnaby BC  
Canada V5A 1S6

## MEMORANDUM

ATTENTION Senate

FROM Jon Driver, Vice President, Academic and Provost

RE 2013-2018 Academic Plan Progress Report (June 2016)

DATE June 14, 2016

Attachment

In 2013, the Vice President, Academic developed the 2013-2018 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 core themes.

In January 2015, Senate received, for information, the first progress report on the implementation of the Academic Plan and of the Faculties' and support units' five-year plans.

This second progress report provides a consolidated review of progress made by the Vice President, Academic portfolio in achieving the goals of the SFU Vision since the 2013-2018 Academic Plan was first introduced.

The SFU logo consists of the letters 'SFU' in white, bold, sans-serif font, set against a solid red rectangular background.

**SFU**

**SIMON FRASER UNIVERSITY**  
ENGAGING THE WORLD

The background of the slide is an aerial photograph of the Simon Fraser University campus. The buildings are clustered on a hillside, surrounded by lush green trees. The sky is a pale blue, and the overall scene is bright and clear.

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

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

**June 2016**

## Contents

<b>Message from Vice President, Academic</b> .....	<b>3</b>
<b>1. Vice President, Academic Overview</b> .....	<b>6</b>
1.1. Core Themes .....	7
1.2. Ongoing Operational Activities .....	16
1.3. Strategic Planning Issues.....	19
<b>2. Faculties</b> .....	<b>22</b>
2.1. Beedie School of Business.....	23
2.2. Faculty of Applied Sciences.....	28
2.3. Faculty of Arts and Social Sciences .....	37
2.4. Faculty of Communication, Art and Technology.....	48
2.5. Faculty of Education.....	54
2.6. Faculty of Environment.....	63
2.7. Faculty of Health Sciences .....	71
2.8. Faculty of Science.....	75
<b>3. Support Units</b> .....	<b>80</b>
3.1. Graduate Studies.....	81
3.2. Lifelong Learning.....	88
3.3. Student Services.....	92
3.4. Teaching and Learning Centre .....	98

# 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 are about half way through 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 our final report to NWCCU and hosted their evaluation team for an intensive visit. We expect to receive a decision on full accreditation before the end of the summer.

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.

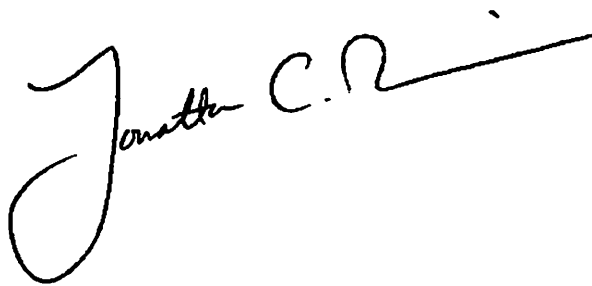
- There is widespread public belief that university education needs to be focused more on student careers after graduation, in spite of a wealth of evidence that a university education across the full range of SFU disciplines results in long-term career success. The belief is also a stressor for our students, and the BC government has been working with universities and colleges

to reorient the entire education system to be more attuned with projected labour markets. We have responded positively to government requests to ensure that we continue to keep student careers at the forefront of our planning; however, we have approached 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 student have not increased for many years; tuition increases are capped across all programs for domestic students; we are unable to borrow; 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. On the other hand, the recently announced federal infrastructure program may assist us in creating more academic space, our new data centre will provide much-needed new space for computing infrastructure, and we have been able to undertake more renovations. 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 unit has now begun to work with Faculties.
- 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. The report of the Task Force on Flexible Education makes recommendations about innovations in teaching and learning and better support for instructors, and I look forward to seeing further diversification of our approaches to teaching and learning. The online Student Evaluation of Teaching and Courses has completed its second pilot phase, and has been used by tens of thousands of students in hundreds of courses.

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 that reads "Jonathan C. Driver". The signature is written in a cursive style with a large initial "J" and a long horizontal line extending from the end of the name.

Dr. Jon Driver  
Vice President, Academic

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

## 1.1. Core Themes

### CORE THEME

#### **ENGAGING STUDENTS**

#### GOAL

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

#### OBJECTIVE 1

Enhance the quality of education (through the assessment of student learning outcomes and the evaluation of teaching and courses).

#### **ACHIEVEMENTS TO DATE/CURRENT STATUS**

- **LEARNING OUTCOMES**
  - *Senate Guideline on External Reviews now includes reference to Educational Goals.*
  - *2014, 2015 and 2016 cycles of reviewed units have identified Educational Goals and developed assessment plans.*
  - *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.*
  - *Units with 'professional accreditation' have Educational Goals (Learning Outcomes) in place.*
  - *Many programs are developing and articulating course-level outcomes on their course outlines.*
  
- **STUDENT EVALUATION OF TEACHING AND COURSES (SETC)**
  - *Study and proof-of-concept completed 2013.*
  - *Final report including recommendations and guiding principles approved by Senate January 2014.*
  - *Evaluation system software selected and contract approved October 2014.*
  - *Initial small Pilot completed by the Summer 2015 term with 70% response rate.*
  - *Large scale second Pilot completed by the Fall 2015 term with over 25,000 evaluations processed and a response rate of 61%.*



- *SETC Faculty Working Group (under SCUTL) begins policy recommendation phase December 2015.*
- *Phased roll out started in the Spring 2016 term with full roll out anticipated by 2018.*
  
- **'B.C.'s SKILLS FOR JOBS BLUEPRINT'**
  - *SFU meets government targets for guaranteed allocation of funding to programs that will educate students for careers in high demand areas.*

## **OBJECTIVE 2**

Enhance student satisfaction (through a greater diversity of pedagogy, improved access to courses and a wider range of learning opportunities).

### **ACHIEVEMENTS TO DATE/CURRENT STATUS**

- **DIVERSIFICATION OF PEDAGOGY**
  - *TLC continues to support faculty wishing to diversify teaching approaches and provides core instruction on teaching methods especially to new faculty.*
  - *Institute for the Study of Teaching and Learning in the Disciplines undertaking broad based research on best practices at SFU.*
  - *Two new categories of faculty members introduced: Professor of Professional Practice and Teaching Professor bringing different approaches to undergraduate teaching.*
  - *'Support for Flexible Learning Environments' project to leverage the advantages of Canvas funded by the University Priority Fund (\$507k).*
  - *The Task Force on Flexible Education's Report has been received and an Action Plan for implementation of the recommendations has been approved by Senate.*
  
- **IMPROVING COURSE ACCESS**
  - *Task Force on Flexible Education aimed submitted its Final Report in 2015 and recommendations which will improve access are under consideration*
  - *Registrar/AVPA exploring 'system-based' approaches to improving access.*

- **INDICATIVE MEASURES OF SUCCESS**

<b>INDICATOR</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<i>Students either 'very' or 'somewhat' satisfied with SFU (Source- UGSS.GSS)</i>					
<i>Undergraduate</i>	89%	88%	88%	90%	84%
<i>Graduate</i>	-	85%	89%	87%	90%
<i>% students got the number of courses they wanted</i>	77%	80%	82%	83%	84%
<i>% students got the required courses they wanted</i>	64%	66%	67%	67%	68%
<i>% graduates (u/g) who participated in coop, internship, practicum, field school, student exchange or Semester in Dialogue</i>	23%	23%	23%	22%	24%

### **OBJECTIVE 3**

Improve support for students (with diverse learning needs by providing enhanced support).

#### **ACHIEVEMENTS TO DATE/CURRENT STATUS**

- **Enhancing Student Support**
  - *Established EAL Centre managed by the Faculty of Education.*
  - *Added capacity for International Student advising.*
  - *Enhanced mental health support for international students.*
  - *Redesigned new student orientation programs for International, Indigenous and students with disabilities.*
  - *Funded the Learning Commons and Research Commons in the Library.*
  - *Started an award program to recognize and celebrate healthy classrooms.*
  - *Realigned academic advising to better meet the needs of varsity student athletes.*
  - *Working to address concerns about campus safety.*
  - *Indigenous student support;*
    - ✓ *Enhanced the Indigenous Student Centre (additional counselor, staff training on cultural competency).*
    - ✓ *Added Indigenous Tutoring program.*
    - ✓ *Grew SFU's peer education programming for indigenous students.*
    - ✓ *Increased outreach (programs, workshops).*
    - ✓ *Created new graduate scholarships*
    - ✓ *Built on-campus sweat lodge*
    - ✓ *Indigenous gathering space created at Vancouver campus*
    - ✓ *More aboriginal faculty members recruited*
    - ✓ *Project to "indigenize" the curriculum initiated*

- **INDICATIVE MEASURES OF SUCCESS**

<b>INDICATOR</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<i>% levels of student satisfaction (either 'very' or 'somewhat') satisfied of EAL students (UGSS)</i>	-	88%	86%	89%	83%
<i>% Aboriginal students with good academic standing after:</i>					
<i>Term 1</i>	77%	76%	73%	74%	n/a
<i>Term 2 (of original n)</i>	69%	62%	62%	58%	n/a
<i>% Graduation rates for Aboriginal students:</i>					
<i>Under Graduate (6 years)</i>	46%	47%	46%	50%	50%
<i>Masters (6 years)</i>	64%	58%	59%	71%	95%
<i>Doctorate (8 years)*</i>	100%	50%	67%	20%	0%
<i>(*Doctoral student numbers are very small results in large swings in data)</i>					

**CORE THEME**  
**ENGAGING RESEARCH**

**GOAL**

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

**OBJECTIVE**

Contribute to research excellence (through high quality faculty appointments and integrating research in all programs).

**ACHIEVEMENTS TO DATE/CURRENT STATUS**

- **RESEARCH CHAIRS**
  - **Canada Research Chairs**
    - ✓ SFU has 48 CRC chairs, of which 34 are currently filled.
  - **BC Leadership Chairs**
    - ✓ SFU has five BC Leadership Chairs, all of which are filled:
      - Salmon Conservation and Management;
      - Pharmaceutical Genomics and Bioinformatics;
      - Cognitive Neuroscience in Childhood Health;
      - Development and Proactive Approaches to the Reduction of Violence among Children and Youth;
      - Chair in Multimodal Technology for Healthcare Innovation.
  - **Industrial Research Chairs**
    - ✓ SFU currently has one NSERC Industrial Research Chair:
      - Multimodal Animal Communication Ecology.
    - ✓ The Faculty of Applied Sciences has a NSERC/MDA Industrial Research Chair:
      - Advanced Satellite Synthetic Aperture Radar Technologies, Techniques and Applications.
    - ✓ The fiscal 2016-17 Faculty Renewal Plan includes one (1) proposed search for a new Industrial Research Chair:
      - City of Surrey Clean Energy Industrial Research Chair
- **INDICATIVE MEASURES OF SUCCESS**

<b>INDICATOR</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<i>% continuing faculty in tenure-track positions(source: SFU CFL Faculty Profile)</i>	86%	85%	85%	85%	85%
<i>% Final Year Students who worked on a Research Project with faculty member</i>	15%	15%	16%	19%	18%
<i>% Upper division undergraduate courses are taught by tenure-track faculty</i>	51.1%	50.4%	50.1%	49.5%	50.2%
<i>Tri-Council Funding Growth (Year/Year)</i>	2% 2012 over 2011	11% 2013 over 2012	4% 2014 over 2013	-3% 2015 over 2014	CAUBO not available yet
<i>% tenure track faculty who supervise graduate student</i>	90%	88%	88%	92%	92%

**CORE THEME**  
**ENGAGING COMMUNITIES**

**GOAL**

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

**OBJECTIVE**

Increase community engagement activity (particularly for students, faculty and alumni).

**ACHIEVEMENTS TO DATE/CURRENT STATUS**

- **Students:**
  - *Realignment of Philosophers Café to include more SFU faculty and students.*
  - *The introduction of the Co-Curricular transcript will encourage students to engage with communities.*
  - *Lifelong Learning also offers education beyond the classroom by inviting the public to a variety of events, many of which are joint initiatives with community partners. In 2014-15, over 8,500 participants attended almost 300 events throughout the Lower Mainland.*
  
- **Faculty:**
  - *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 national importance.*
  - *In fall 2014 a web-based tool was purchased to enable SFU to track earned media mentions by subject area, faculties and keywords is being purchased. The tool has provided analytics including readership statistics and tone analysis (positive/negative) and has allowed for the tracking of faculty mentions within earned media that align with the Academic Plan. Analytics have included reviews of research citations, op-eds and quoting of subject matter experts which have provided a baseline review of faculty engagement in sharing SFU's story in earned media.*
  
- **Alumni:**
  - *The Alumni Engagement Score showed an upward trend for the past three years of measurement.*

- **INDICATIVE MEASURES OF SUCCESS**

<b>INDICATOR</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<i>% increase in registrations in paid non-credit courses (year/year)</i>	3%	5%	7%	5%	15%
<i>% students who participate in community services or volunteer work</i>	28%	22%	24%	27%	<i>n/a – fall 2015 survey did not feature this question</i>
<i>Alumni Engagement Score (Average n = 132,000 alumni) Informed = 1 Participate = 2 Donate = 3</i>	1.04	1.17	1.15	1.16	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>• <b>2013</b> <ul style="list-style-type: none"> <li>○ March/April - Progress Report to Board of Governors and Senate.</li> <li>○ May – Annual Report to NWCCU submitted.</li> </ul> </li> <li>• <b>2014</b> <ul style="list-style-type: none"> <li>○ Feb – Progress Report to Accreditation Steering Committee.</li> <li>○ May – Annual Report to NWCCU submitted.</li> <li>○ August – Mid Cycle Report submitted to NWCCU.</li> <li>○ November – Evaluation Visit from NWCCU hosted.</li> </ul> </li> <li>• <b>2016</b> <ul style="list-style-type: none"> <li>○ Feb -Year Seven Report submitted</li> <li>○ April - Evaluation Visit for Accreditation hosted.</li> <li>○ June/July – NWCCU Board decision on SFU Accreditation.</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>• Faculty Resource Allocation Model is now performance based: allocations are determined on a three-year moving average of actual teaching undertaken by Faculties.</li> <li>• Bridge funding for this change in the model funded from UPF (\$333k).</li> <li>• The Budget Review Committee’s role, which is to review those budgets not linked to revenue generation, is currently under review and proposals are being considered.</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</p>	<ul style="list-style-type: none"> <li>• With the objective of implementing a comprehensive program for faculty development at all stages of an academic career, a former Dean has been seconded to Special Advisor to Vice President, Academic on Faculty Development.</li> <li>• New Faculty Orientation provides an introduction to the University for beginning faculty in late August of each year. Work on finding ways to support new faculty as a cohort in their first years at SFU is continuing.</li> </ul>

<p>could include career management, leadership development, working with new technologies, etc.</p>	<ul style="list-style-type: none"> <li>• Workshops for new Chairs and Directors provide just in time training for processes such as hiring, finance, tenure and promotion processes, and salary reviews. These workshops also provide an opportunity for new Chairs to share experiences and discuss challenges.</li> <li>• Workshops for mid-career faculty and those contemplating retirement have been piloted and will continue to be developed.</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 in conjunction with the Vice President, Advancement.</p>	<ul style="list-style-type: none"> <li>• The SFU/FIC agreement continues to generate discretionary revenue for the VPA portfolio.</li> </ul>
<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>• 3 major areas of strategy have been identified to improve SEM:             <ul style="list-style-type: none"> <li>○ improve communication and collaboration across SFU.</li> <li>○ make student success the primary SEM driver.</li> <li>○ utilize data and business intelligence to inform SFU SEM-related decisions.</li> </ul> </li> <li>• Undergraduate marketing campaign focuses on identifying "best fit" students for SFU.</li> <li>• Organizational changes that better suit the strategy: Student Recruitment, Transition, Engagement and Careers are now one unit.</li> <li>• Reviews undertaken annually include:             <ul style="list-style-type: none"> <li>○ Fall – reviews admission/enrollment process and results.</li> <li>○ Spring - reviews student retention and success results in the previous academic year of both the incoming cohort and the continuing student body.</li> </ul> </li> <li>• SEM data and analysis capacity has been improved.</li> </ul>
<p><b>Implementation of Aboriginal Strategic Plan:</b> Continue the</p>	<ul style="list-style-type: none"> <li>• Executive MBA in Aboriginal Business and Leadership graduated its first cohort in the 2014. A second program cohort is now underway.</li> </ul>

<p>implementation of the current Aboriginal Strategic Plan.</p>	<ul style="list-style-type: none"> <li>• Indigenous Research Institute (IRI) now has 54 members. Signature events include an Annual Lecture Series on Aboriginal Issues at SFU Woodward's and contributions to the annual SFU-UBC Indigenous Graduate Student Symposium.</li> <li>• In 2013-14 undergraduate aboriginal students total over 620, while graduate students are over 130.</li> <li>• A teaching sweat lodge is being built on the Burnaby campus, and will be ready for use mid-2016.</li> <li>• Two SFU summer camps are planned with an Aboriginal focus: the one month Academic Math Camp (July) and the one week camp hosting youth from the Vancouver Aboriginal Friendship Centre(Aug).</li> <li>• Annual SFU-NEC Native Basketball Tournament organized in partnership with the Native Education College (NEC).</li> <li>• Fraser International College now offering First Nations Studies (FNST) 101 as a regular program offering.</li> <li>• Larger Indigenous Student Centre opened on the Burnaby campus in 2014. Signature programs/events therein include: cultural programming, Elder's Program, tutoring, peer mentorship, academic workshops, and social events.</li> <li>• Aboriginal Cultural Gathering Space created at the SFU Harbour Centre campus in 2015. An Aboriginal space currently in development at the SFU Surrey campus (2016).</li> <li>• The Vice President, Academic has instituted a plan to hire more Aboriginal faculty. Recent Aboriginal faculty hires in Education and Health Sciences.</li> <li>• Aboriginal Student Support Project to stabilize support via bursaries and success programming funded by the University Priority Fund (\$250k).</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</p>	<ul style="list-style-type: none"> <li>• \$5 million of carry-forward in the Vice President, Academic portfolio was diverted to maintenance (classroom renovations) in 2014-15 and a further \$3M from FIC revenues went to the maintenance of the Education Building.</li> <li>• In 2015-16 FIC revenues contributed a further \$1M (Education building), and three more \$1M contributions are committed for the Education building in 2016-17, 2017-18 and 2018-19.</li> </ul>

<p>environment.</p>	<ul style="list-style-type: none"> <li>• In broad collaboration with other Vice Presidents the following has been achieved:             <ul style="list-style-type: none"> <li>○ Various deferred maintenance projects were funded from the University Priority Fund, \$100k (2012-13), \$2,6M (2013-14, \$1M (2014-15) and \$1M in 2015-16).</li> <li>○ SFU Established a Deferred Maintenance Fund from internal sources (\$30 million /10 years).</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>• Much of this activity is being covered by negotiations for the first collective agreement with the Faculty Association.</li> </ul>

### 1.3. Strategic Planning Issues

Issue	Synopsis of Progress
<p>SFU Surrey</p>	<ul style="list-style-type: none"> <li>• Mandate and Growth Strategy for Surrey developed with input and agreement of Deans and Vice Presidents. Strategy focus on Clean Energy (Energy Systems Engineering), Health and Digital Media.</li> <li>• Ministry is considering possibility of funding the Energy Systems Engineering part of the strategy in conjunction with federal strategic infrastructure funding.</li> <li>• Bridges to Surrey’ project funded by the University Priority Fund (\$1.2M) to establish: an integrated health innovation lab and a ‘Semester in Health Innovation’”. Led by the Faculty of Health Sciences, the lab will provide students from across all Faculties at SFU to engage with community partners to seek innovative solutions to complex health system problems.</li> </ul>
<p>International Partnerships</p>	<ul style="list-style-type: none"> <li>• Partnership with ZheJiang University for the dual degree programs (undergraduate and graduate) in Computing Science has been renewed for a 10 year term.</li> </ul>

	<ul style="list-style-type: none"> <li>● A dual Master of Arts degree program in Global Communications was established with the Communications University of China.</li> <li>● A review of International Field Schools was undertaken to provide recommendations with regard to current practices of the authorization, management, and quality assurance of Field Schools. The recommendations are being implemented.</li> <li>● Together with the Indian Council for Cultural Relations, SFU entered into an agreement to establish the first ICCR Visiting Scholar at a Western Canadian university. The first of which, visited SFU for the period January to April this year</li> <li>● In conjunction with SFU International and the Vice President External Relations:             <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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 grass-roots faculty collaborations, and for long-term sustainability and reciprocity.</li> </ul> </li> </ul>
<p>Better data capture on university activities</p>	<ul style="list-style-type: none"> <li>● Institutional Research and Planning has developed a data portal for planning indicators and a second covering enrollment data will be launched shortly. A number of others data portals are planned.</li> <li>● University Rankings are being analyzed more effectively.             <ul style="list-style-type: none"> <li>○ Increasingly subject area ranking are being used in external reviews, by Deans and by departments/programs to evaluate themselves against other institutions</li> </ul> </li> <li>● Student Surveys results being communicated widely.             <ul style="list-style-type: none"> <li>○ A synthesis report on student satisfaction from a number of undergraduate surveys was compiled and presented to senior administrators, deans, department heads and in within-faculty forums.</li> <li>○ Analysis of labour market outcomes of SFU graduates from the provincial Baccalaureate Graduate Survey (BGS) was disseminated to faculties</li> </ul> </li> </ul>

	<p>and departments;</p> <ul style="list-style-type: none"><li>○ A BGS database has been created with many years of data to quickly answer questions SFU graduates. Where they work two years after graduations? What do they earn? How well is their education related to their jobs?</li><li>● Common C.V. system for faculty is being investigated.</li><li>● Academic Information Report (AIR) (used in the External Review process) content is being reviewed. In particular, the content of indicators related to research output and quality is a priority. A new AIR reporting format is being developed that will allow more years of data, more interactivity and more capability to drill down on data elements within the report.</li><li>● There is greater appreciation of getting good quality data/information for decision-making. Finance is currently taking up a number of projects to improve the quality of data and reporting. A data warehouse project is in its initial stages that will allow integration of different sources of data and more interactive reporting using BI software mainly to serve the data/information needs of administrators.</li></ul>
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## 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.	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Develop a Doctorate of Business Administration (DBA) and an MBA/PhD for scientists and engineers.	<ul style="list-style-type: none"> <li>Completed: Senate Approved Graduate Certificate in Science and Technology Commercialization. Combined MBA and EMBA programs have scientist and engineers already enrolled in them. These will be maintained and improved.</li> <li>Development of additional programs dependent on substantial new resources, as per external review recommendation. DBA plans remain on hold and will need to be revisited in light of the school's future priorities. Faculty renewal in order to improve the quality of existing programs is in process as planned.</li> </ul>
	Develop new graduate business programs (part-time MBA, Masters in Accounting, Masters in International Management, Diploma in Management of Technology, Business Analytics Certificate).	<ul style="list-style-type: none"> <li>Part time MBA in Surrey launched successfully Jan 2014.</li> <li>Masters' programs in Accounting and International Management and Diploma of Management of Technology are on hold dependent on availability of new resource.</li> <li>Faculty renewal is in process as planned</li> <li>Undergraduate Certificate in Business Analytics and Decision Making launched successfully in fall 2013.</li> </ul>
	Develop and implement the Surrey campus strategy.	<ul style="list-style-type: none"> <li>Surrey programs are focused on Entrepreneurship and Innovation.</li> <li>Redesigned Entrepreneurship and Innovation concentration launched in September 2014.</li> <li>New Entrepreneurship and Innovation certificate open to all university undergraduates offered beginning in fall 2015.</li> <li>Part-time MBA in Surrey launched successfully in spring 2014.</li> </ul>

	Monitor the re-launched undergraduate minor in Business open to all SFU students.	<ul style="list-style-type: none"> <li>Completed and re-launched in fall 2013.</li> </ul>
	Launch undergraduate and graduate student incubators with a focus on social innovation and entrepreneurship.	<ul style="list-style-type: none"> <li>Completed: TechEntrepreneurship@SFU (In collaboration with Ken Spencer, BCIC and Mechatronics Systems Engineering).</li> <li>RADIUS (Social Innovation incubator) launched, which consists of RADIUS Edu, RADIUS Lab, and RADIUS Ventures platform (Emily Carr and Beedie collaboration) in 2014.</li> <li>Beedie and SIAT design and business program in progress for fall 2016.</li> </ul>
	Create an international field school opportunity for Business undergraduates.	<ul style="list-style-type: none"> <li>Completed: Berlin Field School offering in summer 2014 and summer 2015.</li> <li>No other international field school opportunities are currently planned for academic year 2015-16. However planning is in process to expand internationalization of Beedie programs for 2016-17 and beyond.</li> </ul>
	Extend the scope and reach of graduate and executive education programs.	<ul style="list-style-type: none"> <li>Graduate Program extensions other than those already planned are likely not viable as there are not enough resources—faculty, staff (both office and teaching), and space available.</li> <li>Executive Education existing programs remain in place.</li> <li>ExecEd open enrolment and custom programming options are currently being reviewed.</li> </ul>
<b>Engaging Research</b>	Complete Canada Research Chair – Oct 2012.	<ul style="list-style-type: none"> <li>Application completed and submitted.                             <ul style="list-style-type: none"> <li>Jing Li was awarded a SSRHC CRC (2015/16 – 2019/20).</li> <li>Mila Lazarova’s SSHRC CRC (2011/12 – 2015/16) renewal application in process.</li> </ul> </li> </ul>
	Implement and complete recruitment strategy including Beedie Chairs.	<ul style="list-style-type: none"> <li>In progress: During 2014-15 Beedie recruited five additional faculty members who will be starting in 2015-16, three on tenure track and two lecturers.</li> <li>Beedie continues to recruit for the Ryan Beedie Chair in Finance and are in the process of finalizing Keith Beedie Chair in Entrepreneurship and Innovation.</li> </ul>

		<ul style="list-style-type: none"> <li>• Beedie has also tried to recruit for a new tenure track position to support its aboriginal initiatives, but to this point have not found the right person.</li> </ul>
	Create visiting Beedie Fellows program.	<ul style="list-style-type: none"> <li>• In progress: A committee to create the process for selecting and inviting Fellows has been struck and is at work to design a process.</li> </ul>
	Consider/reorient Research Centres with focus on innovation and entrepreneurship.	<ul style="list-style-type: none"> <li>• In progress: Conversations with funders continue.</li> <li>• The CMA Centre for Innovation is now known as the CPA Innovation Centre following the consolidation of the CMA, CA, CGA parent organizations. Other initiatives in this regard are being seriously considered.</li> </ul>
	Encourage faculty participation in large-scale grants with emphasis on STEM areas.	<ul style="list-style-type: none"> <li>• The successful Genome Canada Applied Genomics grant application in 2011-12 provided the impetus to look at other grant opportunities within Tri-Council agencies and STEM areas. The School continues to look at these opportunities and submit proposals.</li> </ul>
	Develop signature research projects with international partners.	<ul style="list-style-type: none"> <li>• SSHRC Partnership Grant applications have been submitted in the past without getting funded despite positive first round feedback.</li> <li>• A new SSHRC Partnership Grant LOI has been submitted for 2016.</li> <li>• Beedie faculty have had one major successful Insight Grant (SSHRC) in 2016.</li> <li>• The Jack Austin Centre continues its productive working relationship with Infosys in India.</li> </ul>
<b>Engaging Communities</b>	Reposition executive education for better mission alignment and community engagement.	<ul style="list-style-type: none"> <li>• In progress: See below.</li> </ul>
	Create new executive education programs in technology and sustainability in cross-national and cross-cultural settings.	<ul style="list-style-type: none"> <li>• In progress: Achievement of this goal requires a new Director of Executive Education. <ul style="list-style-type: none"> <li>○ Previous Director is fully committed to the CIRDI (formerly CIEID) project.</li> <li>○ A new director has been appointed and consideration is being given to expanding the resources and the scope of the operations</li> </ul> </li> </ul>

		<b>at ExecEd.</b>
	<b>Develop clearer connections between executive education and Research Centres.</b>	<ul style="list-style-type: none"> <li>• <b>Beedie is in the process of re-orienting the research centres.</b> <ul style="list-style-type: none"> <li>○ The CMA Centre for Innovation is now known as the CPA Innovation Centre following the changes in the CMA, CA, CGA parent organizations.</li> <li>○ Creating a better connection between research and ExecEd is underway.</li> </ul> </li> </ul>
	<b>Expand the public presence and reach of the Research Centres.</b>	<ul style="list-style-type: none"> <li>• <b>The re-organization of research centres is in process and consideration.</b> <ul style="list-style-type: none"> <li>○ The Jack Austin Centre and the CPA Innovation Centre continue to actively engage business community stakeholders with public seminar offerings.</li> </ul> </li> </ul>
	<b>Provide greater opportunities for community-based experiential learning.</b>	<ul style="list-style-type: none"> <li>• <b>Continued involvement of the external community in many events featuring Beedie's students and faculty.</b></li> </ul>

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

**FACULTY OF APPLIED SCIENCES**  
**Academic Plan 2013-18 – Progress Report – April 2016**

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 (CEAB) for engineering schools.</li> <li>• MSE has been accredited from June 2014-2017 and MSE may extend accreditation beyond June 2017 if the CEAB approves an interim report in June 2016.</li> <li>• ENSC hosted a CEAB team in fall 2015 for accreditation evaluation. Current accreditation runs June 2013-June 2016.</li> <li>• Outcome-based learning is voluntary for Computing Science (CMPT).</li> <li>• Curriculum revisions have been implemented as a means to improve course sequencing, increase exposure to relevant material, and ensure opportunities for earlier lab experience.</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 88% for domestic students and 95% for international students to help ensure incoming students can manage the rigorous course load in FAS (effective fall 2016).</li> <li>• Increased student retention is expected from the ENSC curriculum re-design, and the Academic Enhancement Program has been expanded to ENSC.</li> <li>• Minimum GPA maintenance has been implemented across the Faculty, including a new continuance GPA for ENSC (2.20).</li> <li>• Early intervention Academic Advising has been established on a semester basis.</li> <li>• Specialized advising for FAS student athletes has been put in place.</li> </ul>

		<ul style="list-style-type: none"> <li>• The TechConnect Cohort Mentorship program has been expanded to include an industry component and select activities in the second term.</li> <li>• Appeal processes have been streamlined through the use of an online appeal system.</li> <li>• A series of targeted interventions are being provided to ENSC students who have not completed co-op as scheduled.</li> <li>• Engaging with Teaching and Learning Centre on initiatives to improve female enrolment and retention in FAS.</li> <li>• Engaging with the Centre for English Language Learning, Training and Research (CELLTR) in discussion regarding initiatives to enhance international and English as an Additional Language (EAL) student support in FAS.</li> </ul>
	<p>Increase experiential learning opportunities.</p>	<ul style="list-style-type: none"> <li>• FAS is the largest contributor to the SFU co-op program accounting for 1/3 of all university placements (1,200 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>• Technology entrepreneurship@SFU (tech e@sfu) revamped in spring 2014; offers mentorship and unique learning for senior MSE and Beedie students whose goal is to launch their own business upon graduation. Several teams are currently in the process of commercializing their product; one team has been incorporated.</li> <li>• The province (Ministry of Advanced Education) has provided one-time funding of \$400,000 to build upon the tech e@sfu program between now and June, 2018.</li> <li>• SFU Advancement (FAS and Beedie) are in discussion with primary program funding sources with the aim of securing long-term tech e@sfu program funding.</li> <li>• Capstone projects are mandatory for senior-level students in MSE and</li> </ul>

		<p>ENSC. Capstone projects are optional for senior CMPT students; many Dual Degree Program students in CMPT participate in capstone projects.</p> <ul style="list-style-type: none"> <li>• FAS students continue to host hackathons and app competitions throughout the year thanks to funding from external associations and organizations.</li> <li>• FAS students continue to be involved in international competitions including VEX robotics, Association for Computer Machinery intercollegiate programming contests, Formula SAE competition etc.</li> </ul>
	<p>Improve graduate student experience.</p>	<ul style="list-style-type: none"> <li>• Graduate co-op programs have been launched in conjunction with Work Integrated Learning for CMPT, ENSC, and MSE students to provide workplace skills development. To date, 55 graduate students have found co-op placements.</li> <li>• Due to a stabilized budget and increased enrolment in the FAS undergraduate programs, Teaching Assistant funding has increased.</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 Master's program.</li> <li>• FAS runs the Three Minute Thesis competition to recognize and encourage public speaking skill development.</li> <li>• With an increase in faculty research funding to \$16M, there has been a boost of graduate student funding support via Research Assistant appointments.</li> </ul>
	<p>Strengthen teaching quality.</p>	<ul style="list-style-type: none"> <li>• FAS Faculty Teaching Fellow new initiatives: sharing teaching resources using Flipboard (curated content); FAS "Pairwise Teaching Exchange" (PTE) program launched in fall 2015, providing a voluntary mechanism for FAS instructors to exchange teaching and learning ideas and practices. Faculty from all three schools (CS, ENSC, MSE)</li> </ul>



		<p>have engaged with the first program debrief scheduled for April, 2016.</p> <ul style="list-style-type: none"> <li>• FAS Awards of Excellence continued in its sixth 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>
	<p>Improve laboratory infrastructure and technical support.</p>	<ul style="list-style-type: none"> <li>• Due to ongoing lab challenges (appropriate space and safety issues) at the SFU Surrey campus, FAS continues to increase the number of research laboratories needed to be re-located to its industry partner(s).</li> <li>• The MSE lab expansion in the Central City Brew Pub is expected to be finished in August 2016.</li> <li>• Canadian Foundation for Innovation (CFI) funding invested in new infrastructure to support research.</li> <li>• Through the two years of funding received through the University Priority Fund, FAS has made critical upgrades to undergraduate laboratories. FAS continues to invest in its teaching laboratories through the use of carry-forward. MSE and ENSC hired additional technicians (3) to improve lab support.</li> </ul>
	<p>Increase diversity of student population and participation of women.</p>	<ul style="list-style-type: none"> <li>• New NSERC Chair for Women in Science and Engineering (BC/Yukon) is housed in FAS (ENSC faculty member) to develop long-term programs, conduct research and advocate for females. Goal is to attract more females to STEM education and STEM jobs, and to support professional development of women.</li> <li>• New Outreach Manager position in FAS is increasing awareness of STEM among females and aboriginal students in middle-to-high school, and supporting long-term recruitment of girls and aboriginal</li> </ul>

		<p>students to SFU FAS.</p> <ul style="list-style-type: none"> <li>• SFU’s outreach program, Science Alive, continues to successfully engage students (K-Gr 7) in science and technology programing, reaching almost 2000 Aboriginal students over the last year.</li> <li>• FAS has the second highest percentage of international students among all SFU faculties.</li> <li>• Community grants, NSERC applications, and FAS advancement team are supporting new outreach efforts.</li> </ul>
	<p>Support establishment of FAS Student Development Fund.</p>	<ul style="list-style-type: none"> <li>• A new FAS Student Society is being considered where a fee would be applied to all FAS students to support student activities. FAS will help to raise additional funding after the approval of the student society.</li> <li>• Through the Faculty, schools and an endowment fund in ENSC, annual funding is provided to student societies and groups in FAS to support its students’ participation in competitions, conferences, and engagement activities.</li> </ul>
<p><b>Engaging Research</b></p>	<p>Increase research excellence and impact.</p>	<ul style="list-style-type: none"> <li>• Overall, research funding increased from \$11.8M in 2013-2014 to \$16 M in 2014-2015 (SFU fiscal year).</li> <li>• \$215,000 research funding per tenure-track faculty member.</li> <li>• FAS received 4 NSERC Discovery Accelerator Supplements in past 12 months (CMPT, MSE and 2 ENSC)</li> <li>• Two new Canada Research Chairs (CRC) since 2014, 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>

	<p><b>Build research faculty complement.</b></p>	<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 provided 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>○ City of Surrey/Volken Academy/ Firefighters – Mental Health technologies</li> <li>○ CRC Program - Biomedical Technology</li> <li>○ CRC program - Fuel Cell Science and Technology Development</li> </ul> </li> </ul>
	<p><b>Create research chairs in strategic areas.</b></p>	<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>● FAS is in discussions with several organizations to develop chairs in strategic research areas.</li> </ul>
	<p><b>Strengthen collaboration with industry and other research partners.</b></p>	<ul style="list-style-type: none"> <li>● FAS Advancement is in several discussions for capital projects whereby industry partners provide large, in-kind contributions such as alternative energy generation platforms, big data storage facilities.</li> <li>● Industry involved on campus for several activities: industry speakers on professional and skills development, recruiting sessions, contest/event sponsors and judges, and potential research collaborations.</li> <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> <li>● Natural Sciences and Engineering Research Council of Canada (NSERC) Engage and Engage Plus – 39 new grants in 2013-2014 in Applied Sciences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Additional industry interaction through the graduate co-op program.</li> </ul>
<p><b>Engaging Communities</b></p>	<p>Strengthen alumni engagement.</p>	<ul style="list-style-type: none"> <li>• FAS External Advisory Committee bi-annual meetings. Recruited additional industrial members (alumni where possible) in 2015.</li> <li>• Interviewed 20 alumni for alumni feature stories on new FAS websites (CMPT, ENSC, MSE) and for use in social media; plan to update alumni stories annually (min. six stories/school/year).</li> <li>• Using social media more to congratulate FAS alumni for their “wins” related to awards, funding, company expansion, etc.</li> <li>• FAS representatives at alumni networking events held in California, Toronto, and Seattle with SFU President.</li> <li>• FAS arranged subsequent Silicon Valley visits 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>• Associate Director of Advancement is cultivating alumni gifts and donations.</li> </ul>
	<p>Pursue additional international partnerships.</p>	<p>FAS has pursued these new international partnerships:</p> <ul style="list-style-type: none"> <li>• Blaise Pascal University in Clermont-Ferrand, France – CMPT exploring research collaboration on large-scale optimization and applications.</li> <li>• Strengthening relationship with CyberSpark based in Beer Sheva, Isreal to develop research collaborations related to cybersecurity.</li> <li>• Deepening relationship with Zhejiang University in Hangzhou, China around big data collaborations.</li> </ul>

		<ul style="list-style-type: none"> <li>• Indian Oil Corp. (IOC) – established research MOU and a PhD agreement; SFU hosted two IOC Fellows in January 2015 and is welcoming two Fellows spring 2016.</li> <li>• BC LEEF Chair established research partnerships with Israel Center for Medical Simulation and non-profit Israel Brain Technologies (through Innovation Boulevard).</li> </ul>
	<p>Strengthen external relations.</p>	<p>Several local, national, and international initiatives have taken place to strengthen external relations:</p> <ul style="list-style-type: none"> <li>• In 2016, held alumni/industry networking event with 80 external participants around the Edward Snowden Big Data webcast event.</li> <li>• FAS hosts local events and companies to strengthen external relations and explore research opportunities: NSERC Industry Partnership Forums, GM Canada, HUMAN augmented reality, Aditya Birla, Fortinet, Lockheed Martin, UrtheCast, Uber Diagnostics, National Institute of Informatics Tokyo, PMC Sierra, Google, and Schneider Electric.</li> <li>• Several community relations programs developed together with the Surrey School District for at-risk elementary school youth.</li> <li>• Innovation Boulevard hosted French delegation to showcase best practices academic-industry model.</li> <li>• Qatar Research Foundation joint research in health technologies.</li> </ul>
	<p>Develop professional graduate programs.</p>	<ul style="list-style-type: none"> <li>• CMPT Professional Master’s Program in Big Data launched Sept. 2014.</li> <li>• MSE Professional Master’s Program launched in September 2015.</li> </ul>

## 2.3. Faculty of Arts and Social Sciences

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

The Faculty of Arts and Social Sciences (FASS) has put into place numerous initiatives to respond to SFU’s core themes of Engaging Students, Engaging Research, and Engaging Communities. These Faculty objectives include strategic and administrative streamlining efforts, a continued interest in enhancing research and teaching, continued student support, and community engagement initiatives.

Core Theme	Faculty Objective	Status/Progress
<b>Engaging Students</b>	Ensure strategic enrolment planning and management/course access.	<p><b>2014-15</b></p> <ul style="list-style-type: none"> <li>• Significantly increased TI/TA funding for the four 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> <li>• Enrolment management plan to reduce bottlenecks.</li> </ul> <p><b>2015-16</b></p> <ul style="list-style-type: none"> <li>• Close collaboration with directors and managers to efficiently plan course offers in different units.</li> <li>• Review and streamlining of current enrolment strategies.</li> <li>• Strategic enrolment planning to ensure accurate and optimal use of budget resources to address course access questions.</li> <li>• Re-evaluation of English as an Additional Language (EAL) support in close collaboration with the Centre for English Language Learning, Teaching and Research (CELLTR) and CLT advisor appointment to FASS.</li> <li>• Increase of TA support for Criminology by over 60% in 2016-17 from 2014-15.</li> <li>• Stabilization of faculty appointments.</li> <li>• Increased emphasis on transition support services for transfer students, particularly in collaboration with Fraser International College (FIC).</li> </ul>

	<p>Maintain quality of teaching and learning.</p>	<p><b>2015-16</b></p> <ul style="list-style-type: none"> <li>• High student satisfaction rating in 2016 undergraduate student survey (+3% over SFU average).</li> <li>• Selective review of curriculum to stabilize and increase enrolments (history, political science).</li> </ul>
	<p>Enhance teaching.</p>	<p><b>Recurring annual events</b></p> <ul style="list-style-type: none"> <li>• Faculty awards for excellence in teaching (Cormack awards).</li> <li>• Public symposium (Cormack symposium) to present and discuss innovative and outstanding teaching approaches.</li> </ul> <p><b>2013-14</b></p> <ul style="list-style-type: none"> <li>• Sponsorship of a workshop on teaching with Professor George Lakey (Swarthmore College).</li> <li>• Close partnership 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><b>2014-15</b></p> <ul style="list-style-type: none"> <li>• Review and rationalization of FASS units and courses at the Surrey Campus; subsequent winding down of Explorations program and move of World Literature program to the Burnaby campus (administratively housed in the Department of Humanities). Creation of FASS-One for incoming first year students at the Surrey Campus.</li> <li>• Appointment of Teaching and Learning Centre consultant responsible for FASS units.</li> <li>• Conducting of eight TLC innovation pilot courses.</li> <li>• Restructuring of the administration of the Language Training Institute, and the appointment of a half-time manager.</li> </ul> <p><b>2015-16</b></p>



		<ul style="list-style-type: none"> <li>• Selection of two Faculty Teaching Fellows for 2015-16.</li> <li>• Organization of town hall meeting on Student Evaluations by Faculty Teaching Fellows.</li> <li>• Course development for EAL learning enhancement (e.g. new ECON-W course).</li> <li>• FASS Canada 150 Challenge call for 2016-17 issued, based on the President's Dream Colloquium, targeting increase in summer 2017 enrolments.</li> <li>• CODE partnership to review CODE courses to maintain quality of curriculum, improve course planning.</li> <li>• Significant increase in one-time CODE funding from FASS to cover positive variance in enrolments.</li> <li>• Partner with CELLTR to offer World Literature course WL 105W.</li> <li>• Invested over \$200,000 in the French Language Lab equipped now with latest learning technologies and interactive capabilities.</li> <li>• Continued review of the Language Training Institute, its organization/administration, and the delivery of courses, especially Spanish and German courses.</li> </ul> <p><b>Educational goals (Learning outcomes)</b></p> <p><b>2014-15</b></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><b>2015-16</b></p> <ul style="list-style-type: none"> <li>• Developed educational goals for four units in connection with their external reviews: Linguistics, Public Policy, Criminology, International Studies.</li> <li>• Educational goals in preparation for a number of additional departments (e.g. GSWS).</li> </ul>
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		<ul style="list-style-type: none"> <li>• Preparation of extensive reports for NWCAA accreditation process.</li> </ul> <p><b>Graduate programs</b></p> <p><b>Recurring annual events</b></p> <ul style="list-style-type: none"> <li>• Provided funding and support for the 3-minute thesis for graduate students.</li> <li>• Worked with Dean of Graduate Studies regarding APEX program, providing training for graduate students to pursue non-academic careers.</li> </ul> <p><b>2015-16</b></p> <ul style="list-style-type: none"> <li>• Digital Humanities Workshop provided training in methods and programming for graduate students and faculty interested in Digital Humanities.</li> <li>• Meeting with Health Canada and initial discussion regarding co-op placements for undergraduate and graduate students; transition skills training.</li> <li>• Approved new Professional Online Cohort MA program in Terrorism, Risk and Security Studies (Criminology with support of Hellenic Studies).</li> <li>• Worked with Linguistics program to develop new Graduate Certificate in Linguistics and First Nations Languages, to ladder to a new MA stream within Linguistics.</li> </ul>
	<p>Improve support for students.</p>	<p><b>Student advising and engagement</b></p> <p><b>2013-14</b></p> <ul style="list-style-type: none"> <li>• Renovated space on the 3000 level 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>• Negotiated an agreement with Student Services to fund a staff position</li> </ul>

		<p>for student engagement.</p> <p><b>2014-15</b></p> <ul style="list-style-type: none"> <li>• Hiring of Student Engagement Coordinator position in partnership with Student Services (Jan. 2015; temporary position).</li> <li>• Development of the FASS Connections Mentorship program (SFU Burnaby) and the FLC Peer Leaders Program (SFU Surrey); both were recognized in 2016 by a Health and Well-being prize.</li> <li>• Development of 'Open Door-Policy' for Arts Central.</li> <li>• Development of meetings and events for a variety of student groups; creation of a meeting space for student groups.</li> </ul> <p><b>2015-16</b></p> <ul style="list-style-type: none"> <li>• Hiring of Director, Strategic Academic Planning and Student Engagement (Jan. 2016; temporary position).</li> <li>• Close collaboration with SFU student unions and executives (monthly meetings and organization of common events).</li> <li>• Considerable increase of Faculty presence on social media (Facebook; Instagram, etc.).</li> <li>• Hiring of student support positions to provide assistance in programming.</li> <li>• Collaboration on recruitment and conversion activities.</li> <li>• Increased efforts in recruitment and retention (e.g. organization of calling campaign to new incoming students; publicity outreach).</li> <li>• Increased collaboration with different SFU units (Student Services; Student Advising; Co-op).</li> <li>• Initiated FASS Forum, a panel discussion designed to bring together FASS undergraduate, graduate and alumni; topic of November 2015: "The Value of an Arts Education."</li> <li>• Expansion of FASS peer mentor program.</li> </ul>
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		<p><b>Experiential education</b>  <b>Recurrent</b></p> <ul style="list-style-type: none"> <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; Students in Master of Public Policy program won competition twice.</li> </ul> <p><b>2013-14</b></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 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> <p><b>2015-16</b></p> <ul style="list-style-type: none"> <li>• 28% increase in co-op undergraduate/graduate placements and positions.</li> <li>• Meeting with Health Canada and initial discussion regarding co-op placements for undergraduate and graduate students; transition skills training.</li> </ul>
<p><b>Engaging Research</b></p>	<p>Maintain success.</p>	<p><b>Recurrent</b></p> <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> <li>• Continued increase of the number and quality of free public lectures at</li> </ul>

		<p>all campuses and by all units and departments.</p> <ul style="list-style-type: none"> <li>• Continued support by Dean’s office for research by retirees of up to \$50,000 per year.</li> <li>• Continued support by Dean’s office for public lectures and events, visiting speakers, and conferences in total amounts of to \$150,000 per year.</li> <li>• FASS oversees 22 research centres across an array of disciplinary and interdisciplinary interests.</li> </ul> <p><b>2013-14</b></p> <ul style="list-style-type: none"> <li>• FASS Insight Grant success rate of 42% (14 grants awarded in a total amount of \$2,358,640 over 5 years); Insight Development Grant success rate of 33% (3 grants awards in a total amount of \$196,034 over 2 years).</li> <li>• One Partnership Development Grant awarded on ‘Hul’q’umi’num’ voices: reclaiming the language of canoe culture’ (\$194,000).</li> <li>• Ongoing Partnership Grant (‘First Nations Languages in the 21<sup>st</sup> century’) and two Partnership Development grants (‘Reducing reoffending and building resiliencies in adolescent offenders’ and ‘Reclaiming the New Westminster waterfront’).</li> </ul> <p><b>2014-15</b></p> <ul style="list-style-type: none"> <li>• FASS Insight Grant success rate of 26% (6 awards in a total amount of \$1,031,340 over 5 years); Insight Development success rate of 39% (5 awards in a total amount of \$240,680 over 2 years).</li> <li>• One Partnership Development Grant awarded on ‘New Narratives in the History of Philosophy’ (\$199,000).</li> <li>• Ongoing Partnership Grant (‘First Nations Languages in the 21<sup>st</sup> century’) and two Partnership Development grants (‘Reducing</li> </ul>
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		<p>reoffending and building resiliencies in adolescent offenders' and 'Hul'q'umi'num' voices: reclaiming the language of canoe culture').</p> <ul style="list-style-type: none"> <li>• AGEWELL National Centre of Excellence – Using Technology to Support Wellness, Engagement and Long Life (awarded in spring 2015 for an initial 5 year term). While based at UHN in Toronto, SFU provides an important hub for the Centre, and Gerontology is the home department of one of the two co-scientific directors; research involves faculty across SFU Faculties.</li> <li>• Creation of a Social Sciences Research Methods Laboratory from underutilized space in the AQ.</li> </ul> <p><b>2015-16</b></p> <ul style="list-style-type: none"> <li>• Two Tier I CRC appointments in Psychology finalized, one NSERC in Cognitive Neuroscience, one CIHR in Youth Clinical Psychological Science.</li> <li>• Tier I CRC in Gerontology approved, with search commencing in January 2016.</li> <li>• FASS Insight Grant Success Rate of 52% (10 grants awarded in total amount of \$1,356,802 over 5 years) (Insight Development Grant results pending).</li> <li>• Ongoing Partnership Grant ('First Nations Languages in the 21<sup>st</sup> century') and three Partnership Development grants ('Reducing reoffending and building resiliencies in adolescent offenders'; 'Hul'q'umi'num' voices: reclaiming the language of canoe culture', and 'New Narratives in the History of Philosophy').</li> <li>• Initiated inventory of research being undertaken across FASS, irrespective of external financial support, with the aim of identifying areas of disciplinary and cross-disciplinary strength and providing a means to share information about research projects with faculty, students, and community members.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Expansion of the SFU-based AGEWELL research group through the development of new research space at the Surrey Campus.</li> <li>• Development of new research space in RCB and at the Surrey Campus to accommodate new research in Linguistics on language acquisition.</li> </ul>
<p><b>Engaging Communities</b></p>	<p>Enhance community engagement.</p>	<p><b>Recurrent</b></p> <ul style="list-style-type: none"> <li>• Continuous increase of the number and quality of free public lectures at all campuses and by all units and departments.</li> <li>• Enhancing curriculum and research through community and professional ties in a range of undergraduate and graduate programs including Gerontology, Police Studies, Applied Legal Studies, Public Policy, and Urban Studies.</li> <li>• Engagement with First Nations communities through the Partnership grant on indigenous language preservation.</li> <li>• Consistent outreach to Francophone communities in BC by departments of French, History and Political Science; continuing membership in the <i>Association des collèges et universités de la francophonie canadienne</i> (ACUFC).</li> <li>• A number of FASS-based research centres actively engage with local communities. Some examples include:             <ul style="list-style-type: none"> <li>○ Centre for Comparative Studies of Muslim Societies and Cultures – hosting public lectures.</li> <li>○ David See Chai Lam Centre for International Communication – sponsoring cultural events that engage with Chinese-Canadian, Japanese-Canadian and more recently, Indo-Canadian communities, in Metro Vancouver and across Canada.</li> <li>○ Centre for Scottish Studies hosts events with Scottish-Canadian communities.</li> <li>○ Stavros Niarchos Foundation for Hellenic Studies hosts events with Greek community and engages with North American Greek community by offering online language courses.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Institute for Humanities offers annual thematically driven public lecture series.</li> <li>○ Mental Health, Law and Policy Institute collaborates with law enforcement and legal system to provide evidence based advice for policy.</li> </ul> <p><b>2015-16</b></p> <ul style="list-style-type: none"> <li>● Initiated FASS Forum, a panel discussion designed to bring together FASS undergraduate, graduate, and alumni. Topic of November 2015: The Value of an Arts Education.</li> <li>● Burnaby Festival of Learning (April/May 2016).</li> <li>● Worked with Sikh community to develop and highlight courses of interest in Punjabi (effective September 2016) and Sikh history.</li> <li>● Support of the Bill Reid Centre and arrangement for the movement of Bill Reid canoe up to SFU.</li> <li>● Appointment of a new Director, SFU Centre for Scottish Studies.</li> </ul>
<p><b>Other</b></p>	<p><b>2014- on-going</b></p>	<ul style="list-style-type: none"> <li>● Develop an in-house information system, FASS TRACS, to streamline workflow and track pertinent academic information such as course planning, temporary instruction budgeting, enrolment projection and actual analysis, leave management, study leave application, TSSU contracts processing, FTE tracking, and more.</li> <li>● Review of space usage within FASS; development of a Faculty-wide policy and guidelines on the use of space. Identification of under-utilized space within FASS units; redistribution of space between some units. <ul style="list-style-type: none"> <li>○ Creation of a social sciences research methods laboratory on the 5000 level of the AQ within under-utilized space.</li> <li>○ Review and rationalization of space allocations on the 7000 and 8000 levels of RCB to accommodate expanded research activities and in light of the closure of a program.</li> <li>○ Conversion of SW10075 into classroom space; assignment of AQ5118 to Humanities as a faculty meeting room and redesignation as the Grace McInnes Room.</li> <li>○ Search for space for the Digital Humanities research group.</li> </ul> </li> </ul>



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

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

Being dedicated to advancing the most compelling aspects of communication, art, media, and technology, FCAT stands at the intersection of culture, technology, community, university, and industry—precisely where some of the most important and exciting developments in the world today are to be found. FCAT's academic plan needs to be responsive to the changing demands of the scholarly, artistic, technological, societal, cultural, and industry contexts within which FCAT works. To this end, its Academic Plan is reviewed annually and any significant changes to the 5 Year Plan, including changes to Faculty Objectives, are included here.

Core Theme	Faculty Objective	Status/Progress
<b>Engaging Students</b>	Respond to the call for action of the Truth and Reconciliation Committee and identify, support and recruit outstanding students from all BC's communities.	<ul style="list-style-type: none"> <li>• The FCAT Futures initiative has been established to collaborate with Indigenous leaders in BC's K-12 sector to develop new pathways to FCAT.</li> <li>• FCAT has appointed a specialist Indigenous and First Peoples Student Engagement Coordinator who works as a core member of the Student Advising and Dean's Advisory Groups.</li> <li>• FCAT has established an Indigenous Advisory Board.</li> </ul>
	Enhance first year experience and improve progression and graduation times.	<ul style="list-style-type: none"> <li>• Undertake a comprehensive review of Student Advising across FCAT.</li> <li>• Establish a First Year Experience &amp; Advising Pilot Project in the School of Communications.</li> <li>• Undertake comprehensive reviews of the current undergraduate and graduate curriculum across all schools and programs and establish clear pathways to timely progression.</li> <li>• Work with FCAT's Student Affairs Team and Student Unions to establish co-curricular opportunities on all campuses for First Year Students.</li> </ul>
	Support undergraduate research & mentorship.	<ul style="list-style-type: none"> <li>• Mentorship is a central concern of the FCAT Strategic Review. The Faculty is working with alumni, cultural and industry partners and senior students to develop triangulated mentorship opportunities that begin in First Year and extend beyond graduation.</li> <li>• An annual FCAT Undergraduate Conference, begun in 2013 will</li> </ul>

		<p>be mounted again in 2015. <a href="http://www.sfu.ca/fcat/ugc.html">http://www.sfu.ca/fcat/ugc.html</a></p> <ul style="list-style-type: none"> <li>• Creative Entrepreneurship initiatives continue under the leadership of Associate Dean Martin Gotfrit.</li> <li>• A new, cross-Faculty initiative is be explored to complement the proposed Creative Entrepreneurship: An MFA in Design for Social Innovation.</li> <li>• FCAT continues to host TouchPoint: a conference organized by students in SIAT and featuring key industry partners in tech.</li> </ul>
	Improve course access, progression and graduation times.	<ul style="list-style-type: none"> <li>• FCAT understands that access and progression are impediments to recruitment, equality, and student success. FCAT is engaging in consultation and a pilot project in order to set clear direction on how this needs to change.</li> <li>• The Strategic Review Team will establish clear accountabilities for course access and progression and develop metrics by which success can be understood across FCAT.</li> <li>• The pilot project in the School of Communication will establish how FCAT can create realistic budgets, plans, and targets for improving course access, progression and graduation times across the Faculty, and how it can effectively track performance and hold itself accountable.</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” lead by the FCAT Teaching Fellow. <a href="http://www.sfu.ca/tlc/blog/lean-into-learning.html">http://www.sfu.ca/tlc/blog/lean-into-learning.html</a></li> </ul>
<b>Engaging Research</b>	Encourage and support research excellence.	<ul style="list-style-type: none"> <li>• FCAT is working on a Faculty Strategic Research Plan to interface with SFU's Strategic Research Plan, the VPR and the Office of Research Services.</li> <li>• Establish a transparent process for the use of Research Support Funds and Additional Costs of Research across the Faculty.</li> <li>• Shift FCAT's research funds from Dean's Discretionary Funds to</li> </ul>

		<p>Deans Advisory Council, or a subcommittee thereof, under the leadership of the Associate Dean of Research.</p> <ul style="list-style-type: none"> <li>• Establish three clearly defined FCAT Research Funds with transparent application processes, deadlines, and terms of reference.</li> <li>• Improve the diversity of research culture in FCAT by mandating equality and diversity training for all faculty serving on search committees, tenure and promotion committees, and salary review committees.</li> </ul>
<p><b>Engaging Communities</b></p>	<p>Enhance national and international profile.</p>	<ul style="list-style-type: none"> <li>• <i>SFU TV</i>. Continue to work with FCAT, SFU, BC and national partners to establish SFU TV, a live programmed digital content streaming service designed to launch 50 years of SFU's own outstanding Canadian media, film, sound, and broadcasting content to the digital world.</li> <li>• Nurture SFU's national network of leading national &amp; international <i>Indigenous mentors in Communication, Art and Technology</i>, not only as mentors to students and new faculty, but as FACT champions.</li> <li>• Build on success of the <i>M.A. Double Degree Program in Global Communications</i> with the Communication University of China to explore new collaborative possibilities.</li> <li>• Continue to develop strategic partnerships with major artistic organizations and international artists, international design organizations, scholarly and research institutions, and universities.</li> <li>• Celebrate and leverage the international reputations of FCAT's research centres for FCAT as a whole.</li> <li>• Invest in FCAT's relationships with SFU's Government Champion in Ottawa with colleagues in Canadian Heritage; Indigenous and Northern Affairs; Families, Children and Social Development; Innovation, Science and Economic Development and Status of Women as well as others.</li> <li>• Sustain active relationships with alumni and coop partners, nationally</li> </ul>

		<p>and internationally.</p>
	<p>Expand strategic partnerships.</p>	<ul style="list-style-type: none"> <li>● Work with FCAT's Deans Advisory Board &amp; FCAT's Indigenous Advisory Board to enhance partnerships with stakeholders in key strategic areas including: studio, practice and experiential learning; social and creative entrepreneurship; health design innovation; human computer interaction; data visualization; media and cultural policy; broad-based admission; and equality of access.</li> <li>● Continue to work with Van City Centre for Community Engagement and the Woodward's Cultural Unit to develop strategic partnerships with DTES stakeholders and their communities.</li> <li>● Engage with SFU-wide strategic planning processes including Strategic Research Plan and develop cross-university partnerships for achieving strategic goals.</li> <li>● Work with the Greater Vancouver Board of Trade, the Surrey Board of Trade, and the Burnaby Board of Trade to share expertise and develop partnerships around key strategic areas for FCAT including: health design innovation (Surrey); cultural, media, and innovation policy (Vancouver and Surrey); talent development and retention (all three).</li> </ul>
	<p>Increase co-op participation.</p>	<ul style="list-style-type: none"> <li>● Continue to contribute to the Strategic Review Team of Creative BC.</li> <li>● Enhance FCAT's representation on municipal, regional, provincial and national advisory boards; on the boards of profession, artistic and scholarly associations; scholarly journals; museums; galleries; publishing and broadcasting organizations; and in the field of public policy.</li> <li>● Increase support for co-op placements in areas FCAT has identified as strategically important for research: Korea, China, Japan, Hong Kong, Singapore, Indonesia, Turkey, Iran, Syria, Australia/New Zealand, the US, and Europe.</li> </ul>
	<p>Engage communities in Faculty work.</p>	<ul style="list-style-type: none"> <li>● FCAT has established two external advisory boards: The Deans Advisory</li> </ul>

		<p>Board and the FCAT Indigenous Advisory Board. Each include student and alumni representation; representation from external communities of practice and emeriti (where possible). These Boards take a hands-on role in supporting Faculty initiatives.</p>
<p><b>Other</b></p>	<p>Working with alumni and advisory boards, FCAT is exploring new <i>Post Bac</i> and <i>Post Employment</i> program offerings, including specific programs designed to enhance FCAT's capacity to capture and disseminate new knowledge and understanding developed through research practices embedded in a range of different communities, from indigenous governance and cultural policy to contemporary choreography or public health communication. These programs will provide the university with an opportunity to capture outstanding engaged research and to mobilize it to the advantage of FCAT's research community and society more broadly.</p>	

## **2.5. Faculty of Education**

**FACULTY OF EDUCATION**  
**Academic Plan 2013-18 – Progress Report**

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.	<ul style="list-style-type: none"> <li>Innovative pedagogical activities are continuously developed and supported in the Faculty of Education. The Faculty initiated a staged reduction in admissions to the Professional Development Program (PDP) as a means of strengthening the program and the applicant pool. Two major initiatives are in progress: Extending Professional Development Programs for 4 terms (rather than 3 terms), and restructuring and consolidating graduate programs.</li> <li>The newly appointed “teaching fellow” leads a series of “Teaching Dialogues”, which attend to various ways of supporting learners. This is also a stage for sharing innovative pedagogies.</li> </ul>
	Maintain and/or support initiatives to integrate community-engaged research at all levels of professional education.	<ul style="list-style-type: none"> <li>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 and started in 2014-2015, and 7 programs in 2015-2016 academic year. There are an additional seven programs scheduled to start in the 2016-2017 academic year. The programs operate within various communities in British Columbia, such as Vancouver Island, Prince George, or within the Lower mainland.</li> </ul>
	Design and implement a variety of pathways (programs) for students to pursue education-related careers.	<ul style="list-style-type: none"> <li>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. A plan for the first suite of pathways will be developed by the end of summer 2016, with a proposed implementation in the fall of 2017.</li> </ul>



<p>Seek to develop additional scholarly capacity to address gaps in and/or demand for programs.</p>	<ul style="list-style-type: none"> <li>• In September 2015 the Faculty appointed 4 new Assistant Professors (tenure track). A specialist in Education of students with special needs and a specialist in Indigenous Education – together, these enhance the Faculty’s ability to meet the Ministry mandate to provide students in its Professional Development Programs with knowledge in these areas.</li> <li>• A specialist in Educational Technology replaced a retiree.</li> <li>• A specialist in Applied Linguistics (Teaching English as an additional language) supports the operation of newly established Centre for English Language Learning, Teaching, and Research (CELLTR).</li> <li>• The Faculty has appointed two new Assistant Professors (tenure track) to start in September 2016: a specialist in Teacher Education and a specialist in Counselling Psychology.</li> </ul>
<p>Re-think graduate programs offerings and, where possible, encourage improvements in program delivery.</p>	<ul style="list-style-type: none"> <li>• This has been a major initiative undertaken by the Graduate Programs Committee. A report outlining major restructuring and consolidation of graduate programs is currently on the table at the Faculty. The report recommends reduction of the number of courses offered by the Faculty and reconsideration of course credits. The Faculty anticipates on-going discussions to occur for the 2016/17 academic year.</li> </ul>
<p>Explore niche educational markets, and design collaborative and innovative programming/delivery mechanisms for serving such markets.</p>	<ul style="list-style-type: none"> <li>• This is an ongoing initiative/activity in the Faculty.</li> <li>• The Faculty launched a successful graduate certificate option, with laddering opportunities into the M.Ed., for professional instructors within a community college. The Faculty plans to expand this idea to create certificate-ladder for educational leadership, focusing on</li> </ul>

		<p>BC's K-12 system. Further, using a web-based format for the Certificate will enable the Faculty to consider implementation of leadership certificates to an international audience (for example, the Faculty has delivered three short-term non-credit programs to three cohorts of school administrators from Spain; had the Certificate been in place at the time, the Faculty could have enrolled these students into credit-bearing programs)</p>
	<p>Articulate learning objectives for the Faculty programs in accordance with the University mandate.</p>	<ul style="list-style-type: none"> <li>• Completed: The learning objectives have been articulated for Professional Programs, Undergraduate Programs, and Graduate Programs and presented in the documentation for the external review, which took place in March 2015.</li> <li>• The pilot instrument for the assessment of learning outcomes in Graduate and Undergraduate programs has been developed and will be first administered in June 2016.</li> </ul>
	<p>Provide Indigenous students enhanced opportunities to succeed in higher education.</p>	<ul style="list-style-type: none"> <li>• The Faculty has obtained a grant and created 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.</li> <li>• The Faculty also applied for, and received, bridge funding under a VPA program to hire an indigenous faculty member. Most of the funds for the 3-years of bridging are going to support one-time strategic indigenous education initiatives, such as the development of a resource base for indigenous education and the creation of a series of videos featuring nationally recognized Aboriginal leaders in education.</li> </ul>

<p><b>Provide international students enhanced opportunities to succeed at the Faculty's English-speaking and North American University.</b></p>	<ul style="list-style-type: none"> <li>• The NEW Centre for English Language Learning, Teaching, and Research (CELLTR), launched in October 2014, aims at providing students, staff, and faculty with services that support them with learning and teaching in SFU's multilingual environment. The Centre, operating from the Faculty of Education, is serving a broad University community and will enhance the opportunities for success of international students. CELLTR activities are faculty-based, student-focused, and research driven using a 'project-based' learning community model to support students' ongoing English language development within the disciplines. The Faculty of Education has established interdisciplinary collaborations with the Faculty of Business, Faculty of Applied Science, and the Faculty of Arts and Social Sciences, in which CELLTR faculty are inquiring into issues related to diagnostic language assessment, disciplinary-language development, translanguaging and plurilingual pedagogies, and critical thinking and writing across the disciplines. Given the integrative nature of the Faculty of Education's approach, CELLTR is collaboratively engaged in the course development process with faculty, provides support during course and program delivery, and designs research to assess the impact or effectiveness of various interventions. Finally, CELLTR is regularly liaising and collaborating with the various support units and partners across campus and beyond to promote the holistic development of SFU's diverse learners.</li> </ul>
<p><b>Become a model for the University in providing coordinated, research-based support for multilingual students at both the undergraduate</b></p>	<ul style="list-style-type: none"> <li>• See above.</li> <li>• As mentioned, in September 2015 the Faculty appointed a faculty member (tenure track) specialising in English as an Additional Language (EAL) to provide leadership within and support research</li> </ul>

	and graduate levels and support for instructors in the Faculty about diverse means to engage multilingual learners.	and instructional operation of the CELLTR. <ul style="list-style-type: none"> <li>• A variety of programs supporting EAL learners are in progress.</li> </ul>
	Develop a process for making decisions about new faculty hires.	<ul style="list-style-type: none"> <li>• To be developed</li> </ul>
	Increase the proportion of funded graduate students within research-focused programs.	<ul style="list-style-type: none"> <li>• 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. Furthermore, restructuring of graduate programs will help in securing additional funds for supporting students.</li> </ul>
<b>Engaging Research</b>	Become much more active in communicating and celebrating the research achievements of the Faculty's scholars.	<ul style="list-style-type: none"> <li>• A faculty website has been developed, which is up-to-date with contemporary technology. It presents Faculty operations, including individual profiles of Faculty members, research projects, and graduate/undergraduate programs.</li> </ul>
	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.	<ul style="list-style-type: none"> <li>• The Dean initiated seed-support for inter-disciplinary collaboration within the Faculty.</li> <li>• A fund to attract visiting scholars for collaboration with faculty was established. (8 visiting scholars were funded 2013-2015 and 3 approved for future funding).</li> <li>• A Faculty retreat was held in spring of 2015. The retreat, which included "teaching circles" and "research circles," facilitated learning about faculty colleagues' research and teaching.</li> </ul>

	<p>Increase the amounts and sources of research support in the Faculty.</p>	<ul style="list-style-type: none"> <li>• A new research facilitator is exploring new sources of funding particular projects.</li> <li>• The Faculty has also placed increased attention into developing alumni relations, and advancement activities in general, to support graduate research and potentially to fund faculty activities.</li> </ul>
	<p>Support “in-house” impact research.</p>	<ul style="list-style-type: none"> <li>• Several projects have been completed: A major evaluation of the Foundations of Academic Literacy (FAL) program has been conducted. Impact data were used to assess the new distance-delivery Field Programs diploma. Impact data were collected to assess the efficacy of a special short-term non-credit program for Spanish principals.</li> <li>• A proposal for the creation of a Centre for Educational Impact Assessment will be developed and presented in fall 2016. The intention is to create an operating focus with open invitations for faculty participation. Currently the Faculty has one small contract under consideration to “launch” the Centre.</li> </ul>
	<p>Extend, refine, and clearly communicate scholarly expectations to aid faculty members with respect to preparing for tenure, promotion, and biennial review processes.</p>	<ul style="list-style-type: none"> <li>• The Faculty Tenure and Promotion Committee has refined its documentation that clearly communicates the Faculty expectation for T&amp;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.</li> </ul>
<p><b>Engaging Communities</b></p>	<p>Increase faculty knowledge and research about Indigenous communities, history, contemporary</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>situations, and resources.</p>	<p>Centre will support this work</p>
	<p>Provide appropriate space in the Faculty for gathering, meeting, and research activities.</p>	<ul style="list-style-type: none"> <li>● 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.             <ul style="list-style-type: none"> <li>○ Currently the offices in the Education building have been vacated, the Dean’s office has relocated to Discovery 1, and Faculty members’ offices are distributed in different places, where about half of the faculty members do not have offices but rather are allocated a “work station” in a shared space.</li> </ul> </li> </ul>
	<p>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.</p>	<ul style="list-style-type: none"> <li>● The Dean co-chaired a major provincial initiative, the Advisory Group on Provincial Assessment, for the Ministry of Education. The Dean was also asked by the Ministry to co-chair a second round (AGPA II) focusing on high school graduation requirements. The Dean serves on the liaison committee with the Teacher Regulation Branch, and chaired the development of the Accord on Internationalization in Education.</li> </ul>
	<p>Cooperate closely with the Faculty’s professional and scholarly communities in designing courses and programs that relate to community issues and problems.</p>	<ul style="list-style-type: none"> <li>● See above.</li> <li>● In addition, a Dean of Education Advisory Council, comprising leaders from educational, business, and community settings, has been established. Meetings are scheduled three times a year; this is the second year of DEAC operation.</li> </ul>
	<p>Increase faculty knowledge and</p>	<ul style="list-style-type: none"> <li>● See above.</li> </ul>

	<p>research about international education history, contemporary situations and resources, and highlight the presence of international students on our campuses.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Other</b></p>	<p>Process efficiency</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Annual Executive planning retreats were instituted.</li> <li>• The relationship between Field Programs and Graduate Programs has been articulated.</li> <li>• Developed video-conference capacity for inter-campus meetings attendance.</li> </ul> <p>Cmolik Prize</p> <ul style="list-style-type: none"> <li>• A major award, the Cmolik Prize for the Enhancement of Public Education in BC, is a first for the Faculty, and a first for universities in western Canada. The \$50,000 annual prize honours significant contributions to K-12 education in BC. The external adjudicators are a high-profile group of exceptional educators, thus enhancing the reputation of the university and of the prize. In 2015 Surrey School District was prize's inaugural winner for innovative use of digital portfolio in education. The winner of the 2016 Cmolik Prize is Professor Kieran Egan, whose "imaginative education" initiatives benefit students and teachers around the world.</li> </ul>	

## 2.6. Faculty of Environment



**FACULTY OF ENVIRONMENT**  
**Academic Plan 2013-18 – Progress Report**

Faculty Objective	Status/Progress
Ensure the Faculty builds upon the research, teaching, and community outreach strengths of its newest member – Archaeology.	<ul style="list-style-type: none"> <li>• <b>Collaborative teaching</b> developed amongst departments. (e.g., REM minor now includes two ARCH courses as electives; Landscape Archaeology offered to others.)</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> e.g., FENV Faculty-wide research day presentations, as well as undergraduate and graduate conferences and meetings, often organized by the Dean's office;</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 continues 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); 363 (Landscape Archaeology.)</li> <li>• <b>Program Development:</b> Heritage Resource Management MA and Graduate Certificate developed in collaboration with DGS POST program, launch in fall 2016.</li> <li>• <b>Dean's Office:</b> Dr. Dongya Yang has accepted the offer to serve as Associate Dean (Graduate and Research) as of September 1, 2016.</li> </ul>
Continue with the development and consolidation of new undergraduate and graduate	<ul style="list-style-type: none"> <li>• <b>New Program Proposals.</b> Examples include: <ul style="list-style-type: none"> <li>○ Developing proposal for a School of Environmental Science (that would house the BSc in Environmental Science and MSc in Ecological Restoration).</li> </ul> </li> </ul>

<p>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>○ BEnv in Global Environmental Systems now to be housed in GEOG.</li> <li>○ New REM undergraduate minor successfully launched.</li> <li>○ Bachelor of Environment Major in “Environmental Resource Management” now to be housed in REM, under a new title of “Resource and Environmental Management”, in order to be consistent with REM and with existing graduate offerings’ titles.</li> <li>○ Discussions are underway for a new Bachelor of Environment in Planning.</li> <li>○ ARCH: Professional Heritage Resource Management MA program developed (now also includes a Graduate Certificate).</li> <li>○ Reduced number of required courses in MRM (REM).</li> <li>○ Proposal for Professional Doctorate in Sustainable Development under consideration, through Sustainable Community Development program, with POST program.</li> <li>○ Developed and launched MSc in Ecological Restoration in collaboration with BCIT (reviewing plans for a Graduate Certificate option).</li> <li>○ Developing a Graduate Certificate in Indigenous Resource and Environmental Management (in REM).</li> <li>● Consolidating Development and Sustainability (DEVS) and Centre for Sustainable Community Development (CSCD) undergraduate course offerings to clarify sustainable development programming with the Faculty. New, consolidated program will be named as the “Program in Sustainable Development”.</li> <li>● Currently engaged in hiring process for assistant professor in Aboriginal Environmental Management and Governance (REM), in order to build indigenization of FENV curriculum.</li> <li>● <b>New Courses:</b> <ul style="list-style-type: none"> <li>○ ENV100, an introductory, interdisciplinary course in environment currently in development, for launch in September, 2017.</li> </ul> </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</li> </ul>
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	<p>the Faculty. GEOG 310 (Physical Geography Field Course) continues to be offered, with plans to offer it annually as the Faculty moves forward; seeking resources to offer GEOG 497, International Field Study.</p> <ul style="list-style-type: none"> <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> <li>● <b>New International Youth Internship Program:</b> 40 young Canadians have a chance to work with municipal governments in Tanzania, Senegal, South Africa, Bangladesh, Mexico, and Bolivia for periods of six months, on projects and planning for sustainable economies and food security, through the Program in Sustainable Development. Funding of \$750M provided to FENV through Foreign Affairs, Trade and Development Canada.</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 now attracting growing annual enrolments; Professional HRM MA and Graduate Certificate; Professional MSc in Ecological Restoration; Indigenous Resource and Environmental Management Graduate Certificate in development.</li> <li>● <b>Developed more WQB courses:</b> Geography gained WBQ approval for existing courses.</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 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.</li> <li>● <b>Program Efficiencies:</b> Examples include REM's efficiencies in TA and sessional hiring with</li> </ul>

	<p>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); Faculty review, clarification of teaching policy.</p> <ul style="list-style-type: none"> <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.</li> <li>• <b>Professional Program Development:</b> Staffed a coordinator position and developing professional workshop courses to leverage FENV expertise for different audiences.</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 is a continuing feature of the class.</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> <li>• <b>Career Development:</b> Applied, certificate programs (CRM for instance) focus on</li> </ul>

	<p>consulting opportunities post-graduation; GEOG received a SCORE grant to fund a series of professional development workshops for grads and interested undergrads. Videos from these workshops will be edited and uploaded to the new GEOG YouTube channel, serving as a resource for future grads and a marketing tool for prospective grads.</p>
<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. Examples include:</b> <p><b>ARCH:</b></p> <ul style="list-style-type: none"> <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>○ Forensic centre collaborations with Coroner’s office and RCMP.</li> </ul> <p><b>MSc ER:</b></p> <ul style="list-style-type: none"> <li>○ Joint MSc in Ecological Restoration with BCIT, enrolled first cohort of students this year.</li> </ul> <p><b>GEOG:</b></p> <ul style="list-style-type: none"> <li>○ Hakai network collaboration - project on beach dune migration (Brennand).</li> <li>○ Progress on Landscapes of Injustice project (Blomley and students).</li> <li>○ Dr Peter AIDS foundation &amp; Vancouver Foundation – food security and harm reduction in Vancouver (McCann &amp; Miewald).</li> <li>○ NSF study on urban agriculture and its relation to class, ethnicity, policy mobilities, and changing landscapes in Portland and Vancouver (McCann, Miewald and McClintock, Portland State).</li> <li>○ Department of Community Safety in the Western Cape (South Africa) – mapping</li> </ul> </li> </ul>

	<p>(ii) legal alcohol serving establishments as an input into liquor licencing policy (Schuurman).</p> <ul style="list-style-type: none"> <li>○ Magen David Adam, the Israeli emergency services organization – mapping and analysing use of volunteer first responders to assist policy making and administration (Schuurman and former student).</li> <li>○ Partnering with FHS to establish the Climate Futures Institute (Zickfeld).</li> </ul> <ul style="list-style-type: none"> <li>● Opportunities for knowledge mobilization:             <ul style="list-style-type: none"> <li>○ Zickfeld-Donner (UBC) report on Canada's contribution to the climate targets in the Paris agreement, which targeted the climate policy community: <a href="http://blogs.ubc.ca/sdonner/files/2016/02/Donner-and-Zickfeld-Canada-and-the-Paris-Climate-Agreement.pdf">http://blogs.ubc.ca/sdonner/files/2016/02/Donner-and-Zickfeld-Canada-and-the-Paris-Climate-Agreement.pdf</a>. The results of this report were summarized in an article in Policy Options, a major policy outlet: <a href="http://policyoptions.irpp.org/magazines/march-2016/what-do-the-temperature-targets-mean-for-canada/">http://policyoptions.irpp.org/magazines/march-2016/what-do-the-temperature-targets-mean-for-canada/</a>. This is also the report that led to the op-ed in the National Observer. (Zickfeld)</li> <li>○ Zickfeld helped to organize and contributed to a panel discussion on March 31st about the 1.5 C temperature limit adopted by the Paris Agreement, which attracted a wide audience incl. students and faculty from SFU, UBC, Langara, BCIT, and Douglas; BC Hyrdo, Metro Vancouver, Cities of Delta, Port Coquitlam, Vancouver, the Provincial Health Authority, a north shore MP, ENGOs, industry, and members of the general public.</li> </ul> </li> </ul> <p><b>REM:</b></p> <ul style="list-style-type: none"> <li>○ 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); Mark Jaccard: Member of the mayor’s advisory panel for the City of Vancouver’s 100 Renewables project.</li> </ul>
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<p><b>Other:</b></p>	<ul style="list-style-type: none"> <li>• The Faculty of Environment is undertaking a number of new initiatives, including:             <ul style="list-style-type: none"> <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> <li>○ Developing plans for a student lounge to promote student interaction.</li> <li>○ Hiring new Executive Director for the Pacific Water Research Centre, and exploring the creation of a new Climate Futures Institute.</li> </ul> </li> </ul>
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## 2.7. Faculty of Health Sciences



**FACULTY OF HEALTH SCIENCES**  
**Academic Plan 2013-18 – Progress Report**

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) is implementing 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>Curriculum mapping continues at the undergraduate and graduate level.</li> </ul>
	Strengthen student participation in research programs.	<ul style="list-style-type: none"> <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.	<ul style="list-style-type: none"> <li>FHS accreditation in 2015 from the Council for Education in Public Health (the pre-eminent international accreditation organization) was renewed for seven years for the MPH, BA, and BSc programs.</li> </ul>
<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 is recruiting two new faculty positions in collaboration with the St. Paul's Hospital and the Child and Family Research Institute (Children's Hospital) that strengthen the mental health and addictions, and the child health research groups 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</li> </ul>

		public communications that enhance the profile of these groups.
	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> </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 is developing a Global Centre for Indigenous Health in collaboration with the First Nations Health Authority.</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> </ul>
	Recognize and reward interdisciplinary and knowledge mobilization activities.	<ul style="list-style-type: none"> <li>FHS TPC is revising tenure and promotion criteria to strengthen recognition of Interdisciplinary and knowledge mobilization activities.</li> </ul>
<b>Engaging Communities</b>	Adopt a faculty-wide strategy for community engagement.	<ul style="list-style-type: none"> <li>Dean's Advisory Committee includes broad representation from the health sectors.</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 hosts graduate students from the Hanoi School of Public Health in partnership with the Fraser Health Authority.</li> </ul>
	Strengthen linkages with professional	<ul style="list-style-type: none"> <li>FHS is working with the First Nations Health Authority to provide</li> </ul>

	<b>health organizations and communities in support of FHS priorities.</b>	<b>training opportunities for FNHA staff and opportunities for FHS students to undertake practical and research training.</b>
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## 2.8. Faculty of Science

**FACULTY OF SCIENCE**  
**Academic Plan 2013-18 – Progress Report**

Core Theme	Faculty Objective	Status/Progress since 11/14
<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.	<p>Enhanced recruitment efforts:</p> <ul style="list-style-type: none"> <li>• Faculty-wide open house in November 2016 aimed at high school students.</li> <li>• Proportion of outreach activities targeted to high school students increased by 50%.</li> <li>• First year chemistry courses on Surrey campus offered for joint high school and university credit with Fraser Heights.</li> <li>• Inaugural awarding of McEwan Family teacher recognition award.</li> <li>• Liaison with area high school principals and aboriginal counsellors.</li> <li>• 1<sup>st</sup> donor-funded bursary for aboriginal students in science.</li> <li>• Co-sponsor of Academic Summer Camp for Aboriginal Students (2014 to 2016).</li> <li>• Discussions begun with Fraser International College about science entry program.</li> </ul>
	Facilitate students' career goals.	<ul style="list-style-type: none"> <li>• Inauguration of accredited Professional Biologist program.</li> <li>• Established endowments for special awards to allow undergraduate students to work on research projects with faculty.</li> <li>• Science Policy seminar series for graduate students offered in the Department of Physics.</li> <li>• Alumni career panels for undergraduate students.</li> <li>• Profiles of 50 alumni with diverse careers on Faculty web page.</li> </ul>
	Remove the interdisciplinary boundaries around scientific education and research.	<ul style="list-style-type: none"> <li>• Ongoing curriculum reform in the three life science departments, and integration of math courses into these curricula.</li> <li>• First offering of SCI191, <i>Introduction to Modern Scientific Research</i>.</li> <li>• Departments of Chemistry and Biological Sciences are developing two additional courses to support a new minor in brewing science.</li> </ul>

		<ul style="list-style-type: none"> <li>• Science has collaborated with Lifelong Learning in establishing non-credit courses in brewing and distilling.</li> <li>• The Department of Biological Sciences and BPK have inaugurated a new 4<sup>th</sup> year physiology lab course.</li> <li>• Committee struck to explore interdisciplinary BSc in Surrey.</li> <li>• Created <i>Special Advisor to the Dean – Science Education and Outreach</i> (0.5 FTE) to build credit programming around the Trottier facilities.</li> </ul>
	<p>Enhance teaching resources.</p>	<ul style="list-style-type: none"> <li>• Annual cycle of department requests for equipment renewal.</li> <li>• Used UPF funds for equipment for experiential courses in BPK/biology, math 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>• Starting construction of new teaching and learning spaces for Department of Mathematics.</li> </ul>
<p><b>Engaging Research</b></p>	<p>Maintain research excellence.</p>	<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>• Generous start-up packages and major lab renovations for new faculty members.</li> </ul>

		<ul style="list-style-type: none"> <li>• Completed health and safety improvements for research labs.</li> <li>• Continued disaster planning aimed at safeguarding research infrastructure and data.</li> <li>• Continuing enhancement of departmental research infrastructure.</li> </ul>
	Build on current and future areas of strength.	<ul style="list-style-type: none"> <li>• Accreditation of the Environmental Medicine and Physiology Unit (EMPU). <ul style="list-style-type: none"> <li>○ Callum Frosst Professorship in Autism Research.</li> </ul> </li> <li>• Development of a High-Throughput Screening Centre for drug discovery in Chemistry. <ul style="list-style-type: none"> <li>○ Canada Research Chair hired</li> </ul> </li> <li>• Renewed 5-yr. accreditation of Actuarial Science program by Society of Actuaries. <ul style="list-style-type: none"> <li>○ 5th actuary hired to expand program</li> </ul> </li> <li>• Enhancement of strength in quantum computing. <ul style="list-style-type: none"> <li>○ Canada Research Chair hired</li> </ul> </li> <li>• Enhancement of fuel cell research. <ul style="list-style-type: none"> <li>○ Canada Research Chair appointed</li> </ul> </li> </ul>
	Develop new opportunities.	<ul style="list-style-type: none"> <li>• Royal Columbian Hospital Clinical Professorship in emergency medicine.</li> <li>• Continued hiring of new research faculty: eight since fall 2014.</li> <li>• Developed website to showcase the Faculty's research strengths.</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 Observatory and Science Courtyard in spring 2015.</li> <li>• Outreach Coordinator increased attendance at science outreach events by 50% since 2014.</li> <li>• Joint astronomy outreach program with Universidad de Antofagasta (Chile).</li> <li>• Collaboration with Telus World of Science and TRIUMF on public events.</li> <li>• Continued success of Cafés Scientifiques series.</li> </ul>

## **3. Support Units**



## **3.1. Graduate Studies**

**GRADUATE STUDIES**  
**Academic Plan 2013-18 – Progress Report**

Objective	Status/Progress
Enhance graduate student supervision and professional skills training.	Provide increased support for instituting best practices in supervision: <ul style="list-style-type: none"> <li>• Convened Supervisory Practice Group – an advisory committee of faculty on best practices in graduate supervision which:               <ul style="list-style-type: none"> <li>○ conducted an environmental scan of policies and practices governing graduate supervision across North America;</li> <li>○ made recommendations on enhancing the place of graduate supervision in tenure and promotion guidelines and</li> <li>○ formulated a proposed mechanism for investigating and resolving disputes between supervisors and graduate students/postdoctoral fellows.</li> </ul> </li> <li>• Regular supervisory brown bag lunch and learn series for faculty (three times a semester).</li> <li>• Monthly supervisory relationship workshops for graduate students and postdoctoral fellows.</li> <li>• Participate in new faculty orientation to ensure awareness of SFU expectations, policy, and resources related to graduate supervision</li> <li>• Established new best practice guidelines: Best Practices for Forming and Utilizing Supervisory Committee, Best Practices in Annual Progress Reviews, and Best Practices for Selecting an External Examiner (see DGS website).</li> <li>• Hosted a workshop on Building Academic Relationships across Cultures with Dr. Nanda Dimitrov from Western University.</li> <li>• Developed the co-curricular record (CCR) for all graduates of the Certificate program.</li> </ul>
	Implement professional skills training for graduate students and postdoctoral fellows. <ul style="list-style-type: none"> <li>• 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 and offering a certificate program (approved by the SCCS )in</li> </ul>

	<p>professional and translational skills.</p> <ul style="list-style-type: none"> <li>• 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, and understanding contracts and intellectual property.</li> <li>• Planned and implemented specific programming for postdocs related to the academic job search process and peer-mentoring.</li> <li>• For Postdocs: Hosted social events and PDF research day; 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.</li> <li>• Developed some new offerings within the APEX general suite: Alt-Ac Café. The alt-ac café brought together professionals with PhDs who work in non-academic contexts; Presentation Skills for Postdoctoral Fellows; Authorship, Impact, and Dissemination; Knowledge Translation Series: presenting to diverse audiences; writing in lay language to diverse audiences; and finding the “story” in their research.</li> </ul>
	<p><b>Implement graduate practices and policies geared to program outcomes:</b></p> <ul style="list-style-type: none"> <li>• Established new Best Practices guidelines relating to forming supervisory committees, selecting external examiners, and conducting annual progress reports.</li> <li>• 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).</li> <li>• Revised Minimum attendance at a Master’s Examination.</li> <li>• Continue to conduct annual exit surveys, regular supervision surveys (every three years) and participate in the national CGPSS. Departmental, Faculty, and institutional reports prepared on a regular basis.</li> <li>• Participate in all departmental/program reviews.</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>Professional Masters Program in Big Data under Special Arrangements</u></li> <li>○ <u>SFU-BCIT Joint Masters Degree in Ecological Restoration</u></li> <li>○ <u>Graduate Certificate in Educational Leadership</u></li> <li>○ <u>Graduate Certificate in Curriculum Instruction</u></li> <li>○ <u>Graduate Diploma in Financial Engineering under Special Arrangements</u></li> <li>○ <u>Graduate Diploma in Business Administration Management of Technology</u></li> <li>○ <u>Special Cohort Graduate Diploma in Social Innovation and Entrepreneurship</u></li> <li>○ <u>Graduate Certificate in Technology and Science Commercialization</u></li> <li>○ <u>Graduate Certificate and MA in Heritage Resource Management</u></li> </ul> </li> <li>● Launched Professional On-line Scholarship and Training Initiative 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.</li> <li>● Provided training for applicants to Tri-Council graduate and postdoctoral competitions, as well as for Trudeau doctoral competitions.</li> <li>● Provide support to academic unit's Tri-Council workshops.</li> <li>● Developed new process to improve success rate for Vanier Scholarship and Banting Postdoctoral Fellowship.</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 attract outstanding PhD students.</i></li> <li>● <i>Streamlined method of payment of awards.</i></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Streamlined funding to academic units to increase their flexibility as they allocated funds to students (bulk funding).</i></li> </ul> <p>Implement strategic enrolment management aligned to institutional priorities No progress.</p> <p>Increase the number of joint programs: <i>Senate approved:</i></p> <ul style="list-style-type: none"> <li>○ <u>BCIT-SFU Joint Masters in Ecological Restoration</u></li> <li>○ <u>Dual Masters Program in Global Communication between Communication University of China (Beijing) and SFU.</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>● Increased personal connection between ODGSPDF and aboriginal graduate students through welcome events and promoting/ensuring indigenous participation in recruiting and retention events.</li> <li>● Added aboriginal students section to the website to provide specific resources and to enhance SFU's ability to engage this student population.</li> <li>● Hired a ½ time Indigenous Graduate Student Coordinator.</li> <li>● Created multiyear Aboriginal entrance awards.</li> </ul> <p>Increase support for international joint programs and international students:</p> <ul style="list-style-type: none"> <li>● Implemented Dual Master's Degree in Global Communication between Communication University of China and SFU.</li> <li>● Created an International Coordinator position and ensured they are certified as a Registered Canadian Immigration Consultant.</li> <li>● Coordinated specific International Graduate Student Orientation with participation from service units across campus as well as faculty and administrators.</li> <li>● Virtual Orientation (web-based) enhances international student preparation for arrival at</li> </ul>

	<p>SFU.</p> <ul style="list-style-type: none"> <li>● Associate Dean participated in recruiting events in China (China Scholarship Council).</li> <li>● Promote the China Scholarship Council program and recipients.</li> <li>● Added an international students section to the website to ensure consistent engagement with these students.</li> <li>● International coordinator functions as main liaison for the SFU-China Scholarship Council agreement and supports SFU International's engagement activities; works closely with SFU's ISS.</li> <li>● Hosted MITACS Globalink intern welcome event and offered informational sessions for formal exchanged students.</li> <li>● Led a research project on graduate student life and supported the International TA program.</li> <li>● Conducted a survey of best practices related to international student recruitment and support among Canadian universities.</li> </ul>
<p>Enhance the administration of the graduate enterprise.</p>	<p>Initiate the creation of a Faculty and Graduate Council. No progress</p>
	<p>Implement IT solutions in graduate program management:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Graduate award application and adjudication system developed and launched (GA3).</li> <li>● Online Annual Progress Report launched and rolling out during 2016-18 period across units.</li> <li>● Institutional Degree Audit system developed and launched; initiating departmental online degree audit system now.</li> </ul>

	<p><b>Ensure that high academic standards and rigorous processes are followed:</b></p> <ul style="list-style-type: none"> <li>• Conducted training with Graduate Program Chairs (orientation for new Chairs and on-going professional development.)</li> <li>• Conducted training with Faculty supervisors.</li> <li>• Professional development offered to graduate program assistants.</li> <li>• Revamped approval processes for all thesis examinations.</li> <li>• English language pre-masters programs approved for MBA, MEng (MSE), and Education MEd</li> </ul> <p><b>Improve quality assurance metrics:</b></p> <ul style="list-style-type: none"> <li>• Training provided on conducting annual progress reviews of students.</li> <li>• Report annually on standard graduate program metrics (i.e., graduations, graduation rate, completions, withdrawals, time to completion, applications, admissions, etc.) and publically display the data on the DGS website.</li> </ul>
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## **3.2. Lifelong Learning**



**LIFELONG LEARNING**  
**Academic Plan 2013-18 – Progress Report**

Core Theme	Objective	Status/Progress
<b>Engaging Students</b>	Increase online non-credit certificates and diplomas.	<ul style="list-style-type: none"> <li>Development and launch of: Next Generation Transportation certificate, Non-Profit Management certificate, Editing certificate; Plain Language certificate, First Responders Trauma Prevention and Recovery certificate, Visual Analytics certificate, and Writer’s Studio online.</li> </ul>
	Increase f2f non-credit certificates and diplomas.	<ul style="list-style-type: none"> <li>Development and launch of: Occupational Health and Safety diploma, Craft Beer and Brewing Essentials certificate, Legal Interpretation and Translation certificate (English/Mandarin), Marketing Management certificate, and Social Innovation certificate.</li> </ul>
	Increase non-credit student enrolment by 1% each year over 5 years.	<ul style="list-style-type: none"> <li>Lifelong Learning has already met and exceeded this objective.</li> </ul>
	In addition to SFU Student Services, Lifelong Learning will help fund the implementation of customer relations management (CRM) system.	<ul style="list-style-type: none"> <li>An RFP for a CRM will be posted through the Procurement Office.</li> </ul>
<b>Engaging Research</b>	Apply research conducted by Faculties to developing open enrolment educational opportunities.	<ul style="list-style-type: none"> <li>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. Development by Liberal Arts and 55+ of a study tour to Greece in a partnership with the Stavros Niarchos Foundation Centre for Hellenic Studies.</li> </ul>
	Lifelong Learning staff present at conferences or publish professional or creative work.	<ul style="list-style-type: none"> <li>Multiple individuals in Lifelong Learning presented papers at conferences.</li> <li>Two books were published in 2013 by Lifelong Learning members: Wayde Compton and Helen Wussow.</li> <li>Lifelong Learning will host the 2017 annual conference of the Canadian</li> </ul>

		<p>Association of University Continuing Education (CAUCE); planning has already begun.</p> <ul style="list-style-type: none"> <li>• Michael Filimowicz received a CAUCE Research Grant in 2015.</li> </ul>
<b>Engaging Communities</b>	Continued free offerings sponsored by Lifelong Learning.	<ul style="list-style-type: none"> <li>• Free public offerings organized and/or offered by Lifelong Learning:                             <ul style="list-style-type: none"> <li>○ Philosophers' Cafes including 50 Cafes for 50 Years</li> <li>○ City Conversations</li> <li>○ City Program public lectures and webcast</li> <li>○ Lunchtime Poems</li> <li>○ 55+ lectures</li> <li>○ Teen Cafes</li> <li>○ Art Salons</li> <li>○ Bike Salons</li> <li>○ Book Salons</li> <li>○ Coding Boot Camps in the Downtown Eastside</li> <li>○ 18 events for the Burnaby Festival of Learning</li> </ul> </li> </ul>
	Engaging with SFU Faculties to offer premium fee professional graduate credentials.	<ul style="list-style-type: none"> <li>• 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. CODE is partnering on two POST projects: with the Department of Archaeology on the online development of the four courses for the Master's Program in Heritage Resource Management courses (launching in September 2016); and with the Faculty of Education for the online development of the Certificate in Imaginative Education.</li> </ul>
	Engage SFU faculty and graduate students to serve as moderators of Philosopher Cafes.	<ul style="list-style-type: none"> <li>• This initiative has been very successful. Two-thirds of Cafes offered across the Lower Mainland are moderated by SFU faculty, retired faculty, alumni, and graduate students.</li> </ul>
	Expand international partnerships and global engagement.	<ul style="list-style-type: none"> <li>• Several new direct partnerships with Japanese universities have been developed that bring students to both open enrolment and</li> </ul>

		<p>customized versions of the English Language and Culture program. Online non-credit certificates and diplomas are enrolling students from around the world.</p>
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Lifelong Learning received approval for its non-credit course registration system to be designated as SFU’s official non-credit fee-based course registration tool. Enrolment services are offered to departments across the university.</li> <li>• Lifelong Learning engaged in new community partnerships to support program and course offerings including Tema Conter Memorial Fund (First Responders), Whistler Learning Centre, and Burnaby School District 41.</li> <li>• Using provincial funding aimed at skills gaps in the tech sector, Lifelong Learning has developed new offerings in web development in partnership with SIAT and CDM. Additional funding has been provided for 2016/2017.</li> </ul>	

## **3.3. Student Services**

**STUDENT SERVICES**  
**Academic Plan 2013-18 – Progress Report**

Objective	Status/Progress
Enhance the quality of education and student satisfaction.	<ul style="list-style-type: none"> <li>• Measures identified as part of the NWCCU accreditation process were used to evaluate programs and services.</li> <li>• New programs are in development to enhance overall student engagement at SFU.</li> <li>• Reporting of benchmark to business units has been improved for the purposes of formative evaluation.</li> </ul>
	<p>Continue to develop and deliver high quality service and programming for all students:</p> <ul style="list-style-type: none"> <li>• The new Indigenous student centre continues to grow in both numbers served and breadth of programming.</li> <li>• Student Services continues to provide indigenous cultural competency education for staff and faculty to ensure more informed community members.</li> <li>• The Centre for Students with Disabilities has grown its pilot autism peer program and now matches nearly 20 students on the autism spectrum with peer mentors.</li> <li>• International Services for Students has completed its field school review and is implementing recommendations that will expand and enhance the field school offerings and have hired an intercultural co-ordinator to develop programs to enhance cultural competencies across the campus.</li> <li>• WIL is completing a series of online modules designed to assist EAL students achieve job success in Canada and will work with CELL TR to add new modules to this suit in order to assist with various other transitional challenges faced by EAL students.</li> <li>• The CCR continues to gain users and expand the offerings for all students to engage on campus within a leadership framework.</li> <li>• Since 2013/14, under the Classroom renewal &amp; technology upgrade project, Student Services has enhanced dozens of teaching and learning spaces at the Burnaby campus, everything from updating furniture to a/v upgrades to full scale renovations. For example, several mid to large theatres in the AQ and WMC have been upgraded with the latest audio</li> </ul>

	<p>visual equipment to vastly improve the teaching and learning experience. In addition, a number of classrooms in the WMC are now equipped with updated furniture. Full scale renovations of the "seven sisters" theatres in the AQ commenced summer 2016 and will be completed in 2017.</p>
	<ul style="list-style-type: none"> <li>• Continue to work towards rationalizing services within the multi-campus model.</li> <li>• Student Services continues to work with colleagues to rationalize services across the campus system.</li> </ul>
<p>Improve support for students.</p>	<p>Improve access for under-represented communities:</p> <ul style="list-style-type: none"> <li>• Starting in early 2016, a Student Services cross functional committee is reviewing the impact and effectiveness of the Aboriginal Undergraduate Admissions Policy; the results will be used to further strengthen this pathway and facilitate the recruitment &amp; retention of aboriginal students.</li> <li>• Student Services has started a review of its major entrance scholarship program and will be exploring developing a stream of entrance scholarships for under-represented student groups, e.g., high financial need, rural communities, etc.</li> </ul> <ul style="list-style-type: none"> <li>• Plan service expansion for special interest groups as identified in strategic enrolment management planning. Indigenous, international students, and students with disabilities are of particular interest.</li> <li>• Continue to consider shifts in demographics which would limit SFU's ability to admit and retain students according to the Senate approved enrolment plan.</li> <li>• Continue to partner with school boards and colleges to promote a seamless transition to SFU of their students.</li> </ul>
<p>Continue to partner with academic units and Student Societies to coordinate, strengthen, and (where possible)</p>	<p>Collaborate with Faculties to provide programs and services:</p> <ul style="list-style-type: none"> <li>• There is extensive collaboration with Faculties and Departments to offer a variety of programs and services. Last year Student Services revamped the new student orientation program and developed an online student transition course for incoming students from all</li> </ul>

<p>grow programs and initiatives.</p>	<p>faculties called SFU101.</p> <ul style="list-style-type: none"> <li>● Student Services created a new shared position with the Faculty of Arts and Social Sciences that focuses on developing and supporting collaborative programs for students.</li> <li>● Student Services continues to strengthen its collaborations with faculties in the areas of student enrolment and engagement. This year, Student Services will be initiating a collaborative project with all of the faculties to specifically strengthen student co-curricular and extracurricular engagement.</li> </ul> <p>Seek input and advice to improve programs and services:</p> <ul style="list-style-type: none"> <li>● Student Services meets regularly with campus leaders (e.g., Deans, student society executives, student-facing staff, etc.) to share information and address areas of concern.</li> <li>● 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.</li> <li>● Recent changes that came about through consultation with student stakeholders include the ability to use preferred name on SFU ID, and gender neutral washroom signage.</li> </ul>
<p>Provide the best level of athletic competition in North America to student athletes.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● SFU has achieved prominence for both the athletic and academic performance of its student athletes.</li> <li>● SFU was ranked in the top quarter of Division II rankings (all 246 Div II schools) and enjoyed particular respect for the strong performance of its Men’s Soccer team.</li> </ul>
<p>Increase admission pathways to SFU by adding additional BC Colleges to Dual Admission program.</p>	<ul style="list-style-type: none"> <li>● SFU now has dual admission pathways with both Douglas College and Langara College; numbers continue to grow and Student Services has just added direct entry to the Faculty of Environment under the Douglas College dual admission pathway.</li> <li>● In 2015, Student Services developed a new admission pathway program from Vancouver Community College to SFU’s Engineering and Computer Science programs; students complete year one at VCC and then transfer to SFU.</li> </ul>

<p>Grow experiential learning programs (Co-op, Volunteerism, Service-Learning, etc.).</p>	<ul style="list-style-type: none"> <li>• SFU’s experiential learning programs continue their strong performance with close to 8,000 students in Co-op programs.</li> <li>• 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.</li> <li>• A new Experiential Community of Practice has been created to bring together staff and faculty working in this area in partnership with the Teaching and Learning Centre.</li> <li>• SFU has taken a lead on an environmental scan of experiential education in PSE in BC and will report out on that later this year.</li> </ul>
<p>Expand the co-curricular record program in partnership with Faculties.</p>	<ul style="list-style-type: none"> <li>• The co-curricular record system has grown with the addition of faculty based student engagement opportunities into the system. As of the end of the 2016 spring term there are nearly 200 unique co-curricular opportunities within the record with nearly 5000 validated student participants reflecting activity since fall 2012. Student Services anticipates the number of opportunities and validations to continue to grow with the ever increasing number of co-curricular opportunities.</li> </ul>
<p>Improve programs and services.</p>	<p>Leverage technology to improve services:</p> <ul style="list-style-type: none"> <li>• In summer 2016, Student Services will be launching a new and improved SFU official transcript. In addition to a better format, new features include a listing of student scholarships and awards and the class average in each class.</li> </ul>
<p>Update policies and procedures to reflect current challenges.</p>	<ul style="list-style-type: none"> <li>• Substantial work has been completed to revise SFU’s Policy on Academic Integrity and Good Conduct (S10.01). Revisions are on hold while the University articulates its standalone Policy on Sexual Violence and Misconduct. Student Services anticipates that by the end of the fall of 2016, the University will have completed work on the Sexual Violence and Misconduct Policy and will be able to complete revision of Policy on Academic Integrity and Good Conduct.</li> <li>• Student Services continues to work towards creating new policies on voluntary and involuntary withdrawal based on physical and mental health. These policies are in draft</li> </ul>



	<p>form and have yet to go forward for consultation.</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><b>Realign Student Services procedures for managing student Academic and Non-Academic Misconduct:</b></p> <ul style="list-style-type: none"> <li>• The position of Director Academic Integrity &amp; Good Conduct Office was created in early 2014.</li> <li>• Student Services continues to revise procedures to assure to manage student cases in manner that is most beneficial to the institution and to our students.</li> </ul> <ul style="list-style-type: none"> <li>• As in previous years, all the units in Student Services closely monitor best practices to improve its programs and services. Several areas within the units are seen as leaders in their fields. These include innovations within Enrolment 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.</li> </ul>

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

**TEACHING and LEARNING CENTRE**  
**Strategic Plan 2013-18 – Progress Report**

Theme	Objective	Status/Progress
<b>Engaging Instructors</b>	Prepare instructors to develop quality learning experiences in a diverse, changing, and challenging environment.	Select activities for the period of September 2014 to August 2015 unless otherwise stated: <ul style="list-style-type: none"> <li>• 1,036 SFU faculty, instructors and educational staff attended Teaching and Learning Centre (TLC) programs and workshops. This excludes participation at events co-hosted or co-facilitated within the faculties or academic departments.</li> <li>• In 2015, Learning Technology staff had 1,790 online or f2f consultations with 806 unique clients.</li> <li>• In April, the Teaching and Learning Centre held its annual Rethinking Teaching 4-day workshop for 18 faculty. Feedback continues to indicate that research faculty and lecturers benefit from this opportunity.</li> <li>• In June, the TLC co-hosted the 35<sup>th</sup> annual Society for Teaching and Learning in Higher Education (STLHE) conference with UBC, which saw a record number of 750 registrants with 81 SFU registrants. Thirty-eight SFU proposals were accepted, representing 13% of all presentations and included 79 SFU authors working individually or collaboratively.</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. Six projects were supported.</li> <li>• Partnership continued with the Institute for the Study of Teaching and Learning in the Disciplines with Educational Consultants, Applied Research in Teaching and Learning, Learning Technology, Educational Media, Communications, and Administration involved in supporting or</li> </ul>
	Prepare instructors for a reflective practice and scholarly approach to their teaching.	

		<p>promoting the projects and people and establishing networks.</p> <ul style="list-style-type: none"> <li>• Six faculty and instructors graduated from the Teaching and Learning Centre’s spring 2015 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. In fall 2014, the TLC held an Ed Media Expo instead of the program. The TLC also established a small studio space for faculty to access 24/7 and create their own digital media.</li> <li>• SFU’s Teaching and Learning Players performed at STLHE 2015. 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 Physics.</li> </ul>
<b>Community Stewardship</b>	Maintain and build on the current Teaching and Learning network interest around Teaching and Learning.	<ul style="list-style-type: none"> <li>• The TLC Director is co-chair of the inaugural BC Teaching and Learning Council whereby provincial opportunities to build connections across institutions are an area of focus.</li> <li>• Teaching and Learning Centre staff continue to co-facilitate activities within the Faculties and departments to establish and maintain faculty networks on teaching matters (e.g., Teaching circles in Science which</li> </ul>

		<p>promotes discussion and reflection about teaching through classroom observation of tested pedagogical practices, and Lunch 'n Learns in Health Science).</p> <ul style="list-style-type: none"> <li>• Difference communities of practice for Canvas learning management system users have been established since its adoption with plans for Demofest in fall 2015.</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, STLHE, FASS Mentorship program) and taking educational leadership roles (Rethinking Teaching).</li> </ul>
	<p>Celebrate and showcase excellence in teaching.</p>	<ul style="list-style-type: none"> <li>• Showcasing and celebration have occurred through annual events such as the Symposium for Teaching and Learning and new stories.</li> <li>• Faculty and instructors are being encouraged to participate in local and national conferences (STLHE 2015) to disseminate their knowledge.</li> <li>• Recommendations have been made for faculty and programs to be represented at public events and conferences (e.g., BC's Scholarly Inquiry Symposia, etc.)</li> <li>• The Teaching and Learning Centre team coordinated and assisted with a 3M National Teaching Fellowship award nomination package. The nominee, <b>Dr. Veselin Jungic</b>, received the award at STLHE 2015.</li> </ul>
<p><b>Institutional Priorities Support</b></p>	<p>Support institutional priorities.</p>	<ul style="list-style-type: none"> <li>• 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:             <ul style="list-style-type: none"> <li>○ Teaching &amp; Course Evaluation Project</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Canvas Learning Management System</li> <li>○ Educational Goals and Assessment</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>● 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 spring 2016.</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, English as an Additional Language, Digital Resources, 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 leadership at the provincial and national level in the BC Council for Teaching and Learning and Educational Developer's Caucus.</li> </ul>	