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MEMORANDUM

ATTENTION: Senate
FROM: Jon Driver, Vice-President, Academic and Provost, and Chair, SCUP
RE: SFU Strategic Review 2015 (SCUP 15-46)
DATE: December 9, 2015
TEL
TIME

At its December 9, 2015 meeting, SCUP reviewed the SFU Strategic Review 2015. The report is attached for the information of Senate.



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**MEMORANDUM**

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**ATTENTION** Jon Driver, Chair  
Senate Committee on University Priorities

**DATE** November 24, 2015

**FROM** Gord Myers  
Associate Vice President, Academic  
Co-chair, University Planning Committee

**PAGES** 1

Alison Blair  
Associate Vice President, Finance  
Co-chair, University Planning Committee

**RE:** SFU Strategic Review 2015

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SFU's Strategic Review demonstrates the University's commitment to Vision/Mission fulfillment and the achievement of its core themes, *Engaging Students, Engaging Research and Engaging Communities*. It provides substantive evidence that SFU is accomplishing the goals and desired outcomes as contained in the University Planning Framework and is achieving its Vision/Mission core themes' objectives.

This document has been discussed by the President, the Vice Presidents and the Deans. It has been submitted to the Board of Governors and will be posted on SFU's website.

The SFU Strategic Review 2015 is being submitted to the Senate Committee on University Priorities for information.

Attach.



SIMON FRASER UNIVERSITY  
ENGAGING THE WORLD

# SFU Strategic Review 2015

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# 1. Purpose

SFU's Strategic Review demonstrates the University's commitment to Vision/Mission fulfillment. SFU regards the degree of Vision/Mission fulfillment as the extent to which the University's clearly articulated purpose and intentions are being achieved through its three core themes. The purpose of this document is to provide substantive evidence that SFU is accomplishing its objectives, and, if necessary, provide recommendations regarding outcomes and indicators.

The adoption of best practices requires the review of institutional performance through the continuous improvement reflected in the performance of identified indicators. Regular, systematic, participatory, self-reflective, and evidence-based assessments of accomplishments are imperative in this endeavour. Assessments linked to quality and operational effectiveness reflect the degree of success in achieving the SFU objectives.

Specific objectives have been articulated for each of the University's three core themes, *Engaging Students*, *Engaging Research*, and *Engaging Communities*, and the fundamental theme, *Leveraging Institutional Strength*. All are documented in the University Planning Framework (UPF). A number of indicators of achievement have been identified for each objective. In this review and/or in the Theme Teams' Reports, each indicator has been analyzed and assessed. All indicators are then summarized and used to assess whether or not the core theme they are associated with is fulfilling the University Vision/Mission.

Initially, SFU looked for trends in the data, with a positive trend as the goal. Having experienced using indicators in this manner, the University has begun to assign specific target or "target bands" for indicators wherever possible.

This report is an overarching document that summarizes the findings of the four Theme Teams and their respective reports, which are attached in the appendix. It provides the necessary evidence to demonstrate that SFU is achieving its core theme objectives, and synthesizes the findings into an overall assessment of how well SFU is achieving its Vision/Mission and is meeting the standards required by the Northwest Commission on Colleges and Universities.

## 2. SFU's Strategic Vision/Mission

Following an extensive consultation process within and beyond the University, the SFU Vision/Mission was launched in February 2012. The Vision/Mission, which focuses on SFU's strengths and aspirations as an "engaged university," represents the culmination of a year-long consultation process that included thousands of students and community members and hundreds of SFU faculty, staff, and alumni.

### *SFU's Vision/Mission*

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

➤ **ENGAGING STUDENTS**

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

➤ **ENGAGING RESEARCH**

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

➤ **ENGAGING COMMUNITIES**

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

The full details of the SFU Vision/Mission can be found at: <http://www.sfu.ca/engage.html>

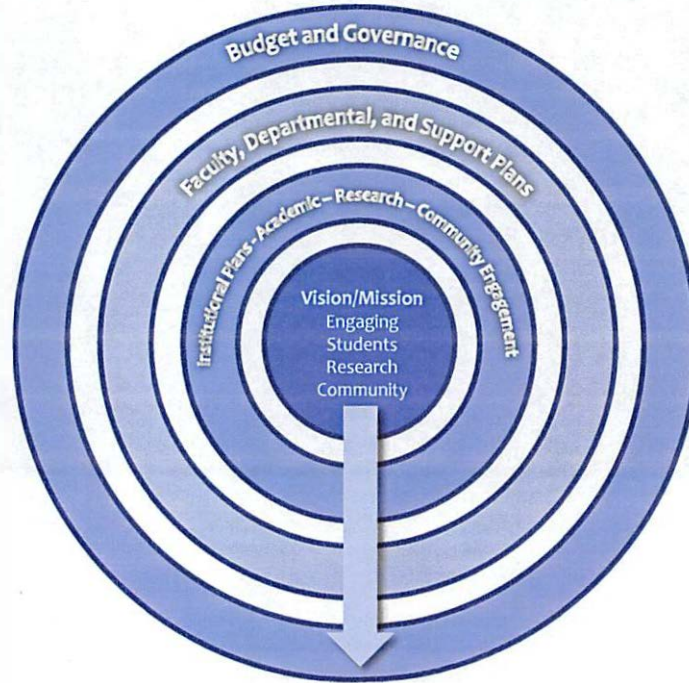


### 3. The University Planning Framework

The University Planning Framework (UPF) is used to provide guidance to all institutional planning activities and includes mechanisms for monitoring progress and achievements. It is a dynamic document that reflects the University's response to its changing environment, and is updated as required.

SFU's Vision/Mission is at the core of the Framework. The Vision/Mission as well as its principles and philosophy permeate their way throughout all aspects of the University's governance and culture. The Academic Plan, the Strategic Research Plan, and the Community Engagement Strategy, which represent Core Theme planning, form the main linkages between the Vision/Mission and the Faculty Plans, the Departmental Plans, and support plans. All plans are constrained by the two outer circles—Financial Model and Governance Model.

#### Plans Originate from the Vision/Mission



## 4. Performance Reflected by SFU Planning Framework Indicators

For each of the core themes, the data are provided in the form of a table and a graph that show performance over a five-year period, with 2010/11 as the base year where applicable. This is followed by a brief discussion on performance and recommendations, and then a conclusion is drawn as to whether expectations/targets have been met.

### 4.1. Core Theme 1: Engaging Students

#### **Goal**

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

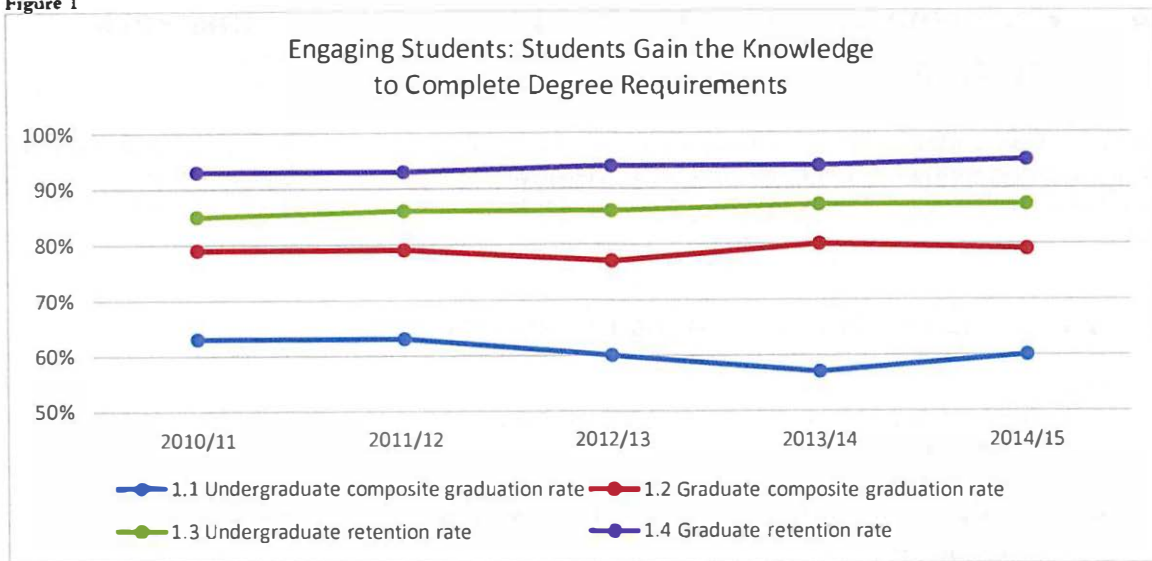
#### 4.1.1. Outcome 1 – Students Gain the Knowledge to Complete Degree Requirements

Table 1

<b>Goal:</b> To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.							
Outcome	Indicator	2010/11	2011/12	2012/13	2013/14	2014/15	
Students gain the knowledge to complete degree requirements.	1.1	Undergraduate composite graduation rate (%) (6-year graduation rate) for degree programs	63%	63%	60%	57%	60%
	1.2	Graduate composite graduation rate (%) (6-year for master's programs, and 8-year for doctoral programs)	79%	79%	77%	80%	79%
	1.3	Undergraduate retention rate (%) (year 1 to year 2)	85%	86%	86%	87%	87%
	1.4	Graduate retention rate (%) (year 1 to year 2)	93%	93%	94%	94%	95%



Figure 1



**Indicators #1.1 to 1.4 Graduation and Retention Rates**

Since 2010/11, the composite graduation rate for both graduate and undergraduate students has remained relatively stable with little fluctuation. SFU’s composite undergraduate graduation rate is over a six-year time frame (indicator definition). Among other things, it recognizes that in order for students to take advantage of the many co-operative education and field school opportunities that SFU offers, students will often take longer than the traditional four years to complete their degree. While SFU is keen to ensure timely credential completion, it sees the importance of students being able to graduate with the real-world work experience that its various integrated learning programs offer.

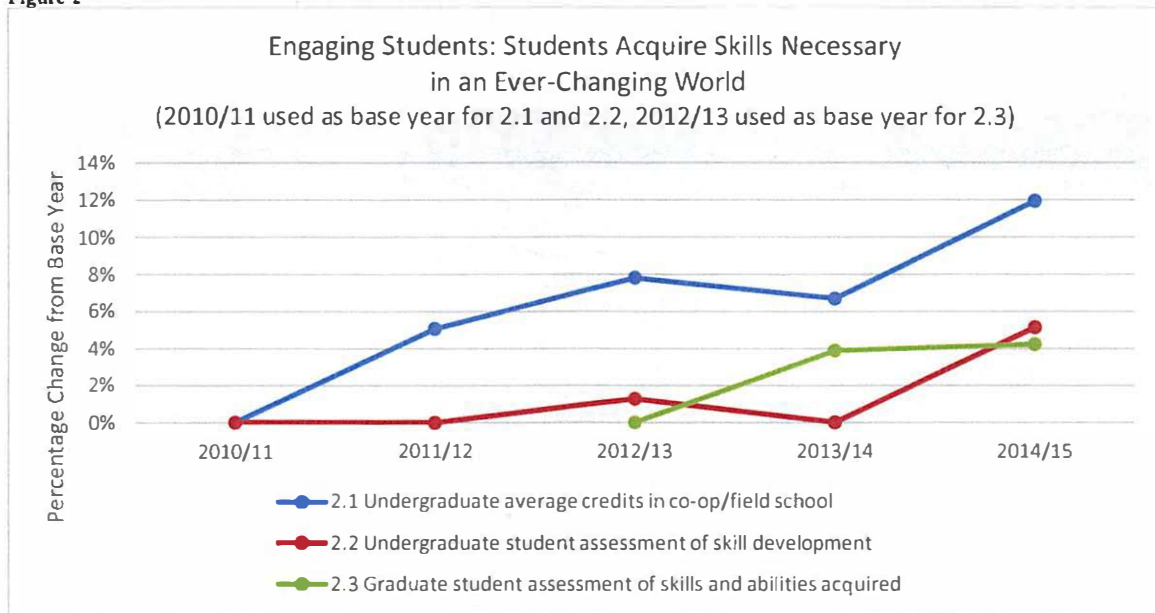
Retention rates in both the graduate and undergraduate level are strong and show a steady increase year over year. SFU has put considerable effort into increasing its retention rate of undergraduate students and recent data supports this.

**4.1.2. Outcome 2 – Students Acquire Skills Necessary in an Ever-Changing World**

Table 2

<b>Goal:</b> To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.						
Outcome	Indicator	2010/11	2011/12	2012/13	2013/14	2014/15
Students acquire skills necessary in an ever-changing world.	2.1 Undergraduate average credits in co-operative education and field schools per graduating student	7.77	8.17	8.38	8.29	8.70
	2.2 Undergraduate student assessment of skill development (average %), as measured by the BC Baccalaureate Graduate Survey	78%	78%	79%	78%	82%
	2.3 Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	-	-	88%	91%	92%

Figure 2



**Indicator #2.1 Average Credits in Experiential Learning (Co-op and Field Schools)**

The data clearly show an upward movement in relation to credits earned in experiential learning. This supports SFU’s increasing commitment in regards to the importance of this model of education. The document *A Degree of Experience*<sup>1</sup> encapsulates the breadth and depth of these opportunities, which continue to grow at SFU and which continue to have high student demand. In particular, growth for co-operative education is a result of the response to faculty and student demand at both the undergraduate and graduate levels.

**Indicators #2.2 and majority 2.3 Student Assessment of Skill Development and Abilities Acquired**

National, provincial, and SFU’s own student surveys indicate that students are strongly satisfied with their education experience at SFU. The data show an increase in this indicator over the five-year period reported. Students are satisfied with the quality of education they are receiving, which includes their communication skills (written, oral, and interpersonal co-operation) as well as their analytical and learning skills. Data from graduate students have only been collected for three years.

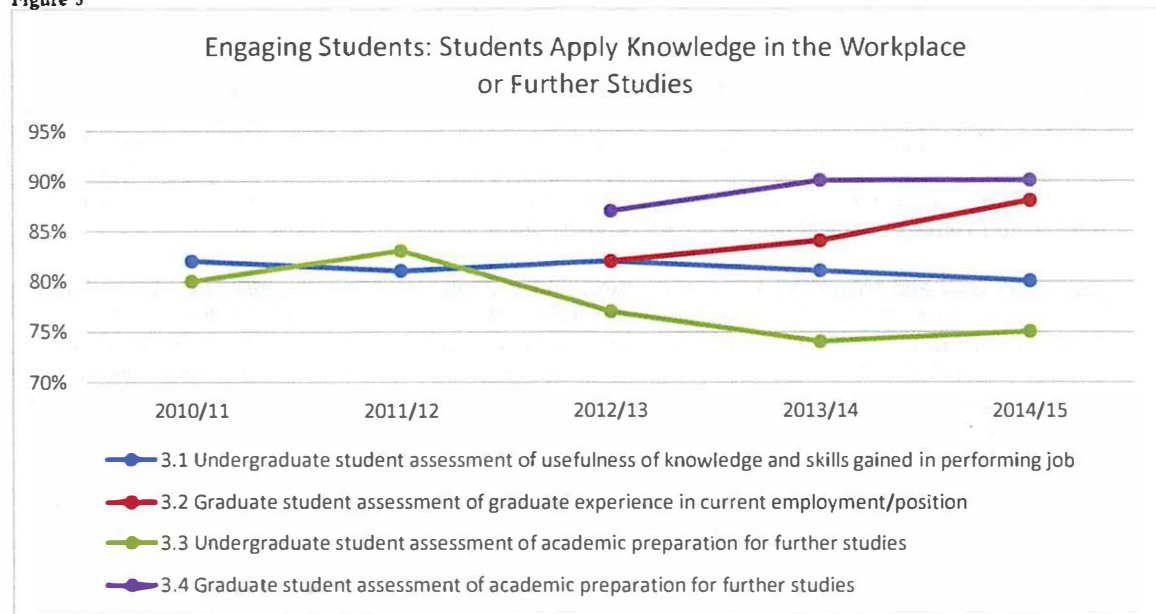
<sup>1</sup> [http://www.sfu.ca/content/dam/sfu/wil/DegreeofExperience\\_Mar\\_30\\_12.pdf](http://www.sfu.ca/content/dam/sfu/wil/DegreeofExperience_Mar_30_12.pdf)

### 4.1.3. Outcome 3 – Students Apply Knowledge in the Workplace or Further Studies

**Table 3**

<b>Goal:</b> To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.						
Outcome	Indicator	2010/11	2011/12	2012/13	2013/14	2014/15
Students apply knowledge in the workplace or further studies.	3.1 Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	82%	81%	82%	81%	80%
	3.2 Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	-	-	82%	84%	88%
	3.3 Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	80%	83%	77%	74%	75%
	3.4 Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	-	-	87%	90%	90%

**Figure 3**



**Indicator #3.1 and 3.2 Student Assessment of Usefulness of Knowledge and Skills Gained in Performing Job**

National, provincial, and SFU’s own surveys indicate that a high percentage of students have found their education at SFU to be useful or somewhat useful in their work/employment. Skills associated with critical analysis and independent learning were rated the highest (89%). Communication skills, reading and comprehending material, writing clearly and concisely, and verbally expressing opinions or ideas, were also highly rated.

### **Indicators #3.3 and 3.4 Student Assessment of Academic Preparation for Further Studies**

National, provincial, and SFU's own surveys indicate that students feel well prepared to undertake further academic studies. Similar to the results that showed that students felt the analytical and communication skills learned at SFU helped them in the work settings, they are also saying these same skills are preparing them for further academic studies.

#### **4.1.4. Recommendations**

The Engaging Students Theme Team has not proposed any recommendations to improve or alter the current list of indicators. The Theme Team is content with the indicators in this Report. However, they have proposed suggested improvements to the activities measured by the indicators in the form of key activities to sustain and improve, as well as new initiatives. A detailed list of these initiatives can be found in the full Theme Team report attached as an appendix.

#### **4.1.5. Conclusion – Engaging Students**

Overall, SFU is achieving satisfactory progress on its core theme of Engaging Students. In addition to the information collected related to SFU's indicators, there is considerable evidence from institutional, provincial, and national surveys to substantiate the claim. Given that the majority of the indicators has shown an upward trend, SFU is confident stating that it is fulfilling this goal's objective.

## **4.2. Core Theme 2: Engaging Research**

### **Goal**

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

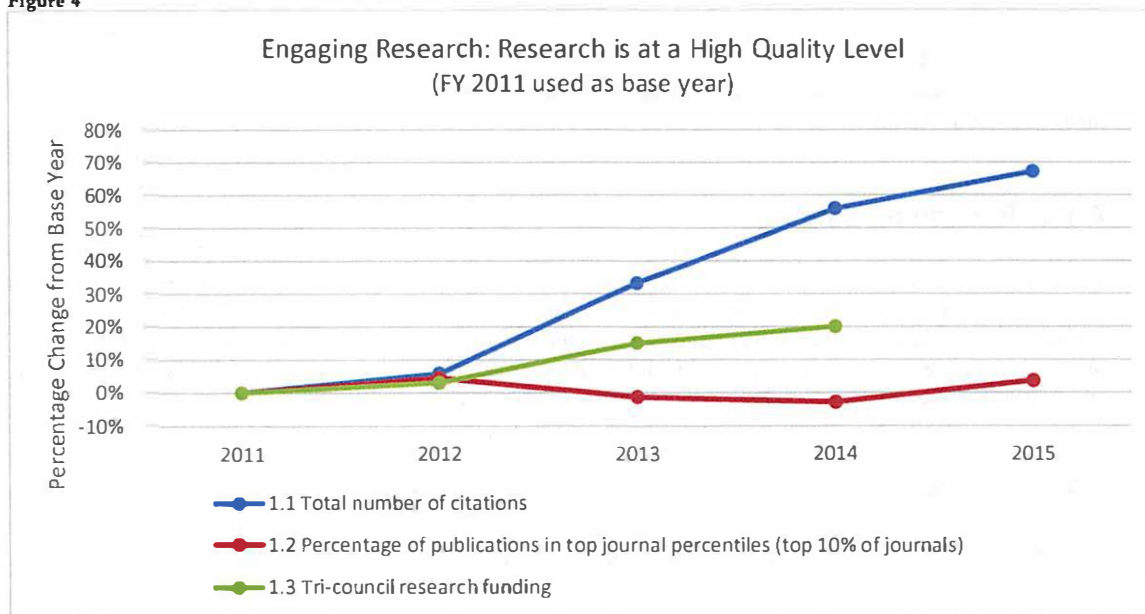
#### **4.2.1. Outcome 1 – Research is at a High Quality Level**

**Table 4**

<b>Goal:</b> To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.										
Outcome	Indicator	2011	2012	2013	2014	2015	Targets			
							2016	2017	2018	
Research is at a high quality level.	1.1	Total number of citations	39,036	41,286	51,990	60,832	65,210	69,122	73,270	77,665
	1.2	Percentage of publications in top 10% journals	31.2%	32.6%	30.8%	30.3%	32.3%	32.6%	32.9%	33.2%
	1.3	Tri-Council research funding	\$35.3M	\$36.2M	\$40.4M	\$42.0M	\$43.7M	\$45.4M	\$47.3M	n/a



Figure 4



#### **Indicator #1.1 – Total Number of Citations**

It is standard practice by world university ranking systems, journals, and the field of bibliometrics in general, to rely on the total number of citations for research publications as a measure of research impact. In the latest QS World University Rankings (2015/16), SFU is ranked #2 in Canada and #66 in the world for its number of citations per faculty. SFU is consistently ranked among Canada's top research universities for research impact in various ranking systems, including Times Higher Education, ReSearch Infosource, and Maclean's.

The total number of citations per year for SFU research publications, obtained through Thomson Reuters' *InCites*, has been steadily rising. From 2010/11 to 2014/15, SFU has increased its number of citations by 67%, which suggests that SFU research is steadily gaining greater impact each year. Projected targets have SFU reaching a nearly 100% increase in citations by 2017/18 from 2010/11. SFU is *on course* with respect to this indicator, is achieving its target, and fulfilling its objective.

It should be noted that bibliometric data for Social Sciences, Arts and Humanities are known to be problematic, as books and monographs are poorly represented in major databases of abstracts and citations, such as *Web of Science* and *Scopus*. SFU is currently in discussion with several data providers to address this gap, and will look for alternative metrics that are better suited to research fields not best represented by citation data.

#### **Indicator #1.2 – Percentage of Publications in Top Journal Percentiles (Top 10% of Journals)**

In addition to citation count of publications, which is used as the primary indicator of research impact, quality of scientific research and scholarship can also be captured by the quality, reputation, and competitiveness of the journals in which the articles are published. For this indicator, SFU provides the percentage of SFU articles published within the top 10% of journals in fields where SFU research is active, and compares that with the Canadian, American, and European averages.

Over the last five years, between 28 – 33% of SFU's research publications have been considered by expert peer-reviewers to be among the top in their field (top 10% journals), and an average of 17% of SFU's publications appeared in the very best journals (top 5% journals). These data suggest that SFU is *on course* with respect to this research quality indicator. The University's three-year targets are set with the view that SFU will maintain its share of top-quality publications at comparable levels.

**Indicator #1.3 – Tri-Council Research Funding**

In Canada, the Tri-Council Agencies<sup>2</sup> are the core source of operating federal funding for research, and account for an average of 28% of total research funding in Canada.<sup>3</sup> Because quality assessment is built prominently into Tri-Council funding competitions, success in Tri-Council research funding can be used as an indicator of research quality.

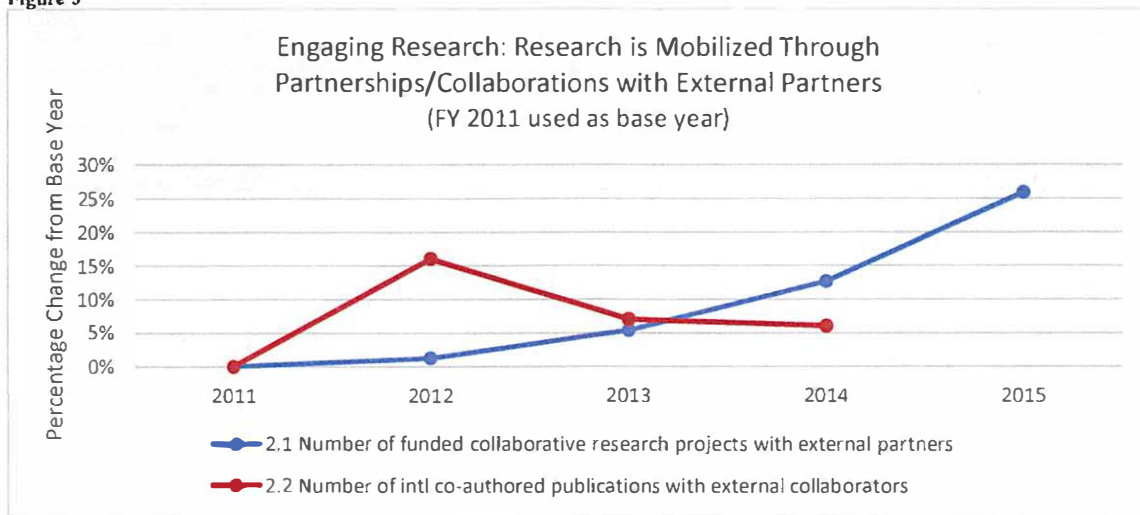
Considering the relatively flat federal budget allocated to the Tri-Councils in recent years, steep increases to the University’s research income through the Tri-Councils are unlikely. While SFU expects to see a continued growth in research funding, Tri-Council targets for the next three years are set at a growth rate of 4%. With respect to this indicator, SFU met its \$42M Tri-Council funding target for 2014, is *on course*, and fulfilling its objective.

**4.2.2. Outcome 2 – Research is Mobilized Through Partnerships/Collaborations with External Partners**

Table 5

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.									
Outcome	Indicator	2011	2012	2013	2014	2015	Targets		
							2016	2017	2018
Research is mobilized through partnerships/collaborations with external partners.	2.1 Number of funded collaborative research projects with external partners	317	321	334	357	399	415	432	449
	2.2 Number of co-authored publications with external collaborators	intl-979 natl-412 corp-34	intl-1139 natl-411 corp-37	intl-1064 natl-355 corp-40	intl-1039 natl-395 corp-45	intl-1081 natl-411 corp-48	intl-1124 natl-427 corp-51	intl-1169 natl-444 corp-54	tdb

Figure 5



<sup>2</sup> The Tri-Council Agencies: the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council (SSHRC)

<sup>3</sup> This average is calculated based on a five-year period, obtained through Financial Reports published annually by the Canadian Association of University Business Officers (CAUBO): [www.caubo.ca](http://www.caubo.ca)



**Indicator #2.1 – Number of Funded Collaborative Research Projects with External Partners**

SFU is increasing its number of research partnerships, and engaging the broader community with a higher number of collaborations each year. Targets for the next three years are set with the expectation that SFU will continue to steadily engage with a higher number of research partnerships each year.

SFU is *on course* with respect to this indicator, and is fulfilling its objective.

**Indicator #2.2 – Number of Co-Authored Publications with External Collaborators**

This indicator shows the number of publications in which an SFU researcher has at least one co-author from an external organization outside of Canada (international), in Canada (national), or with a corporate organization (academic-corporate). The Theme Team Report in the appendix provides a more detailed breakdown of the data along the listed dimensions: number of international collaborations (intl), number of national collaborations (natl), and number of academic-corporate collaborations (corp), whereas figure 5 shows only the percentage change of the number of international publications.

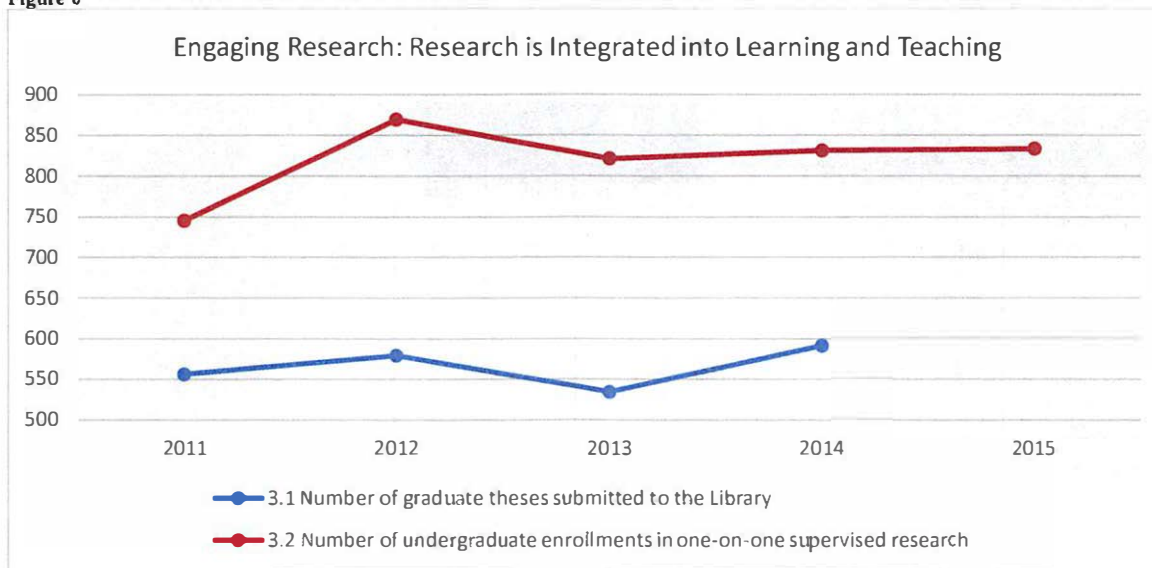
The trend for national co-authored publications follows a similar trend to the international, but at a lower level. The corporate co-authored publication number is steadily rising, but is smaller overall than the other two. Overall, the trend remains relatively steady for this indicator, and when considered alongside the steady upward trend of the previous indicator (Number of Funded Collaborative Research Projects with External Partners), it shows SFU to be an institution that actively seeks collaboration around the globe. With respect to this indicator and Outcome 2, SFU is *on course* and achieving its targets in mobilizing research collaborations with external partners.

**4.2.3. Outcome 3 – Research is Integrated into Learning and Teaching**

Table 6

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.										
Outcome	Indicator		2011	2012	2013	2014	2015	Targets		
								2016	2017	2018
Research is integrated into learning and teaching.	3.1	Number of graduate theses submitted to the Library	556	579	534	591	596	604	612	n/a
	3.2	Number of undergraduate enrollments in one-on-one supervised research	745	869	821	831	833	835	837	840

Figure 6



#### **Indicator #3.1 – Number of Graduate Theses Submitted to the Library**

This indicator is intended to show the level of student engagement in research at SFU. It is important to note that both doctoral and master's level theses are included in this measurement, which the University believes gives a more thorough and/or broad representation of the scope of research that is occurring at all levels of the institution.

The total number of graduate thesis submissions at SFU has grown approximately 6% over the last four years. This relatively modest increase in the total number of graduate thesis submissions is partly due to the provincial government scaling back the amount of support for graduate students, prompting SFU's graduate programs to reduce their graduate admission targets (targets are included in the Theme Team Report in the appendix).

With respect to indicator 3.1, SFU is *on course* and on target with graduate thesis submissions, although the Theme Team believes this indicator may be revised, as more data on graduate student publications becomes available.

#### **Indicator #3.2 – Number of Undergraduate Enrollments in One-On-One Supervised Research**

Undergraduate students at SFU are immersed in a supportive environment for research and experiential learning, and engage with faculty-directed research projects through seminars, tutorials, co-op semesters, and other volunteer activities and opportunities that stimulate their curiosity in research.

The number of undergraduate student enrollments in research activities with direct supervision has remained very stable in the last three years. As these training activities are highly resource-intensive for faculty researchers, an increase in the number of undergraduate enrollments in supervised research would require increased incentives for faculty members to enable them to supervise more undergraduate students. This issue remains a topic for further discussion, as SFU develops a strategy to increase the research engagement of senior undergraduate students.

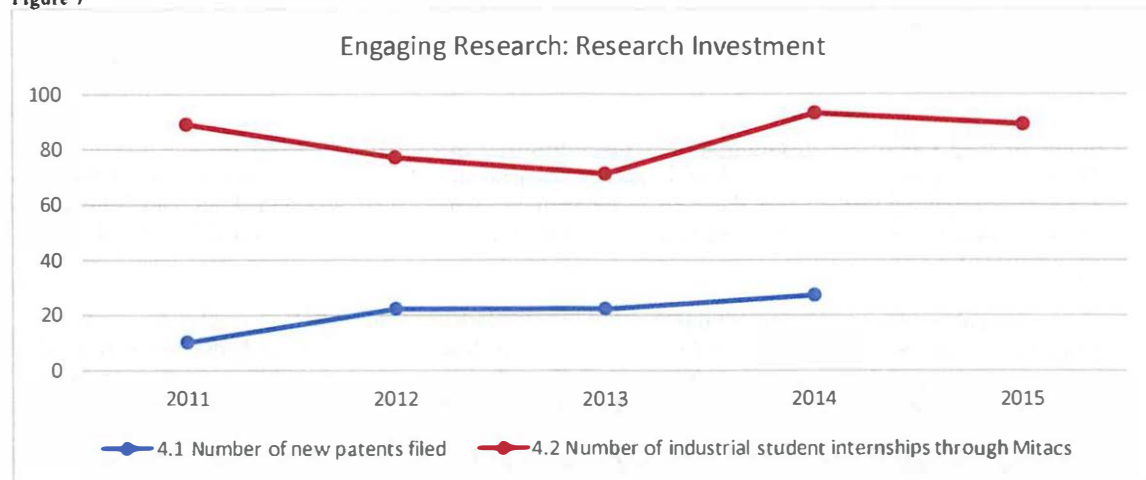
SFU expects to maintain the number of undergraduate enrollments in dedicated research activities at a comparable level over the next three years.

### 4.2.4. Outcome 4 – Research Investment is Leveraged to Drive Innovation and Transfer of Technology for the Benefit of Society and the Economy

Table 7

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.										
Outcome	Indicator	2011	2012	2013	2014	2015	Targets			
							2016	2017	2018	
Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	4.1	Number of new patents filed	10	22	22	27	28	29	30	n/a
	4.2	Number of industrial student internships through Mitacs	89	77	71	93	89	92	96	100

Figure 7



#### Indicator #4.1 – Number of New Patents Filed

This indicator provides the number of new patents filed each year through the SFU Innovation Office. While these numbers may not be reflective of all patents filed each year due to SFU's flexible Intellectual Property Policy, the data are indicative of innovation activities at SFU, and provide a good metric for this outcome.

The number of new patents filed each year shows a positive trend, and the data show that SFU is *on course* with respect to new patents, given the overall increase in the number of new patents filed each year. It is expected that this trend will continue as SFU seeks to formalize its innovation agenda over the course of the next few years.

#### Indicator #4.2 – Number of Industrial Student Internships through Mitacs

Mitacs is a national Canadian not-for-profit organization that supports research internships across academia and industry, with the goal of facilitating innovation. Mitacs internships are intended for graduate students and post-doctoral fellows, and are in effect a partnership between the University and industry.

The number of Mitacs internships has ranged from 71 in FY 2013 to 93 a year later. The low point in 2013 was due to internal program restructuring at Mitacs. Overall, the value of Mitacs awards has increased significantly, which is a sign of the success for both Mitacs and SFU graduate programs. As suggested by this indicator, SFU graduate programs are supporting innovation in research through Mitacs partnerships, and this trend is expected to continue.

#### 4.2.5. Recommendations

The Engaging Research Theme Team has made a number of new recommendations, which include the addition of a new outcome with two corresponding indicators, and one new indicator for each of its other three outcomes.

##### **New Outcome (Outcome 4)**

The Theme Team has recommended a new outcome with two corresponding indicators. This outcome, *Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy*, indicates that innovation is a major component of SFU's research portfolio. Its corresponding indicators, "number of new patents filed," and "number of industrial student internships through Mitacs," provide measurable benchmarks of SFU's influence in innovative and entrepreneurial endeavours.

##### **New Indicators**

For Outcome 1, *Research is at a high quality level*, the Theme Team has added a new indicator, "percentage of publications in top journal percentiles," which provides a metric for benchmarking the quality of SFU's research relative to Canada, USA, and Europe.

For Outcome 2, *Research is mobilized through partnerships/collaborations with external partners*, the Theme Team has added a new indicator, "number of co-authored publications with external collaborators," which provides a concrete measure of research productivity with partners that showcases the degree of SFU engagement in research with collaborators across multiple levels: national, international, and corporate.

For Outcome 3, *Research is integrated into learning and teaching*, the Theme Team has added a new indicator, "number of undergraduate enrollments in one-on-one supervised research." The Theme Team notes that active participation of undergraduate students in research demonstrates the University's integration of research into learning and teaching.

#### 4.2.6 Conclusion – Engaging Research

The outcomes and indicators laid out in this core theme strongly support SFU's position as one of Canada's top research-intensive universities, set to become a global leader in knowledge mobilization. The indicators address SFU's high quality of research, its far-reaching collaborations and engagement with external partners, its integration of research into training programs for students at all degree levels, and its strategy for innovation and transfer of technology. As the data illustrate, SFU is *on course* and meeting its research targets, and is set to continue the expansion of its research enterprise along all of the above dimensions as it continues to fulfill the University's Vision/Mission.



### 4.3. Core Theme 3: Engaging Communities

**Goal**

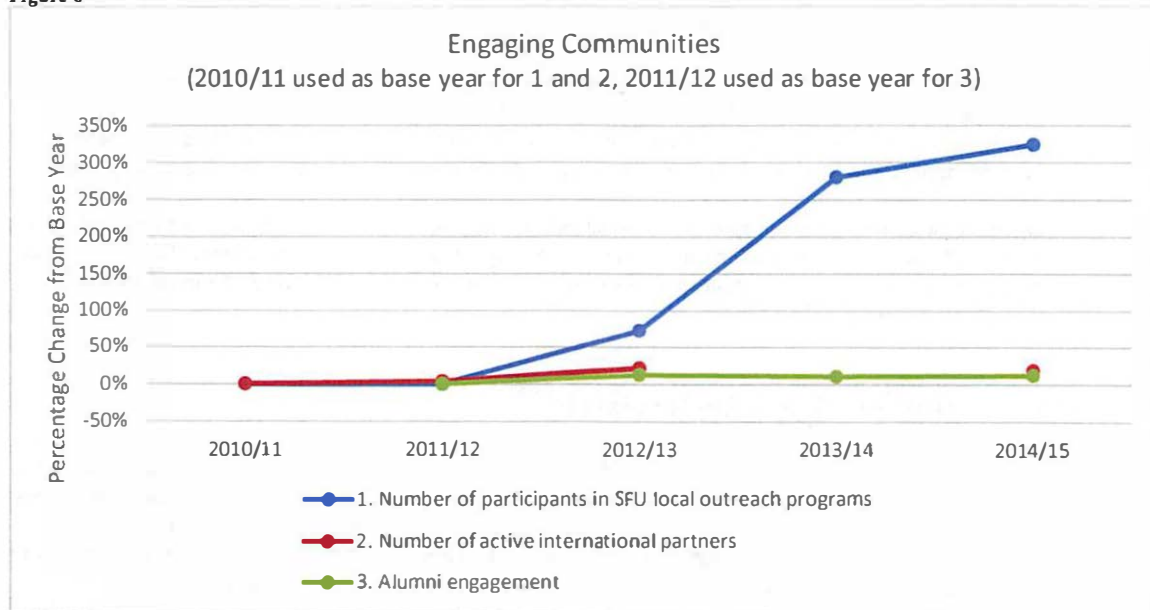
To be Canada’s most community-engaged research university.

#### 4.3.1. Outcomes

Table 8

Goal: To be Canada’s most community-engaged research university.						
Outcome	Indicator	2010/11	2011/12	2012/13	2013/14	2014/15
SFU is engaged locally.	1. Number of participants in SFU local outreach programs	13,905	13,879	23,953	52,834	58,901
SFU is engaged globally.	2. Number of active international partners	177	183	215	not available	210
SFU is engaged with its alumni.	3. Alumni engagement score <sup>4</sup>	-	1.04	1.17	1.15	1.16

Figure 8



**Indicator #1 – Number of Participants in SFU Local Outreach Programs**

SFU has a strong tradition of community and continuing education programming. This is evident in the increasing number of participants in its outreach programming over the five years reported. Particularly successful are SFU’s Public Square and Science outreach initiatives. It is also important to note that the large jump in outreach participation from 2012/13 to 2013/14 correlates with the release of SFU’s Community Engagement Strategy<sup>5</sup> in early 2013.

As the Community Engagement Strategy is reviewed and improved in 2016, SFU is confident that participation in its community outreach programs will remain vibrant and continue to increase in popularity. Currently, this indicator is *on course* and fulfilling its objective.

<sup>4</sup> Every contactable alumnus is assigned a score based on his/her level of alumni engagement as follows: Informed (1), Involved (2), and Invested (3). The alumni engagement score is the sum of all points divided by the total number of contactable alumni (tentative). Source: University Planning Framework

<sup>5</sup> <https://www.sfu.ca/engage/strategy.html>

**Indicator #2 – Number of Active International Partners**

SFU is committed to international exchange and partnerships. Of particular note is the dual degree computing science program with Zhejiang University in China that was first launched in 2005. This program was one of the first of its kind worldwide and has served as a model for many institutions around the globe.

SFU currently has approximately 210 partnership agreements with other universities, which include bilateral exchange agreements, consortia exchange relationships, inbound study abroad relationships, collaborative degrees, field schools, and many other projects and programs. In the five years measured, these agreements have increased by approximately 19%. With respect to this indicator, although no data is available for 2013/14, it appears to be *on course* and fulfilling its objective.

**Indicator #3 – Alumni Engagement Score**

SFU and the Alumni Association established a strategic vision for alumni engagement in 2011/12 with five distinct goals:

1. Build partnerships to expand and strengthen alumni engagement
2. Improve our knowledge of alumni for more personalized engagement
3. Provide programs and services that help alumni learn, grow, and succeed
4. Provide opportunities for alumni to help students learn, grow, and succeed
5. Foster a culture of engagement among students, our future alumni

To measure the level of success in attaining these goals and their contribution to the University's overall Vision/Mission, a measurement/alumni engagement score was adopted. This measurement shows an initial jump from the first year to the second, but has since leveled off in years three and four.

Currently, this indicator is *on course* and fulfilling SFU's Vision/Mission. However, the University does note that the last three years of measurements for this indicator have remained steady.

**4.3.2. Recommendations**

The Engaging Communities Theme Team is currently satisfied with the indicators being used to measure community engagement. However, they do have recommendations for improvements regarding the activities captured by each of the indicators. The Theme Team recommends that the University add several additional programs to better represent the breadth of community outreach and engagement, which will further support growth in Indicator 1. For Indicator 2, the Team recommends that SFU International<sup>6</sup> implement a measurement of partnership depth in future years in addition to the total number of partnerships. For Indicator 3, the Team currently does not have any recommendations.

**4.3.3. Conclusion – Engaging Communities**

Currently, the indicators for this theme are *on course* and moving in a positive direction. Given the changing methodology in calculating the indicators, the rapid growth of activities, and the uncertainty of continued external funding, the Theme Team does not recommend aspirational targets be established. The implementation of targets could be reviewed at the next mid-term review. In future years, the current indicators could be modified if a university-wide event registration system being implemented in 2015/16 is continued, and if there is the opportunity to include questions as part of an online faculty curriculum vitae system.

In 2016, there will be a process to renew the Community Engagement Strategy, especially in light of integrative initiatives in Engaging Students and Engaging Research (see Engaging Communities Theme Team Report in the

<sup>6</sup> <http://www.sfu.ca/international.html>



appendix for the proposed process and timeline). Current investigations by the Vice-President, Research will result in an understanding of the needed infrastructure to support community-based research and innovation. Possible institutional investments in an experiential learning credential and other avenues to increase student engagement will also result in SFU advancing its vision of embedding community engagement in the Vision/Mission.

## 4.4. Fundamental Theme: Leveraging Institutional Strength

### Goal

To become financially flexible by continuously improving our administrative systems and strengthening our infrastructure and to engage the best people.

### 4.4.1. Outcomes

Table 9

<b>Goal:</b> To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.						
Outcome	Indicator	2010/11	2011/12	2012/13	2013/14	2014/15
SFU is financially sound.	1. Net operating assets as a % of consolidated revenues	7%	6%	4%	4%	3%
SFU has IT services that support its priorities.	2. Joint availability of core services	n/a	n/a	n/a	99.84	99.97
SFU attracts and retains the best people.	3. Canada's Top 100 Employers	Yes	Yes	Yes	Yes	Yes
SFU has facilities that meet its needs.	4. Facilities Condition Index	-	-	0.43	0.47	0.53

#### **Indicator #1 - Net Operating Assets as a Percentage of Consolidated Revenues**

With the introduction of new accounting standards, and the careful management of reserve levels, this indicator has dropped from its high point in 2010/11. However, net assets in the range of 2% to 9% still represent a reasonable level of operational reserves, given that contributions have been made to the deferred maintenance from the operating budget. For 2014/15, SFU remains within its target range and is *on course* with respect to this indicator.

#### **Indicator #2 - Joint Availability of Core Services**

As there is no "industry standard" single metric for the performance of IT services, the Theme Team adopted a measurement expressed as a percentage of time the SFU system is performing as designed for all users. The measurement has only been in place for two years, but the initial readings indicate how well the priority core IT services at the University are being employed. However, this indicator will be subject to further review.

SFU is *on course* with this indicator.

#### **Indicator #3 - Canada's Top 100 Employers**

SFU consistently ranks in the top 100 rankings of employers by Mediacorp Canada,<sup>7</sup> the country's leading employment periodicals publisher. Mediacorp assesses employers using eight criteria:

1. Physical workspace
2. Work atmosphere and social atmosphere
3. Health, financial, and family benefits
4. Vacation and time off
5. Employee communications
6. Performance management

<sup>7</sup> <http://www.canadastop100.com/national/>

7. Training and skills development
8. Community involvement

SFU has been in the top 100 list every year since 2008, which is a good indicator of the University's commitment to its employees and its ability to provide them with a positive work environment and culture.

#### **Indicator #4 - Facilities Condition Index**

In 2012/13, SFU adopted the Facilities Condition Index (FCI) for all of its campuses. FCI is an accepted industry metric for determining the relative condition of constructed assets at a specific point in time. It is the ratio of the cost of deferred maintenance and capital renewal to current replacement value. For example, an FCI of zero means that a building is brand new, while an FCI of 1.00 means that a building has no useful life left.

SFU's FCI of 0.53 for 2014/15 falls in the range of "poor" condition. However, it should be noted that this is a measure of the University's entire building portfolio, with many buildings having an FCI far in excess of 0.53 and some buildings being in better condition. In 2014/15, the University completed \$15 million worth of deferred maintenance-related work and established a Deferred Maintenance Initiative with a \$30 million line of credit.

### **4.4.2. Recommendations**

#### **Indicator #1 - Net Operating Assets as a Percentage of Consolidated Revenue**

This indicator was updated in June 2014 and was previously expressed as the dollar value of net unrestricted assets. The new indicator is considered more representative of the financial health of the University as it is now directly linked with consolidated revenue and provides for a better year-over-year comparison.

SFU is currently satisfied with this indicator and has no immediate recommendations to change it.

#### **Indicator #2 - Joint Availability of Core Services**

SFU adopted its current measurement of IT services two years ago. Initial results are proving to be favourable and useful. However, it is acknowledged that this metric is broad based, unweighted, and susceptible to diminishing returns. Since the IT Services department at SFU is currently undergoing a period of transformation, it is anticipated that this metric will be reviewed and possibly replaced with one that is more focused and provides a more robust measure of IT criticality and performance.

#### **Indicator #3 - Canada's Top 100 Employers**

This continues to be an effective measure in determining whether or not SFU attracts and retains the best people. However, the University may consider developing a support metric to supplement the Canada's Top 100 Employers indicator due to its binary nature, as any given organization is either "on the list" or "off the list."

SFU is exploring the possibility of implementing an employee engagement survey that would provide valuable information for understanding SFU's employee satisfaction levels.

#### **Indicator #4 - Facilities Condition Index**

The FCI is an effective tool of measurement and can be used to make a political statement regarding deferred maintenance. (If all post-secondary institutions adopt FCI, then it could act as a standardized or uniform guide for the Ministry of Advanced Education in regards to provincial funding decisions.) However, it is more complex than just a single average FCI. If all buildings had an FCI of 0.53 this would be acceptable. In reality, many important buildings have an FCI of 0.70, which is not acceptable. A policy goal may be to not have any buildings with an FCI over 0.80 and an overall average FCI target of 0.35. This could be adopted as an SFU policy with a concerted effort to implement this as a system-wide Ministry of Advanced Education policy.

It is recommended that, as information matures, the University consider a more detailed review of FCI values for the entire building portfolio, and update the indicator accordingly. A more detailed approach to indicator tracking would provide important information to guide overall University infrastructure planning and enhance government lobbying efforts.

#### **4.4.3. Conclusion – Leveraging Institutional Strength**

These measurements reflect SFU's overall financial strength, the strength of ITS resources, the strength in human capital, and the condition of SFU's facilities. These indicators can drive where and how the University allocates resources. Based on the measurements for the documented five-year period, SFU is meeting its goals and objectives for this fundamental theme.

## 5. Conclusion

This Strategic Review has determined that the goals and indicators within the Planning Framework are reasonable and provide a consolidated measurement reflecting SFU's Vision/Mission fulfillment. Based on the Theme Team reports and this overall assessment, SFU is confident that all objectives and outcomes are being achieved. Therefore, it can be said that SFU is fulfilling its Vision/Mission.

It is suggested that a similar process be led by the Vice-Presidents in regards to each of their respective and subordinate plans that make up the overall Planning Framework. This approach will provide a cohesive and overarching assessment of all facets and areas of the University as it strives to continually improve and achieve its Vision/Mission.

Table 10

Core Theme Assessment for 2015		
Core Theme	Outcomes	SFU is Fulfilling its Vision/Mission
<b>Engaging Students</b>	• Students gain the knowledge to complete the degree requirements.	
	• Students acquire skills necessary in an ever-changing world.	
	• Students apply knowledge in the workplace or further studies.	
<b>Engaging Research</b>	• Research is at a high quality level.	
	• Research is mobilized through partnerships/collaborations with external partners.	
	• Research is integrated into learning and teaching.	
	• Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	
<b>Engaging Communities</b>	• SFU is engaged locally.	
	• SFU is engaged globally.	
	• SFU is engaged with its alumni.	
<b>Leveraging Institutional Strength</b>	• SFU is financially sound.	
	• SFU has IT services that support its priorities.	
	• SFU attracts and retains the best people.	
	• SFU has facilities that meet its needs.	

## **6. Appendices**

Theme Team Report: Engaging Students - 24

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**Simon Fraser University Strategic Review**

**Theme 3 Report 2015 - Engaging Students**





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**SFU's Core Theme: Engaging Students:**  
"To equip SFU students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world."

### Introduction:

The goal of this review is to examine, through assessment, how the core theme of *Engaging Students* has contributed to the overall mission of the university. In particular the review examines the alignment among the goals articulated, the desired outcomes, and the indicators selected to demonstrate success.

The Engaging Students Theme was assessed in detail for the Mid-Cycle Report submitted to the NWCCU in September 2014. As part of that submission the Engaging Students Theme Team assessed the progress being made and provided recommendations for improvement of the indicators. For this Comprehensive Report, the assessment provided in 2014 has been updated.

A working group was struck to review the theme (see Appendix A for membership) as part of the mid-cycle review in 2014. The Engaging Students theme group undertook three key activities:

1. Reviewed SFU's Strategic Review (April 2014) to assess the extent to which SFU is achieving this theme's articulated goals.
2. Reviewed the effectiveness of the current indicators and suggested changes that could be adopted going forward.
3. Made suggestions regarding how the institution could be more effective in achieving the outcomes for this theme.

For this report, the data submitted for the Mid-Cycle Report has been updated. Although this report will address each of these activities in turn, it is clear that they are highly interrelated. For example the discussion regarding the extent to which SFU currently achieves its goals is directly related to evaluating the selected goal and indicators.

### Theme Description

**GOAL: TO EQUIP STUDENTS WITH THE KNOWLEDGE, SKILLS, AND EXPERIENCES THAT PREPARE THEM FOR LIFE IN AN EVER-CHANGING AND CHALLENGING WORLD.**

SFU will foster supportive learning and campus environments.

Combining the best traditions of academic and teaching excellence, SFU will provide students with diverse and transformative learning opportunities that enable them to gain the knowledge, critical capacities, research skills, and civic understanding required to become engaged global citizens and to thrive and adapt in demanding and dynamic environments.

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

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

There is general satisfaction with the goal and its description.

As part of the 2014 Mid-Cycle Review, the committee evaluated the outcomes and indicators. In the Year One Self-Evaluation Report that was submitted to the NWCCU in 2012 SFU had identified three indicators (see Table 1).



Table 1: Indicators from Year-One Self-Evaluation Report (2012)

Outcome	Indicator
Students gain the knowledge to complete degree requirements.	<ul style="list-style-type: none"> <li>• Composite graduation rate (%) (6 year graduation rate for undergraduate programs, 4 year for Masters programs and 6 year for Doctoral programs)</li> </ul>
Students acquire skills necessary in an ever-changing world.	<ul style="list-style-type: none"> <li>• Participation rate of graduating students in experiential learning (%)</li> </ul>
Students apply knowledge in the workplace or further studies.	<ul style="list-style-type: none"> <li>• % students employed or engaged in further studies</li> </ul>

The Committee found that more indicators were needed to adequately review our performance. The new indicators are consistent with the intent of the original indicators but are intended to be useful in the longer-term and provide a more nuanced assessment of achievement. The indicators and the current performance can be found in Table 2.

### Assessment of Theme Performance

**SFU is Achieving Satisfactory Progress for its Core Theme of Engaging Students**

Looking at the data outlined in Table 2 SFU is achieving its goals for the Student Engagement Theme. Some observations:

- In support of the outcome of students gaining the knowledge to complete degree requirements we report the 6-year graduation rate for undergraduate and graduate students. The graduation rates are quite steady. The committee indicated that ideally the rates could be improved. Information from the Fall Undergraduate Student Survey indicates that the main reasons students extend the time to credential completion is due to course availability issues (e.g., full courses, scheduling conflicts), students choosing to reduce their course load, and students working in a job outside of SFU’s Coop program. While we don’t have data about graduate student degree completion times the committee was not concerned with the current statistic of 79 percent completing after 6-years.



Table 2 - University Planning Framework Indicators – Student Engagement

The me	Outcome	Indicator	Fiscal Year					Goal Achievement
			2010/11	2011/12	2012/13	2013/14	2014/15	
Engaging Students	Students gain the knowledge to complete degree requirements.	Undergraduate composite graduation rate (%) (6-year graduation rate) for degree programs	63%	63%	60%	57%	60%	On Course Achieving
		Graduate composite graduation rate (%) (6-year rate for Masters programs and 8-year rate for Doctoral programs)	79%	79%	77%	80%	79%	On Course Achieving
		Undergraduate retention rate (%) (year 1 to year 2)	85%	86%	86%	87%	87%	On Course Exceeding
		Graduate retention rate (%) (year 1 to year 2)	93%	93%	94%	94%	95%	On Course Exceeding
	Students acquire skills necessary in an ever-changing world.	Undergraduate average credits in Cooperative Education and Field Schools per graduating student	7.77	8.17	8.38	8.29	8.70	On Course Achieving
		Undergraduate student assessment of skill development (average %) as measured by the BC Baccalaureate Graduate Survey	78%	78%	79%	78%	82%	On Course Achieving
		Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	-	-	88%	91%	92%	On Course Achieving
	Students apply knowledge in the workplace or further studies.	Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	82%	81%	82%	81%	80%	On Course Achieving
		Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	-	-	82%	84%	88%	On Course Achieving
		Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	84%	84%	83%	78%	79%	On Course Achieving
		Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	-	-	87%	90%	90%	On Course Achieving



- The retention rates of undergraduates and graduates from year 1 to year 2 are strong. In the case of undergraduates the current rates are much improved from a decade ago.
- The indicators in support of the outcome of “students acquire the skills necessary in an ever-changing world” are strong. There is an increase in the number of credits that undergraduates are taking in Cooperative Education and Field Schools. The data from the BC Baccalaureate Graduate Survey compares favorably to other institutions in the Province.
- The indicators in support of the outcome “students apply knowledge in the workplace or further studies” are favorable. The Committee did note that there was a modest decline in undergraduate students’ assessment of academic preparation for further studies and recommended that this may benefit from further exploration. Students self-report are higher at the time of graduation than it is on the BC Baccalaureate Graduate Survey, which is two-years post graduation. It is difficult to measure this reliably beyond the two-year assessment but it would be useful to have that information. Nonetheless, the outcomes indicate high levels of knowledge application overall and this is reflected in “real time” by the steady growth in SFU Coop programs (i.e., increase in the number of students being hired).

In addition to the stated indicators the group also considered information from relevant national, provincial, and institutional surveys. All the information reported in this section is publically available at [www.sfu.ca/irp](http://www.sfu.ca/irp) or at the BC Student Outcomes website: [http://outcomes.bcstats.gov.bc.ca/BGS/BGS\\_Info.aspx](http://outcomes.bcstats.gov.bc.ca/BGS/BGS_Info.aspx).

Looking at the National, Provincial, and SFU’s own student surveys it is notable that SFU students report:

- CUSC 2015
  - 88% feel satisfied or very satisfied with the quality of their SFU education (slightly higher than the national average)
  - Satisfaction in terms of their communication skills (written, oral, and interpersonal cooperation) as well as their analytic and learning skills, equal to that of the to national average
  - 75% agree or agree strongly that they feel they are part of the University
  - 88% indicated they would recommend the university to others (the same as the national average)
- BGS 2014
  - Over 81 percent of SFU respondents reported that their institution had helped them to develop a variety of such skills.
  - Skills associated with critical analysis and independent learning were rated the highest (91%). Communication skills—reading and comprehending material, writing clearly and concisely, and verbally expressing opinions or ideas—were also highly rated. Almost nine out of ten graduates (87 percent) gave reading comprehension the highest ratings, and eight out of ten graduates gave the highest ratings to the skills associated with clear and concise writing (84 percent) and verbal communication (83 percent). A similar proportion gave very high or high ratings to skills associated with group collaboration (working effectively with others, 79 percent) and problem resolution (79 percent).
  - Employed graduates were also asked to rate the usefulness of knowledge, skills, and abilities they acquired during their baccalaureate education in both their work and their day-to-day life. The knowledge, skills, and abilities graduates learned were deemed very useful or somewhat useful in their work by 80 percent of graduates, and determined to be very useful or somewhat useful in their day-to-day life by 76 percent of graduates.
- Fall Undergraduate Student Survey 2014 results were very similar:
  - 88% of respondents are satisfied that SFU is equipping them with critical thinking skills
  - 90% of respondents are satisfied with their general SFU experience
  - 87% are satisfied with the quality of teaching

Overall, the results from the indicators for engaging students are satisfactory. However, as an institution that strives for continuous improvement, there are two areas noted in the surveys where we would like to



strengthen our programs and services. The first is the observations that students continue to seek and request improvements to student life and campus community (e.g., events, clubs, and athletic events) as well as improved student spaces (e.g., events and study space). The second observation is students' self-rating of the acquisition of key employment skills (specific knowledge and skills for employment) and life skills (interpersonal skills, self-confidence, & leadership) is below the national average. We plan to conduct further research to improve our understanding of these issues. Both these observations inform proposed changes to our programs and services outlined in Part 3 of this document.

### **Suggested Improvements**

A number of activities that maintain and improve performance of each theme were submitted as part of the 2104 Mid-Cycle Review. Briefly stated the following key activities are underway and some actions were proposed to improve effectiveness.

#### **Goal: Students gain the knowledge to complete the degree requirements.**

Key activities to sustain and improve:

- Recruitment of students who best fit SFU's academic profile and program choices:
- Support programs that encourage student retention, including those for specific populations (e.g., indigenous, international, first-year, scholarship students, etc.)
- Policy/Procedure/IT System features to promote/support academic success
- Use of assessment data to track performance and make improvements





**New initiatives:**

- Complete English as an Additional Language (EAL) project and implementation to support student success
- Enhance programming to link academic choices (e.g., program and course selection) to chosen career
- Increase the number and variety of activities recognized by SFU's Co-curricular Record (My Involvement)
- Focus on developing targeted programs to address Truth and Reconciliation Commission recommendations to better support aboriginal student success
- Increase programs and services to meet the needs of Commuter students
- Enhance student residences and related residence life programming
- Enhance policies and procedures that will improve course access for students (e.g., additional sections to meet demand, uniform use of waitlists in student information system, other system based information to enhance planning, etc.)
- Implement Customer Relations Management system to coordinate student support
- Examine recommendations from the Flexible Education Task Force (Spring 2015)
- Review of Major scholarship programs.
- Revising evaluation of teaching (Spring 2015)
- Educational goals and assessment will help inform external reviews.
- Establish a working group on student surveys

**Goal: Students acquire skills necessary in an ever-changing world**

**Key activities to sustain and improve:**

- Enhance experiential learning opportunities & develop staff and faculty community of practice
- Professional Development for graduate students (APEX program)
- Research based opportunities (e.g., tri-council research assistantships, employment by faculty on research projects)

**New initiatives:**

- Complete implementation of Co-curricular Record (My Involvement)
- Increase support for participation in Field Schools and International Coop
- Provide support for the development and diversification of field schools

**Goal: Students apply knowledge in the workplace or further studies**

**Key activities to sustain and improve:**

- Changed undergraduate curriculum to emphasizing writing, quantitative and breadth requirements to better address employability skills
- Improving career services (philosophy) to engage students earlier in making connection with academic choices
- Added program offerings (coop, certificates at the graduate and undergraduate level) to directly address employability.
- Implemented Bachelors-Masters concurrent programs
- Enhanced dual credit recognition Bachelors/Masters courses
- Incubation & innovation programs
- Increased partnership programs with technical and applied schools
- Draw on knowledge from business advisory boards to design and revise some programming
- Continue to offer small grants for student lead projects and initiatives

**New initiatives:**

- Undertake a program proposal to enhance career planning for newly admitted students to operate under a Faculty in conjunction with service units (e.g., Student Services, & Learning Commons)



## Conclusion

Overall SFU is achieving satisfactory progress on its core theme of engaging students. In addition to the information collected related to SFU's indicators there is considerable evidence from institutional, provincial, and national surveys to substantiate the claim. SFU is committed to countless programs and services to maintain and improve its performance. The area of "student life" has been noted as an area for improvement and the institution is committed to undertaking the challenge in collaboration with students and the broader campus community.



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SFU Annual Strategic Review 2014

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Simon Fraser University Year-One Self-Evaluation Report:

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## Appendix A – Working Group Membership

Brady Yano	Undergraduate Students & VP University Relations, Simon Fraser Student Society
Elaine Fairey	Associate University Librarian, Learning & Research Services
Gord Myers	Associate Vice-President Academic
Jo Hinchliffe	Director, Senate & Academic Services
Nancy Johnston	Executive Director Student Affairs
Peter Liljedahl	Associate Professor, Faculty of Education & Assoc. Dean (Academics) Grad Studies
Rummana Khan Hemani	Sr. Director, Student Success & Strategic Support
Tim Rahilly	Associate Vice-President, Students (Committee Chair)
Yvonne Tabin	Assoc. Dean, Lifelong Learning
Zareen Naqvi	Director, Institutional Research and Planning

**CORE THEME: ENGAGING RESEARCH**  
**Submitted as part of the Comprehensive Accreditation Self Evaluation Report to the Northwest  
Commission on Colleges and Universities**

**October 1, 2015**

## **Introduction**

SFU is Canada's leading comprehensive university, distinguished as one of the country's fastest growing and most versatile research institutions, with globally recognized strengths across a range of core and interdisciplinary fields. With eight major Faculties, carrying out world-class research from fundamental sciences to business incubation, from environmental resource management to innovations in medical technology, computational criminology to robotics, and population health to big data science, SFU is committed to becoming a world leader in knowledge mobilization, building on a strong foundation of fundamental and applied research. At the heart of SFU's research enterprise is a strategy for wide-spread collaboration and partnership building across several sectors, within public and private organizations. As a place of training, SFU's undergraduate and graduate programs provide a stimulating and supportive environment to foster experiential learning and innovation, with an emphasis on real-world solutions.

The purpose of this review is to define an analytical framework, and develop a set of outcomes and indicators that measure SFU's progress within its research enterprise, and provide recommendations on future courses of action, in alignment with the university's Vision/Mission. The research theme team has sought input from the university's Vice-Presidents and Deans, research and teaching faculty, the Library, research staff, and students, to represent a balanced view of the university's research community. SFU's ongoing commitment to managing the collection of research performance data and analysis ensures that the University will self-monitor its progress, as a component of its strategic plan for growth and engagement, and to improve its competitive advantage as a world-class research university.

### **1. Theme Description**

**GOAL – TO BE A WORLD LEADER IN KNOWLEDGE MOBILIZATION, BUILDING ON A STRONG FOUNDATION OF FUNDAMENTAL RESEARCH.**

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

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

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

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

The theme team reviewed the research outcomes and indicators in the Mid-Cycle Evaluation Report (2014), and implemented a few methodological enhancements. A new outcome on innovation and commercialization of research was added, with associated indicators, to capture the role of institutional investments and engagement in the innovation ecosystem. The team identified additional indicators for existing outcomes to better reflect the performance of university research within the context of its Mission, and made a number of improvements to the management of research performance data and their analysis to capture the results of the indicators both at a finer level of detail, and with broader scope. Most significantly, the theme team subscribed to an improved system of abstract and citations database, allowing access to a number of new, meaningful publication research metrics to more accurately benchmark the research activities of the university within the Canadian and international research landscape. These metrics enable the university to identify its key strengths in the context of research trends globally, through identifying clusters of researchers producing high-impact publications, and closely-knit collaborations.

As SFU has an active innovation agenda, and is initiating a strategy to expand its transfer of technology activities, the theme team recommended the addition of an outcome that reflects the university's engagement and investment in research activities leading to innovation and commercialization of research results. The new indicators included are (1) Number of new patent applications filed each year; and (2) Number of graduate student internships with industry enabled through national academic-industry partnership and innovation program, Mitacs.



## OUTCOME 1: Research is at a high quality level

Central to the core mission of the University's research enterprise is a commitment to high standards of research quality. SFU is consistently recognized in world university ranking systems as one of Canada's top research universities, to a large part due to its research impact across a broad range of fields. Although SFU is among the youngest of Canada's research-intensive universities, it has gained a reputation for the high quality of its research output, and participation in world-class research collaborations. Our researchers publish in many of the world's highest ranking journals, and consistently produce or collaborate on some of the world's most highly cited publications. In the latest QS World University Rankings (2015/16), SFU is ranked #2 in Canada and #66 in the world for its number of citations per faculty, as a metric of research impact.

### Indicator 1.1: Total Number of Citations

The total number of citations per year for SFU research publications has been steadily rising. Figure 1 provides the number of citations for SFU publications for five-year publication cycles. Since research articles require several years from their date of publication to reach their fullest impact—i.e. the time it takes for the publication to reach its audience, and for the citing literature to be published—it is customary to select five-year publication cycles to study the impact of a publication.<sup>8</sup>

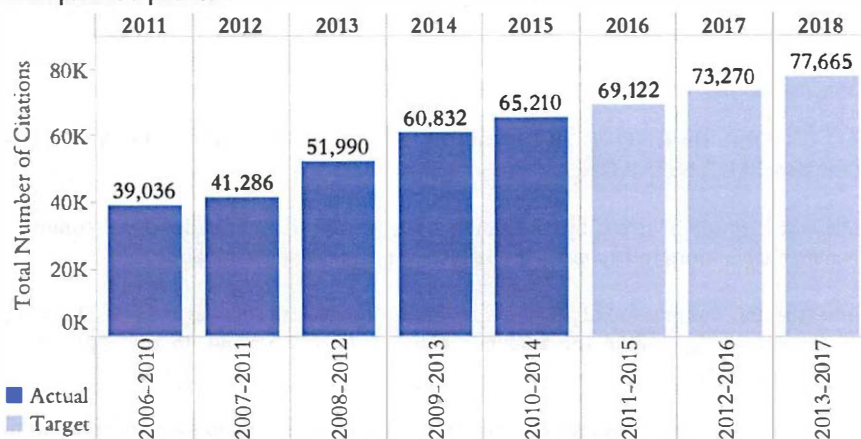


Figure 1: Total number of citations for 5-year publication periods

The number of citations were obtained through Thomson Reuters' *InCites*, a research analytics platform based on the *Web of Science* database. For each reporting period, the total number of citations for the preceding five years are counted. The citation counts are based on the number of times SFU articles, published within each five-year publication period, have been cited during the same period.

The citations data suggest that SFU research is steadily gaining greater impact each year, although the rate of growth in impact displays some fluctuations. In particular, the number of citations reported in 2013 and 2014 grew at a rate of 26% and 17% respectively, as opposed to the more modest growth of 6% and 7% for years 2012 and 2015. These peaks in citations are mainly due to the major scientific discovery of the Higgs Boson in 2012, in which several SFU researchers played a prominent role, accounting for over 7,500 citations over this period (see also Indicator 2.2 below).

It should be noted that bibliometric data for Social Sciences, Arts and Humanities are known to be problematic, as books and monographs are poorly represented in major databases of abstracts and citations, such as *Web of Science* and *Scopus*. While our citation metrics capture journal publications in Social Sciences, Arts and Humanities, these data do not represent the full spectrum of scholarly activities in certain disciplines. We are currently in discussion with several

<sup>8</sup> See e.g., D Wang, Song C, Barabási AL. Quantifying Long-Term Scientific Impact, *Science* 342, 127-132 (2013).

data providers to address this gap, and will look for alternative metrics that are better suited to research fields not best represented by citation data.

As the data indicate, SFU research is gaining a steady impact each year, as SFU expands its research enterprise, and strives to promote research excellence.

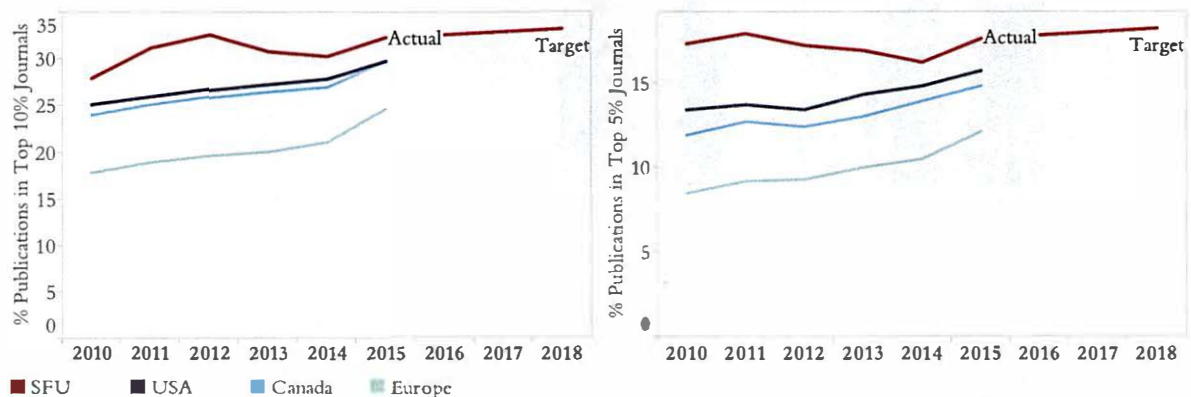
The mid-cycle evaluation report for the NWCCU (2014) reported citation counts for six-year publication cycles, illustrating the same trend. However, the theme team determined that a five-year publication cycle is a more robust period for measuring citation impact. As the data show, SFU is *on course* with respect to this indicator, and is achieving its target. These citation trends are expected to continue, and accounted for in our three-year targets.

### New Indicator

#### Indicator 1.2: Percentage of Publications in Top Journal Percentiles

In addition to citation count of publications, used as the primary indicator of research impact, quality of scientific research and scholarship can also be captured by the quality, reputation, and competitiveness of the journals in which the articles are published. Given SFU's overall high-impact research output, the theme team added a second indicator to capture the proportion of SFU research that meets the highest quality standards, as evaluated by the experts in each field of research.

While researchers within each discipline are aware the high-ranking journals in their own field, several well-accepted metrics exist within academic publishing communities that are widely used to quantitatively rank journals by their quality and impact. Among these, the Source-Normalized Impact per Paper (SNIP) metric, developed at the Centre for Science and Technology Studies (CWTS) at the University of Leiden, measures the contextual citation impact of a journal for a given discipline, and can be used to identify the top-ranking journals within a discipline with certain degree of precision. Elsevier's *Scival* research metrics tool, which is based on *Scopus*, currently the largest database of scientific and scholarly abstracts and citations, provides a metric to determine the number of articles at an institution that are published within the top journal percentiles in each field. For this report, we provide the percentage of SFU articles published within the top 10% and top 5% of journals in fields where SFU research is active, and compare that with the Canadian, American, and European averages (Figure 2).



**Figure 2: Percentage of publications in top 10% and top 5% journals**

As indicated by Figure 2, the share of SFU's total number of publications that are considered high-quality by their inclusion in the world's top 10% and 5% Journals is consistently well above the averages for Canada, the United States, and Europe. Accordingly, over the last five years, between 28 – 33% of SFU's research publications have been considered by expert peer-reviewers to be among the top in their field, and an average of 17% of SFU's publications appeared in the very best journals.

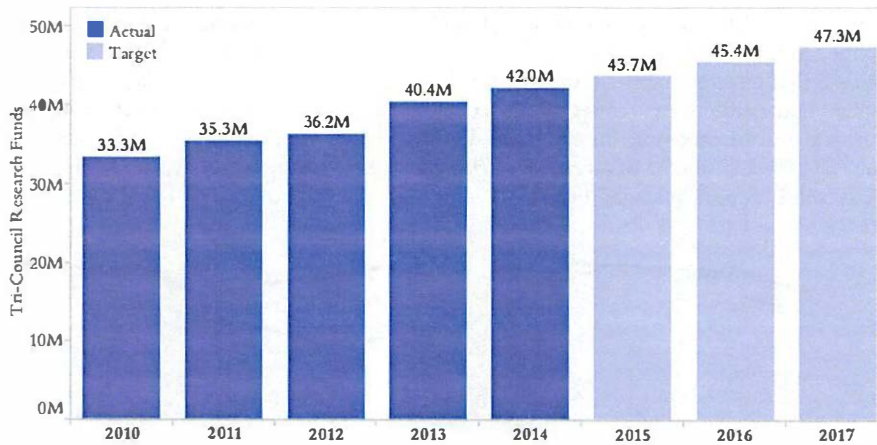
These data suggest that SFU is *on course* with respect to the publications in top journal percentiles indicator, and is achieving its quality metric. Our three-year targets are set with the view that SFU will maintain its share of top-quality publications at comparable levels.

**Rationale for Indicator 1.2**

While citation data is a widely used indicator of research impact, publications in top journal percentiles provide a metric for benchmarking the quality of the university’s research relative to regional averages.

**Indicator 1.3: Tri-Council Research Funding**

While citation metrics form the standard measure of research impact, research income is also widely recognized as a measure of research quality. Research funding data are frequently used in world university rankings, such as the well-known Times Higher Education for World University Rankings. However, total funding for research may not always be a stable indicator of research quality, as the criteria and value for different funding organizations vary widely. While research funding is ostensibly an input metric, given the right control, it is possible to monitor sponsored research income as an indicator of research quality. This is the case with major federal funding agencies, which are strictly governed by a peer-review system, ensuring that only competitive proposals of the highest scientific merit are funded. In Canada, the Tri-Council Agencies are the core source of operating federal funding for research, and account for an average of 28% of total research funding in Canada.<sup>9</sup> Because quality assessment is built prominently into Tri-Council funding competitions, success in Tri-Council research funding can be used as an indicator of research quality.



**Figure 3: Tri-Council research funding**

As shown in Figure 3, SFU researchers have competitively attracted larger research funds each year through the federal Tri-Council system, which attests to SFU’s commitment to high standards of research, and promotion of research excellence. The university provides dedicated resources to supporting researchers in their application to the Tri-Councils through Grants Facilitation and application management, and provides cash and in-kind resources to maintain a supportive research environment for world-class research discovery and training.

In terms of the rate of growth in research income through the Tri-Councils, in 2013, SFU was successful on a number of large, national initiatives, leading to a significant \$4.2M or 10% increase in Tri-Council funding that year. Considering the relatively flat federal budget allocated to the Tri-Councils in recent years, steep increases to the

<sup>9</sup> This average is calculated based on a five-year period, obtained through Financial Reports published annually by the Canadian Association of University Business Officers (CAUBO): [www.caubo.ca](http://www.caubo.ca)

University's research income through the Tri-Councils are unlikely. While SFU expects to see a continued growth in Tri-Council research funding, targets for the next three years are set at a growth rate of 4%. With respect to this indicator, SFU met its \$42M Tri-Council funding target for 2014, and is *on course*.

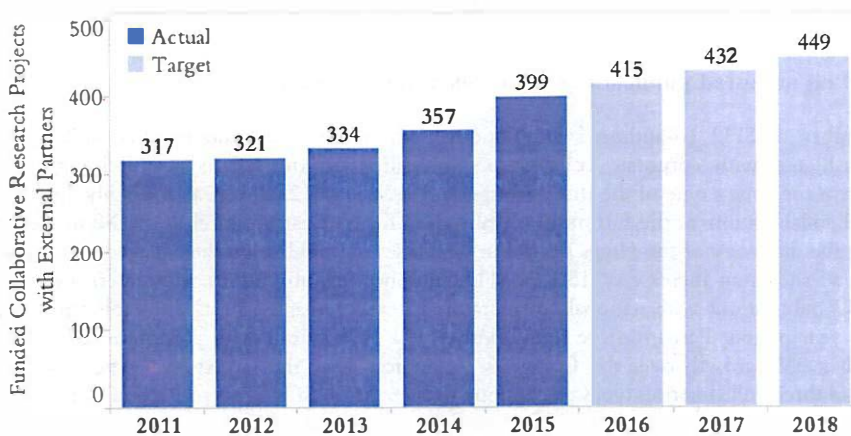
Overall, SFU is meeting its goals for the Research Quality outcome along all three indicators, and is achieving its targets.

## **OUTCOME 2: Research is mobilized through partnerships/collaborations with external partners**

Central to SFU's research enterprise is a commitment to engaging research with our external partners to form a seamless continuum from ideas to discovery to training and innovation. Successful collaboration is a key contributor to SFU's accomplishments in research, and it is a necessary leadership strategy for the mobilization of knowledge in the interconnected research ecosystem of 21<sup>st</sup> century.

### **Indicator 2.1: Number of Funded Collaborative Research Projects with External Partners**

As an indicator of SFU's research engagement at the local, national, and international levels, and across multiple sectors, the number of funded collaborative research projects with external partners are tracked through SFU's internal database of grants and contracts, managed by the SFU Office of Research Services. Using improved analytics tools, the Theme Team was able to strengthen the methodology for identifying institutional research projects with external partners, and capture the statistics with greater accuracy, using a single database. As our previous calculations relied on multiple external databases, which were subsequently restructured with website upgrades, our new methodology uses a single internal database, with stricter parameters to identify all research collaborations. This change in methodology has resulted in a comparable, but more stable, trend than previously reported. These results are provided in Figure 4.



**Figure 4: Number of funded collaborative research projects with external partners**

Commensurate with the steady increase in its research quality, as indicated by Outcome 1, SFU is increasing its number of research partnerships, and engaging the broader community with a higher number of collaborations each year. Overall, SFU is *on course* with respect to this indicator, and essentially met its FY2015 target of 400 partnerships. It should be noted that this target was based on actuals that had been calculated at a higher number of partnerships, which were slightly reduced this year, with the stricter constraints of our new methodology. Targets for the next three years are set with the expectation that SFU will continue to steadily engage with a higher number of research partnerships each year.



### New Indicator

#### Indicator 2.2: Number of Co-authored Publications with External Collaborators

While indicator 2.1 captures SFU's number of external research partners, the Theme Team introduced a new indicator to monitor the outcome of research partnerships with external collaborators in terms of publications. Indicator 2.2 provides the count of publications in which an SFU researcher has collaborated with external partners along several dimensions: number of international collaborations; number of national collaborations; number of academic-corporate collaborations. These data are obtained through *SciVal*, based on the *Scopus* database. These collaborations indicate the number of publications in which an SFU researcher has at least one co-author from an external organization outside of Canada (international), in Canada (national), or a corporate organization (academic-corporate).

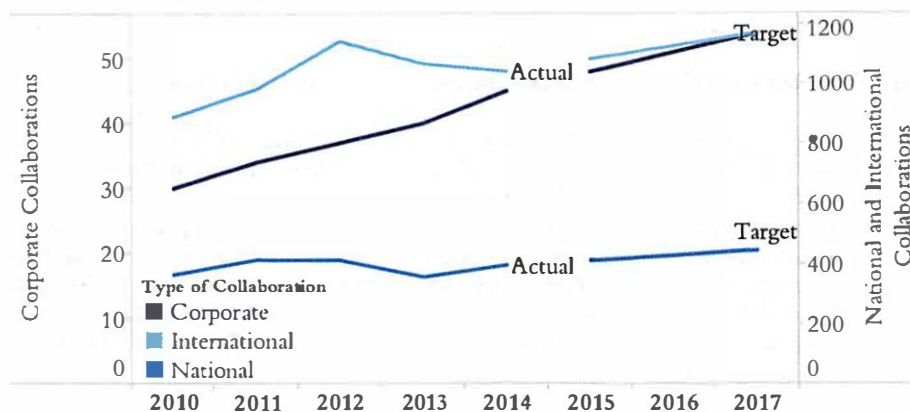


Figure 5: Number of SFU co-authored publications with collaborators by type

Figure 5 illustrates the number of SFU co-authored publications with international and national collaborators (measured on the right axis), and with corporate collaborators (measured on the left axis). Publications with international collaborators form the largest type of the three groups, and peak in 2012. This peak is mainly due to the large volume of international collaborations at the European Organization for Nuclear Research (CERN) in Geneva, leading up to, and following the discovery of the Higgs Boson, in which several SFU researchers played a prominent role. Overall, the 5-year trend shows an increase of 15% in SFU's number of publications with international co-authors. The number of SFU publications with national collaborators has also remained relatively stable, showing a growth of 8% over the five year period. Perhaps more significantly, SFU publications with corporate collaborators have steadily increased, with a 33% growth over the five years. As indicated by the targets, we expect SFU co-authored publications along all three collaboration types to continue to increase, as SFU seeks to expand its large-scale research collaborations, and leads an increasing number of world-class research initiatives.

#### Rationale for indicator 2.2

Number of co-authored publications with external collaborators provides a concrete measure of research productivity with partners, which showcases the degree of SFU engagement in research with collaborators across multiple levels: national, international, and corporate.

With respect to Outcome 2, SFU is *on course* and achieving its targets in mobilizing research collaborations with external partners.

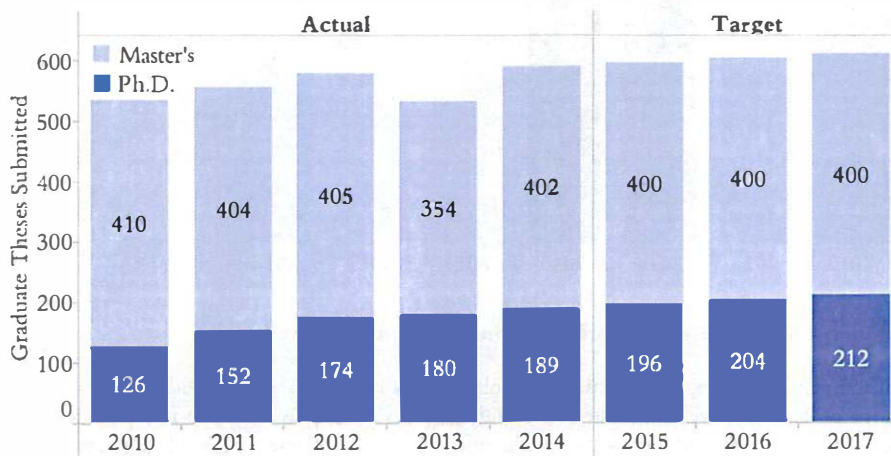
#### OUTCOME 3: Research is integrated into learning and teaching



As one of Canada's top comprehensive universities, SFU provides a rigorous training environment for research, ranging from Arts and Social Sciences to Business Management, Education, Natural and Life Sciences, and Engineering and Technology. Our graduate and undergraduate students are immersed in cutting-edge research practices, and are trained to apply their research skills to solving real-world problems. While the vast majority of our graduate programs involve extensive research training in both laboratory and fieldwork settings, SFU undergraduate students are also exposed to faculty-led research through experiential learning, one-on-one training, and co-op placements.

**Indicator 3.1: Number of Graduate Theses Submitted to the Library**

As an indicator of graduate student engagement in research, the Theme Team broadened the interpretation of its previously defined indicator, the number of Ph.D. degrees awarded, to count instead, the number of graduate theses submitted to the Library, separated by Ph.D. and Master's degrees. While there is a one-to-one correspondence in the number of Ph.D. theses submitted, and the number of Ph.D. degrees awarded, the advantage of the improved indicator is that it also takes into account research engagement at the Master's level. While not all Master's degrees at SFU strictly involve research—e.g. professional graduate degree programs—every Master's Thesis involves research under the supervision of a Senior Supervisor and a Thesis Committee. These data are summarized in Figure 6.



**Figure 6: Number of graduate thesis submissions by degree type**

As shown in Figure 6, the total number of graduate thesis submissions at SFU has grown over the last five years, with some variations in the number of Master's thesis submissions. Significantly, the number of Ph.D. thesis submissions has increased steadily, showing a 33% increase over the last five years. Taken together, the total number of graduate thesis submissions has increased by 9% in the last five years. The relatively modest increase in the total number of graduate thesis submissions is partly due to the Provincial Government scaling back the amount of support for graduate students, prompting our graduate programs to reduce their graduate admission targets. Despite these constraints, SFU has managed to increase the number of its Ph.D. students, and will maintain its total number of graduate students at a comparable level.

It should be noted, however, that there has been extensive discussion among many departments to eliminate the requirement of a thesis for a Master's degree. Accordingly, the Theme Team has set a flat target for the number of Master's thesis submissions, with an increase in Ph.D. thesis submissions. On the other hand, current efforts to create a database of graduate student publications are under way, which would enable the development of a metric of graduate student research productivity.

With respect to indicator 3.1, SFU is *on course* and on target with graduate thesis submissions, although this indicator may be revised, as data on graduate student publications become available for use.

### New Indicator

#### Indicator 3.2: Number of Undergraduate enrolments in one-on-one supervised research

Undergraduate students at SFU are immersed in a supportive environment for research and experiential learning, and engage with faculty-directed research projects through seminars, tutorials, co-op semesters, and other volunteer activities and opportunities that stimulate their curiosity in research. Senior undergraduate students, however, have the opportunity to engage with faculty-led research, through one-on-one training, and lead their own supervised research, often involving a semester of directed readings, capstone project, an Honor's thesis, or an extended essay.<sup>10</sup> In addition, through Undergraduate Student Research Awards (USRA), students receive financial support to spend a full semester dedicated to working on faculty-led research. Figure 7 summarizes the number of student enrolments in one-on-one supervised training in research.

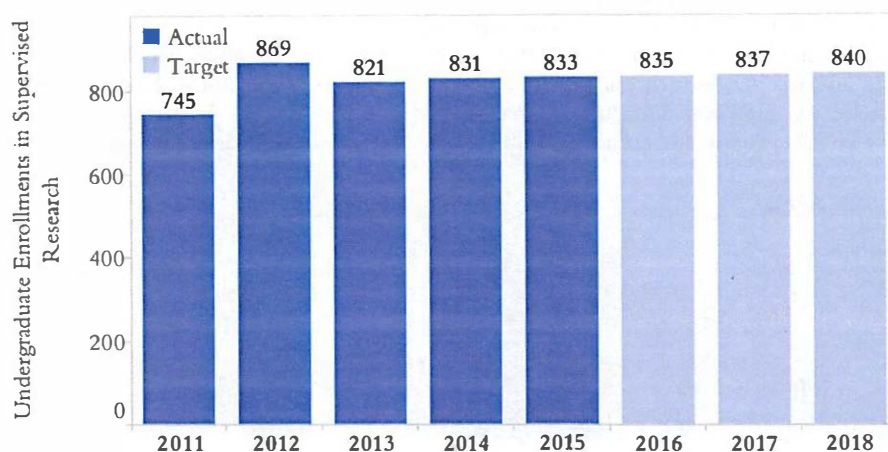


Figure 7. Number of undergraduate enrollments in one-on-one supervised research

As Figure 7 indicates, the number of undergraduate student enrollments in research activities with direct supervision has remained very stable in the last three years. As these training activities are highly resource-intensive for faculty researchers, an increase in the number of undergraduate enrollments in supervised research would require increased incentives for faculty members to enable them to supervise more undergraduate students. This issue remains a topic for further discussion, as SFU develops a strategy to increase the research engagement of senior undergraduate students. We expect to maintain the number of undergraduate enrollments in dedicated research activities at a comparable level over the next three years, as indicated by the targets.

#### Rationale for Indicator 3.3

SFU provides an immersive and supportive environment for undergraduate students to engage with faculty-directed research projects through various activities, including research-intensive courses and funding support for dedicated semesters in research. As such, active participation of undergraduate students indicates the university's integration of research into learning and teaching.

Overall, SFU is meeting its goals to integrate research into learning and teaching, and has trained a growing number of Ph.D. students. As the indicators suggest, research training in the number of Master's and undergraduate students

<sup>10</sup> This indicator had been previously removed by the Theme Team, as the identification of a 'research course' at the undergraduate level is a challenging issue, due to the variability in program requirements. Since there is a significant level of research activity at the undergraduate level, the Theme Team proposed to include an indicator on undergraduate engagement in research, limited to activities of senior undergraduate students with one-on-one supervision by a faculty. Currently, there are efforts underway at the program level to assign a 'research' variable to each course in the student calendar, based on course requirements, which will enable monitoring research enrollments at lower division courses also.

have remained steady. While thesis requirements at the Master's level may be eliminated from several programs, a database of graduate student research publications is currently being developed, through which, graduate-student engagement in research can be more faithfully quantified. With changes to tracking research courses at the undergraduate level in the student calendar, future data on undergraduate training in research will also be improved.

### New Outcome

#### Outcome 4: Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy

Innovation is a major component of the research enterprise at SFU. Our innovation strategy stems from our commitment to support the full continuum of research, from the generation of knowledge to the transfer of its results for the benefit of society and the economy. From the state-of-the-art research infrastructure on our campuses, to our business incubators and accelerators, and SFU spinoff companies, together with our business partners, SFU is part of a thriving innovation ecosystem that supports innovators, entrepreneurs, students, and industry to collectively address market needs and transform the research landscape through discovery and innovation.

In order to reflect our active innovation agenda, and training support for students to become entrepreneurs and innovators, two new indicators have been proposed by the Theme Team to support Outcome 4.

#### Indicator 4.1: Number of new patents filed

SFU has a flexible Intellectual Property (IP) Policy, which permits university members who create an IP to own the product of their IP, and pursue commercialization with or without the assistance of the university. Because of its flexible IP policy, not all innovations are required to be disclosed to the university, although SFU's Innovation Office provides support for transfer of technology and commercialization of research results. Indicator 4.1 provides the number of new patents filed each year through the SFU Innovation Office. While these numbers may not be reflective of all patents filed each year by SFU researchers, the data are indicative of innovation activities at SFU. These numbers are summarized in Figure 8.

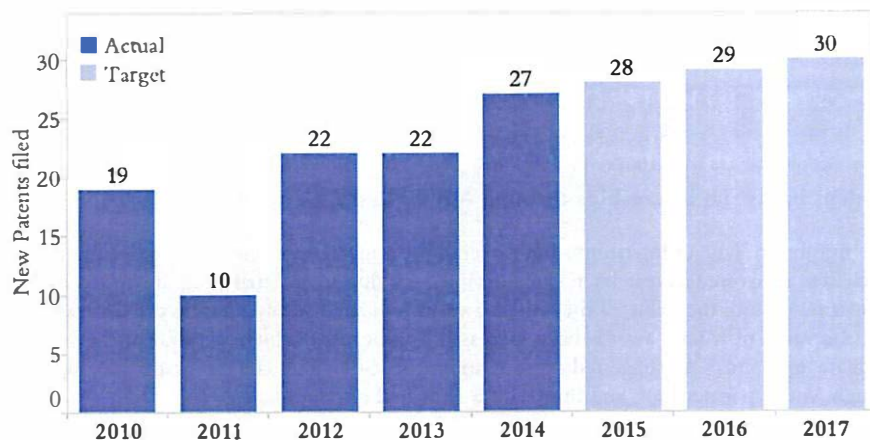


Figure 8: New patents filed through Innovation Office

As indicated by Figure 8, the number of new patents filed each year shows a positive trend, with a significant decline in 2011. As already stated, due to SFU's flexible IP policy, researchers may choose to seek assistance through the SFU Innovation Office to file a patent, but disclosure of IP is not mandatory. Nevertheless, indicator 4.1 suggests that SFU is *on course* with respect to new patents, given the overall increase in the number of new patents filed each year. It is expected that this trend will continue, as SFU seeks to formalize its innovation agenda over the course of the next few years.

#### Rationale for Indicator 4.1

As an indicator of the application of transformative ideas for the benefit of society and the economy, and the integration of innovation in research, the university offers support to its researchers in management of intellectual property and transfer of technology. Filing new patents encourages commercialization of research results and external investment in university-led technology.

#### Indicator 4.2: Number of industrial student internships through Mitacs

Mitacs is a national Canadian not-for-profit organization that supports research internships across academia and industry, with the goal of facilitating innovation. Mitacs internships are intended for graduate students and post-doctoral fellows, and are in effect a partnership between the university and industry, where graduate students gain industry experience within the research area of their graduate program. Every internship requires the approval of the graduate student's faculty supervisor. Every year, a large number of SFU graduate students receive internships within industry, enabling them to discover the potential for innovation and commercialization of their research. Accordingly, the number of Mitacs industrial internships serves as a good indicator of innovation activity within graduate students' research training.

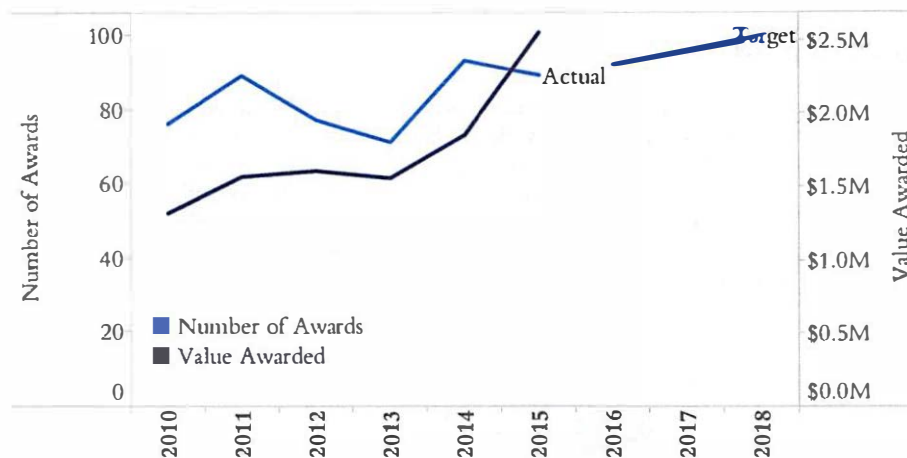


Figure 9. Number of student industrial internships through Mitacs and their total value

As indicated in figure 9, the number of Mitacs internships have overall been increasing, with a steep decline between FY2012 and FY2013, which was recovered a year later. This decline was due to internal program restructuring at Mitacs, whereby, during the same period, the value of the Mitacs awards remained steady, despite the decrease in the number of awards. Overall, the value of Mitacs awards have increased significantly, which is a sign of the success of both Mitacs and SFU graduate programs. As suggested by this indicator, SFU graduate programs are supporting innovation in research through Mitacs partnerships, and this trend is expected to continue.

#### Rationale for Indicator 4.2

Mitacs is a successful national program to accelerate innovation across academia and industry, through building partnerships that facilitate graduate student internships in industry. The number of Mitacs awards is indicative of the successful engagement of graduate students in pursuing innovative research, with commercial opportunities.

While indicators 4.1 and 4.2 reflect SFU's supportive environment for innovation and commercialization of research, more indicators could be developed to capture the full spectrum of activities within SFU's business incubator and accelerator programs. At the current time, these data are difficult to collect and interpret, although steps are being taken to capture and analyze such data in a reliable manner.



With respect to Outcome 4, SFU is *on course* to achieving its targets. In the future, it may be possible to complement our existing indicators to capture the full spectrum of SFU's innovation activities.

### **Conclusion**

The outcomes and indicators laid out by the Research Theme Team in this document strongly support SFU's position as one of Canada's top research-intensive universities, set to become a global leader in knowledge mobilization. The indicators address SFU's high quality of research, its far-reaching collaborations and engagement with external partners, its integration of research into training programs for students at all degree levels, and its strategy for innovation and transfer of technology. As the data illustrate, SFU is on course and meeting the targets of its mission in research, and is set to continue the expansion of its research enterprise along all the above dimensions.

### **The Theme Team**

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**CORE THEME: ENGAGING COMMUNITIES**  
**Submitted as part of the Comprehensive Accreditation Self Evaluation Report to the Northwest  
Commission on Colleges and Universities**

**October 1, 2015**

## **1. Introduction**

In 2012, Simon Fraser University (SFU) advanced a new vision and mission: “To be the leading engaged university, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement.” By making community engagement core to our mission, SFU has distinguished itself in Canada and around the world.

In reporting on its evaluation, the Northwest Commission on Colleges and Universities (NWCCU) review team complimented SFU on “the breadth, depth, and quality of its community outreach efforts” and “its remarkable effort to inculcate community values and serve local, provincial and international constituencies.” SFU wished to build on this strength by preparing and implementing a community engagement strategy.

In 2013, SFU’s Board of Governors approved the University’s first community engagement strategy to maximize SFU’s contribution to the economy and society of B.C. and beyond. The three-year strategy was intended to advance the following three areas of priority:

1. **Measure, Communicate and Celebrate:** Improve our capacity to document existing initiatives to measure and benchmark, and to communicate success and celebrate accomplishments;
2. **Improve Community Access:** Improve the interfaces to our campuses for the community, both physical and virtual; and
3. **Leverage and Support Signature Initiatives and Select Integrative Projects:** Fully launch SFU Public Square and identify and support other key initiatives.

A final priority was to integrate community engagement in Academic and Research plans, thereby enriching the teaching and research enterprises. Many of the initiatives and measures used to demonstrate how community engagement has been integrated in teaching and research strategies are reported in the Engaging Students and Engaging Research section of this report. The outcomes include increasing experiential learning and knowledge mobilization opportunities with community.

Over the past three years, SFU has measured its progress on selected indicators and our progress in implementing the priorities from the Community Engagement Strategy action plan. Community engagement is a newer pursuit for many universities, thus we continue to learn from our efforts as well as practices and research in conducting and measuring embedded community engagement at other universities.

The purpose of this review is to consider the outcomes and indicators that measure SFU’s progress on community engagement and provide recommendations for future actions and priorities in alignment with the university’s vision and mission.

## **2. Theme Description, Goals and Outcomes**

**GOAL – TO BE CANADA’S MOST COMMUNITY-ENGAGED RESEARCH UNIVERSITY.**

To achieve this goal:

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

- SFU will develop partnerships and maximize the capacities of its three campuses to enhance the social, economic, environmental and cultural well-being of communities both locally and globally.
- SFU will build respectful and mutually beneficial community relationships.
- SFU will meet the lifelong learning needs of students, alumni and the community, and will respond with innovative programs and learning opportunities for academic, personal and professional development.
- SFU will be BC's public square for enlightenment and dialogue on key public issues, and will be known as the institution to which the community looks for education, discussion and solutions.

To evaluate progress, three indicators were utilized including:

- **Indicator 1: Number of participants in local SFU Outreach Programs**
- **Indicator 2: Number of active international partners**
- **Indicator 3: Alumni engagement score**

The results of tracking these indicators and an assessment of performance are provided in the next section.

### 3. Assessment of Community Theme Performance

**Outcome from Indicator 1: SFU is Engaged Locally.**

**Indicator 1: Number of Participants in Local SFU Outreach Programs**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Attendance at summer camps (Source: Athletics)	5,243	5,423	5,432	4,953	5,799	5,839	6,189
Philosophers Café Participation (Source: Continuing Studies)	3,337	3,793	3,496	3,036	3,549	3,158	2,811
Continuing Studies Lectures and Events (Source: Continuing Studies)	n/a	n/a	4,777	5,635	7,966	6,583	5,727
Friends of Simon Participation (Source: Friends of Simon)	200	210	200	255	463	483	415
Science Outreach Programs (Source: Faculty of Science)	n/a	n/a	n/a	n/a	n/a	28,871	34,703
Public Square Outreach Programs (Source: Public Square)	n/a	n/a	n/a	n/a	6,176	7,900	9,056
<b>Total</b>	<b>8,780</b>	<b>9,426</b>	<b>13,905</b>	<b>13,879</b>	<b>23,953</b>	<b>52,834</b>	<b>58,901</b>

Table 1: Number of Participants in Select Local SFU Outreach Programs from 2008/09 to 2014/15

Table 1 provides a measure of participation in selected SFU local outreach programs from 2008/09 to 2014/15 as opposed to recording participants in all SFU public lectures and outreach programs. SFU's signature initiative, SFU Public Square, was added during this period, as well as the Faculty of Science Outreach Programs and Continuing Studies' lectures and events series. The overall trend is one of increasing participation with substantial increases in SFU Public Square and Science Outreach participation.

These results are shown graphically in Figure 1 below.

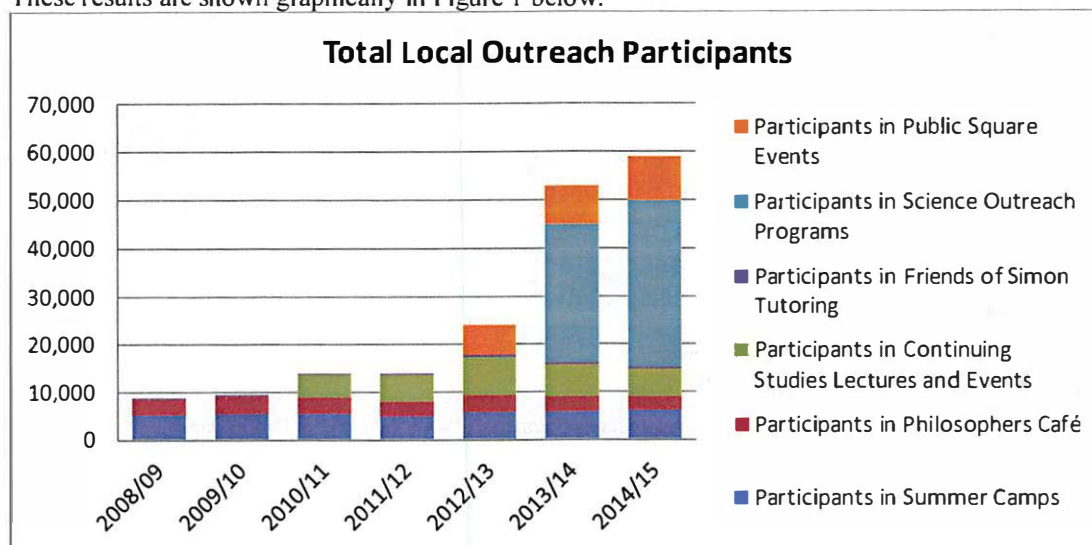


Figure 1: Total Local Outreach Participants for Select SFU Programs from 2008/09 to 2014/15

**Outcome from Indicator 2: SFU is engaged globally.**

**Indicator 2: Number of Active International Partners**

Outcome	Indicator	Year				
		2010/11	2011/12	2012/13	2013/14	2014/15
SFU is engaged globally.	Number of active international partners	177	183	215	n/a	210

Table 2: Number of Active International Partners from 2010/11 to 2014/15

Table 2 (above) shows the number of active international partner institutions from 2010/11 to 2014/15 as recorded by SFU International. The trend-line in Figure 2 shows, on average, positive growth across the period measured. Figure 2 (below) illustrates the global reach of SFU's international partnerships.

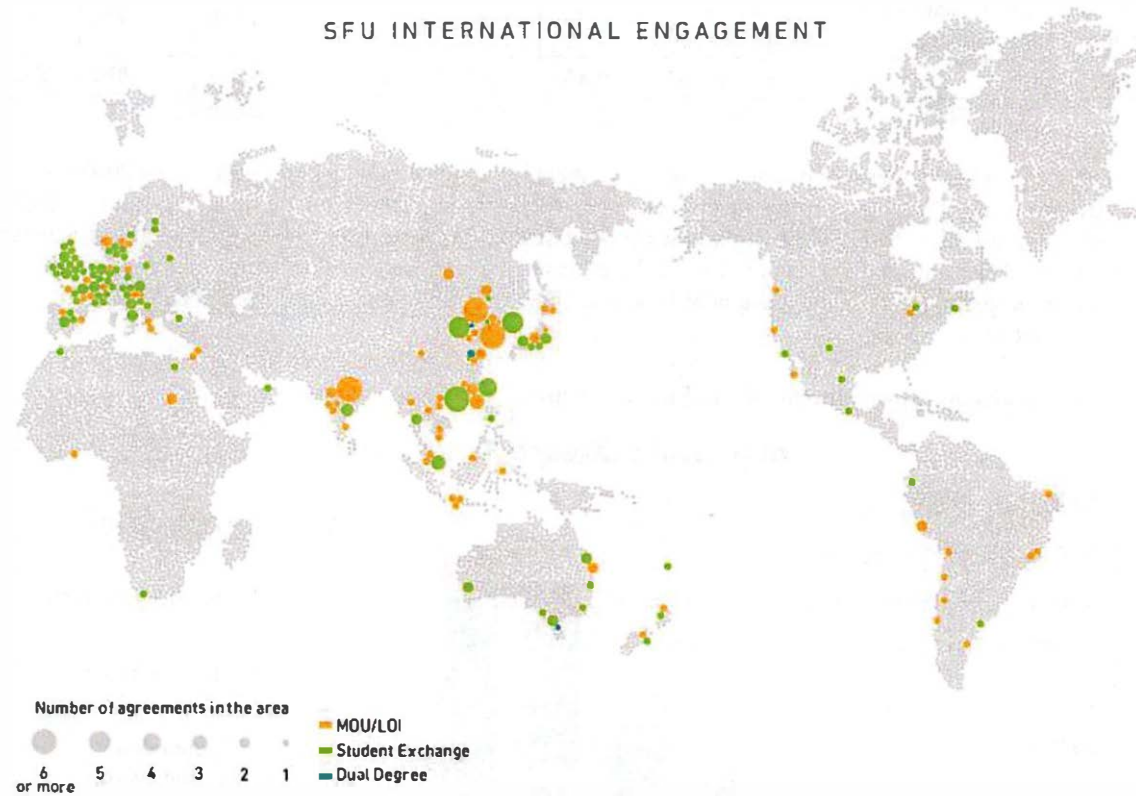


Figure 2: Map of Active International Partners 2014/15 and Level of Partnership



**Outcome from Indicator 3: SFU is engaged with its alumni**

**Indicator 3: Alumni Engagement Score:**

Outcome	Indicator	Year				
		2010/11	2011/12	2012/13	2013/14	2014/15
SFU is engaged with its alumni.	Alumni engagement score (every contactable alumnus is assigned a score based on the level of alumni engagement: informed, involved, or invested)	-	1.04	1.17	1.15	1.16

Table 3: Alumni Engagement Score from 2011/12 to 2014/15

Table 3 (above) shows the Alumni Engagement Score from 2011/12 to 2014/15. Increases from 2011/12 to 2012/13 have been held constant in 2013/14 and 2014/15.

The metrics collected over the past 7 years (2008/09 to 2014/15) have generally shown an upward trend in participation and engagement. In the case of community outreach programs, the increases in participation are the result of new initiatives such as SFU Public Square. This progress, together with advancement of new community engagement initiatives and infrastructure to support community engagement activities as outlined in our 2013 strategy, has contributed to achieving our objectives.

We continue to do more in-depth work in order to develop better measurements of community engagement and impact. The Theme Team members in their 2014 review reinforced the intent to continue with a small number of meaningful quantitative indicators but include other qualitative measures that allow us to understand the impact of our community engagement. Two activities undertaken are provided as Appendix A. In addition to these activities, in 2014, the VanCity Office of Community Engagement conducted a survey of its community partners. Areas of positive impact included the Office functioning as an access point for community partners and programming opportunities of mutual benefit. Areas for improvement were also noted, including inaccessible and intimidating physical space.

In addition to these selected indicators, another assessment was to measure the progress has been made in implementing the 2013 Community Engagement Strategy. The following are the major highlights of key priority areas:

#### **Building the Infrastructure to Support Community Engagement**

- **Establishing a core staff group:** Five continuing staff and 2 temporary professionals have been reassigned within the VP External portfolio to support community engagement coordination and lead the consultation, development and management of SFU's first university-wide website/portal for community engagement. This website/portal is the key infrastructure for measuring, communicating and celebrating progress in community engagement.

#### **Integrating Community Engagement in Teaching and Research**

- **Faculty leadership:** There are many examples of substantial and successful Faculty initiatives in community engagement. SFU's Faculty of Science continues to show leadership in engaging with youth. In 2015, the Trottier Observatory and Science Courtyard opened, as did the Trottier Studio for Innovative Science Education supported by a \$2.7 million donation. This new facility will further expand the Starry Nights program that has reached thousands of children since 2007. The additional capacity, along with the implementation of the recommendations from the review conducted by the SFU Science Outreach Evaluation Steering Committee, will further expand the impact of this activity.
- **Supporting Community Engagement Across the Faculties:** Through the University Priority Fund (UPF), External Relations was awarded \$360,000 for three years to create SFU's Community Engagement Initiative. The primary goal has been to encourage the development of innovative projects that build new or deeper mutually beneficial partnerships with SFU's communities, including non-profit organizations, industry associations, non-governmental organizations (NGOs), First Nations communities, and provincial and federal government departments. Over 90 proposals were received in the two initial calls from student and faculty researchers engaged in activity across university disciplines, departments, campuses and communities. Further details on the range of activities funded are provided in Appendix B.
- **Engagement through Lifelong Learning:** SFU's Lifelong Learning continues to show its commitment to community engagement through free lectures and subsidized learning activities. In 2014/15, 1,598 students age 55+ enrolled in 111 courses. The average age of learners is 70. One of SFU's first community engagement initiatives established 17 years ago, Philosophers Café, offered 187 cafés in 2014 with 3,158 participants in twenty-seven venues across the Lower Mainland of British Columbia. An effort has been made to attract SFU faculty and graduate students as moderators. Twenty-seven SFU faculty and eight graduate students joined a cadre of fifteen community members and six alumni as moderators.

#### **Priority: Measure, Communicate and Celebrate**

- **Engaging students in their community:** The SFU Surrey - Central City Student Community Engagement Competition was established in 2014 with a generous gift and five-year commitment from Central City as well as additional support from the City of Surrey. The gift supports the SFU Surrey - Central City Student Community Engagement Prizes, valued at \$3,000 and \$2,000 per year for five years, to recognize ideas which promote Surrey City Centre community engagement, and an additional prize, valued at \$2,000, to recognize ideas for Surrey City Centre placemaking. The purpose of this competition is to recognize and support the most innovative ideas from a student or student team which exhibits genuine passion about engaging and enhancing the Surrey City Centre neighbourhood. This prize is open to all SFU students.

### **Priority: Improve Community Access**

- **Website improvements:** The SFU homepage now has a “Community” link with a landing page that lists the variety of ways community can engage with the University. Lifelong Learning/Continuing Studies has also been provided a direct link off of the homepage for learners seeking continuing studies programs and courses.
- **SFU Live:** SFU’s online community engagement portal officially launched on October 1, 2015. *SFU Live* is an online social and academic network built to engage and support partnerships, projects and initiatives for the purpose of making a positive difference in communities. It is a user-based, community-generated web platform designed to facilitate connection, collaboration and partnership to bring greater definition to people and their ideas, resources, projects, organizations, and community circles for cooperative community impact. *SFU Live* includes a robust content sharing framework that allows tagging and filtering of content by a number of variables. As the community grows, it will provide the University with a new method of measuring community engagement activity quickly through embedded analytics.
- **Engaging with local neighbours:** A series of events were held to improve and deepen the relationship between SFU Burnaby and the residential community at UniverCity. A three-session dialogue, facilitated by SFU Public Square, resulted in a number of joint actions, including improved signage and way-finding, as well as increased communication of university events, which will also benefit all community visitors to SFU Burnaby.
- **Engaging alumni and community:** The planning for SFU’s 50<sup>th</sup> year-long celebration has been conducted with a goal to connect with alumni and our community as well as engage students, staff and faculty. Over 200 charter students who began with the University in 1965/66 participated in the launch festivities. A Festival of Learning in the City of Burnaby, modeled after the City of Cork’s long-running event, is one of many community-engaged initiatives being planned.

### **Priority: Leverage Signature Initiatives and Support Select Integrated Community Engagement Projects**

- **Becoming BC’s public square:** SFU Public Square, SFU’s first signature initiative, is now in its third year and continues to achieve its mandate for SFU to be BC’s public square for enlightenment and dialogue on key public issues. In 2014, the activities organized by SFU Public Square on the British Columbia economy engaged over 4,500 people from 27 communities in community conversations and over 20 SFU departments. The University has committed over \$300,000 per year in funding with additional sponsorships provided each year from a variety of sources.
- **Expanding community reach:** The SFU Surrey TD Community Engagement Centre was successfully launched in 2013 with funding of \$750,000 over 5 years from TD Canada Trust. The focus is on fostering connections between SFU and the growing South Fraser Region. In its first year of operation, community partnerships resulted in the creation of 20 programs and the engagement of over 1,000 community members, mostly new Canadian youth. Programs operated by the SFU Surrey CEC have since grown to more than 30 with the Centre becoming a model for community-based service learning.

#### 4. Suggested Improvements & Conclusion

SFU has shown satisfactory performance in the three years of its first community engagement strategy and the seven years of tracking of key indicators.

There is a desire to better understand and track impact and depth in addition to measuring the numbers of local or international partnerships. Several projects were undertaken in 2014 to suggest directions and measures to achieve this.

For the next period, the Community Theme Team recommends adding several additional programs to better represent the breadth of community outreach and engagement for Indicator 1 (number of participants in SFU Outreach program). These programs include the 55+ program and the programs of SFU's two Community Engagement centres (SFU Vancity Office of Community Engagement in Vancouver and SFU Surrey TD Centre of Community Engagement in Surrey).

For Indicator 2, the Theme Team recommended that SFU International implement a measurement of partnership depth in future years in addition to the total number of partnerships. This would involve a tally of the number of agreements with one point for an Memorandum of Understanding (MOU), one for a Mobility Agreement, one for an agreement for a dual degree or other category of joint initiatives. For a university with a dual-degree partnership, the tally will be higher, indicating a greater depth of relationship (e.g., a total score of 6). For a university where we only have an Undergraduate Student Mobility Agreement, the tally will be lower (e.g., a total score of 1). Keeping the measure to this calculation will also allow us to later add in research activity with an international partner without needing to redevelop the methodology. The Community Theme Team also recommends a periodic survey of international partners to provide feedback and suggestions for approaches to utilize qualitative data.

For Indicator 3, the Theme Team recommended that SFU continue with the current indicator as tracked and calculated through Alumni Relations and Advancement for the next four years with the addition of adding participation of Alumni of the Beedie School of Business who are currently tracked in a separate database. Once a university-wide calendar and registration system is implemented or formal mentor program established, the measurement could consider calculating involvement by multiple event participation or mentorship program involvement.

At this time, given the changing methodology in calculating the indicators, the rapid growth of activities, and the uncertainty of continued external funding for a number of community engagement initiatives, the Theme Team does not recommend aspirational targets be established. The implementation of targets could be reviewed at the next mid-term review. In future years, if a university-wide event registration system being implemented in SFU's 50<sup>th</sup> year is continued and if there is the opportunity to include questions as part of an online faculty curriculum vitae system, the current indicators could be modified. We are particularly interested in better capturing the many faculty (and Faculty) engagement activities.

In 2016, there will be a process to renew the Community Engagement Strategy, especially in light of integrative initiatives in Engaging Students and Engaging Research (see Appendix C for the proposed process and timeline). Current investigations by the Vice-President Research will result in an understanding of the needed infrastructure to support community-based research and innovation. Possible institutional investments in an experiential learning credential and other avenues to increase student engagement will also result in SFU advancing its vision of embedding community engagement in the academic mission.

## **5. Acknowledgements**

The following theme team members are thanked for their contributions to review of this theme over the past years:

Joanne Curry, Dean *pro-tem*, Lifelong Learning (Chair)  
Sean Markey, Associate Dean, Faculty of Environment  
Stephen Smith, Associate Professor, Faculty of Education  
Am Johal, Director, SFU's Vancity Office of Community Engagement  
John Grant, Director, Alumni Relations  
Matthew Grant, Director of Community Engagement

Past member: Erica Branda, Director, Marketing & Communications, Advancement  
Past member: Helen Wussow, Dean, Lifelong Learning  
Past member: David Zandvliet, Associate Professor, Faculty of Education

Support provided by: Trina Isakson and Milan Singh

## APPENDIX A: Additional Research to Improve Measurement and Inventory

### Science Outreach Review and Evaluation

The SFU Science Outreach Evaluation Steering Committee launched a formal project to develop a framework for documenting, evaluating, and supporting Faculty of Science K-12 Science Outreach Program. The primary outcome of the project was the development of an evaluation toolbox for use in determining the short, medium and long-term impact of the outreach programs. The overall purpose of this toolbox is to document the existing, successful programs; identify possible directions for growth; ensure that the programs address the needs to the community in the best possible way; and to support instructors and simplify coordination between science departments.

The project generated a refreshed set of goals and recommendations for Science Outreach programs:

#### Goals

1. **Impact science education in B.C. by advancing science literacy among K-12 students and fostering teachers', parents', and administrators' capacity to develop, deliver, and support innovative science and math education.**
2. **Impact youth engagement with sciences by inspiring enthusiasm, curiosity and wonder for science; by sharing faculty expertise and passion; and by encouraging all students, including those who may not be exposed to science activities and science learning, to pursue further education and careers in science.**
3. **Impact community relations by expanding and deepening relations with community members of all ages and by showcasing university laboratories, facilities, research and SFU faculty and student expertise.**
4. **Impact SFU recruitment by supporting SFU student recruitment efforts to attract talented science students**
5. **Impact SFU fundraising and advancement by supporting SFU fundraising and donor relations.**

#### Recommendations

1. **Ratify and disseminate the proposed logic model for Science Outreach**
2. **Further integrate the components in the logic model with updates to the Faculty's academic plan**
3. **Establish a broad-based committee of program stakeholders to oversee the ongoing evaluation of the Science Outreach initiatives, potentially extending the Dean's Outreach Advisory Committee**
4. **Reach out to external stakeholders routinely as part of the annual evaluation process**
5. **Expand the online enquiry system to meet evaluation information needs**
6. **Implement individual registration systems for two different groups: first, for teachers' professional development and any other activity which charges fees or requires student transcripts, and second, for free activity involving youth of an educational nature.**
7. **Identify lead responsibility for each of the key questions posed in the first phase of the logic model**
8. **Adopt the overall evaluation approach currently being reviewed by the university, following the model developed by the University of Toronto**
9. **Adopt four proposed sets of core questions in four separate surveys proposed for use with students (grades 7-12), accompanying K-12 teachers, teachers taking professional development, and public events**
10. **Collaborate with university officials, professionals in the faculty, or researchers to answer key research questions in the logic model as part of annual reporting processes.**



**Between March and May 2015, the Centre for Dialogue's Civic Engage team carried out an inventory of engagement between municipal governments and SFU units, faculty, and staff. The inventory was designed to identify successful collaboration with municipal governments, to be leveraged in SFU communications as well as determine issues and challenges.**

**The resulting inventory identified a range of collaborations that are ongoing or have been carried out over the last 3 years by a variety of SFU units. Municipalities have limited resources to fund research, which means collaboration often doesn't take the form of typical research projects or fee-for-service contracts. Nevertheless, SFU faculty and staff are finding creative and innovative ways to collaborate with municipal governments including collaborations for practice-oriented teaching, public lectures and event series, knowledge exchange projects, and partnership initiatives to address specific urban issues, and to facilitate policy, economic, and social innovation.**

**SFU's strengths in engaging municipal governments included:**

- **Its reputation for community engagement and its vision to become Canada's leading engaged university**
- **Its ability to convene, support capacity building, and provide expertise on urban issues**
- **Its ability to provide space at its campuses in Vancouver and Surrey and its capacity to engage communities through its extensive networks**

**Identified challenges included:**

- **Uncertainty regarding the availability of long-term resources**
- **The ability to cover travel and rental costs**
- **Opportunities for additional long-term funding support and incentives to encourage municipal collaborations**
- **A need for better coordination and integration of existing collaborations**
- **Additional support for faculty to carry out collaborative projects**
- **Differing timelines and resource priorities and expectations**
- **Risk-aversion**
- **Conflicting and shifting agendas**
- **Administrative challenges**
- **Event costs**
- **Competition**

**Identified opportunities included:**

- **Municipal government's need for research that enables evidence-based policy design, especially with respect to affordable housing, transportation, health and civic engagement**
- **Better use of SFU's decentralized locations and organizational structure allow for a great degree of nimbleness**
- **Interest in establishing channels for regular exchange between SFU and municipal governments**
- **Providing professional development opportunities for university faculty and staff**

## **APPENDIX B: Results of SFU's Inaugural Community Engagement Seed Fund**

The following pages list the 33 successful proposals that were funded in 2013/14 and 2014/15. Project applicants were required to support SFU's community engagement strategy and expand SFU's capabilities to engage with its communities through student experiential learning and knowledge mobilization. The maximum funding available per proposal was \$10,000. Proposals from the first two years were approved in November 2013 and November 2014. The third wave of applications will be considered in Fall 2015.

In 2013, SFU's Community Engagement Initiative received 41 proposals totaling \$351,945 from across the University. Sixteen of these proposals were approved for funding totaling \$100,000. A number of applications received partial funding for a specific component or activity. In addition, 3 student-led projects totaling \$20,000 were selected from a process administered with the assistance of Student Services. In 2014, SFU's Community Engagement Initiative received 52 proposals with total requests in excess of \$433,000, and funded 14 projects for a total distribution of \$120,000. Initiative activities include:

- Public engagement with research.
- Engaged teaching and experiential learning.
- Knowledge exchange and mobilization.
- Community access and outreach.
- Infrastructure support.

All faculties and campuses had funded projects. A range of departments, units, and research centres, including the Bill Reid Centre, the Centre for Dialogue, and the SFU Library participated. Almost all of the projects engaged in cross-faculty/cross-discipline research, and with community organizations, charities, First Nations communities, and NGOs. The initiatives strengthened research collaborations that enhanced knowledge production and exchange, and advanced engaged teaching strategies at SFU and beyond.

The initiatives include deliverables aimed to reach small to large audiences. Research was shared with community in several ways, including workshops, conferences and symposiums, shared reports, exhibits, discussion panels, web and mobile applications, and websites. Information dissemination and access to projects is occurring in two ways: (1) for the faculty research to produce the appropriate deliverable for their project(s), and (2) for SFU's Community Engagement Strategy to share the details of the projects online on *SFU Live*.

<b>2014 SFU's Community Engagement Initiative Funded Proposals</b>				
<b>FACULTY OR DEPARTMENT</b>	<b>APPLICANT</b>	<b>PROJECT</b>	<b>COMMUNITY PARTNERS / COLLABORATORS</b>	<b>FUNDED AMOUNT</b>
Department of Sociology and Anthropology	Dossa, P.	Palliative Care for Canadian Immigrant Communities	BC Hospice Palliative Care Association; SFU Health Science and Gerontology Department.	\$10,000
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach.</p> <ul style="list-style-type: none"> <li>• Roundtable and facilitation with immigrant communities (focus on Muslim groups), including Public engagement through research forums and digitized materials.</li> <li>• Active engagement with medial professionals, immigrant communities, families and patients, and academics.</li> </ul>				
Centre for Restorative Justice, School of Criminology	Morrison, B.	Shaking the Movers Forum in B.C.	Child Rights and Academic Network (CRAN); Equitas; the Landon Pearson Centre for the Study of Children's Rights; the Society for Children and Youth BC (SCY); and, British Columbia's Representative for Children and Youth.	\$5,000
<p>Outcomes: Knowledge exchange and mobilization; community access and outreach; experiential learning.</p> <ul style="list-style-type: none"> <li>• Focus of the initiative is on youth leadership and civic engagement.</li> <li>• Produced a workshop for youth to speak with key decision makers about public policy.</li> <li>• Community outreach includes youth participants engaging their communities, a follow-up workshop, and a public event at SFU.</li> </ul>				
School of Interactive Arts and Technology (SIAT)	Hennessy, K.	Past is Present at Scowlitz: Bridging Times, Places and Communities along the Lower Fraser River	Members of the Stó:lō Nation; members of the Scowlitz community.	\$10,000
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach; infrastructure.</p> <ul style="list-style-type: none"> <li>• Collaboration with Indigenous and First Nations communities, researchers across universities, and students to develop a virtual museum website and two physical exhibits.</li> <li>• Focus is to expand connections among SFU (students, staff, faculty, faculties, and campuses), Scowlitz (youth, elders, knowledge holders, and leaders), Stó:lō Nation (researchers, resource managers, educators), and non-Natives in local and regional history, culture,</li> </ul>				

and changing social and environmental landscape.				
Faculty of Education and Imaginative Education Research Group (IERG)	Blenkinsop, S.; Green; Havens; et al.	Global Learning Forum on Renewable Cities	SFU's Centre for Dialogue; Renewable Cities project.	\$5,000
<p>Outcomes: Knowledge exchange and mobilization; experiential learning.</p> <ul style="list-style-type: none"> <li>Semester in Dialogue program worked in partnership with <i>Renewable Cities</i> to organize a student-led public dialogue on issues related to sustainable energy and cities.</li> <li>The event used art and dialogue-based learning, and incorporated film, theatre, arts practices, and a live mural in their programming.</li> </ul>				
Faculty of Science	Lavieri, S.; Henson, C.; Ahrensmeier, D.	Developing a Framework for Documenting, Evaluating and Supporting Faculty of Science Outreach Programs	30 Faculty of Science outreach programs (elementary and high schools, community centres, youth groups, and homeschoolers).	\$10,000
<p>Outcomes: Knowledge exchange and mobilization; community access and outreach; infrastructure.</p> <ul style="list-style-type: none"> <li>Developed an evaluation toolbox to help determine the short, medium and long-term impact of the science outreach programs.</li> <li>The project generated new goals for the programs, following 15 formal interviews with key stakeholders.</li> </ul>				
Faculty of Communication, Art and Technology, School of Communication	Mahoney, T.	Creative Publics Community Engagement Project	Simon Fraser University, Art for Social Change research project (Education Department at SFU), Tin Can Studio, Civic Renewal Lab, SFU Graduate Student Society, SFU Student Society, Gen Why Media, Apathy is Boring, Woodshop Worker's Cooperative, SFU School of Communications, SFU Institute for the Humanities, Woodward's Community Choir, CiTR Campus Radio, CJSF Campus Radio	\$5,000



<p>Outcomes: Knowledge exchange and mobilization; experiential learning; community access and outreach.</p> <ul style="list-style-type: none"> <li>• This initiative facilitates public art-making workshops inspired by the federal election to open up new spaces for citizenship where ideas and perspectives can be explored through creative “doing”.</li> <li>• Engagement of 20,000-25,000 people through social media co-promotion with partnering organizations.</li> </ul>				
Faculty of Science; Centre for Coastal Science and Management	Kermode, A.; Wood, L.	Protect What You Love: A Unique Knowledge Mobilization and Experiential Learning Program For High Schools Involving Engagement of the Upcoming Generation	Filmmakers; high school educators and students; SFU faculty and students.	\$5,000
<p>Outcomes: Knowledge exchange and mobilization; community access and outreach; experiential learning.</p> <ul style="list-style-type: none"> <li>• Focuses on experiential learning and knowledge mobilization through art, film, and youth-driven actions for high school students.</li> <li>• This interdisciplinary program involves filmmakers, SFU scientists and graduate students, high school educators and students and aims to educate youth about protecting the environment.</li> </ul>				
The Institute for Diaspora Research & Engagement (IDRE)	Busumtwi-Sam, J.; Alphonso, M.	Meeting the Challenges of Diaspora-based Community Centre	Members of various diaspora-based community centres.	\$10,000
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach.</p> <ul style="list-style-type: none"> <li>• The project entails a series of workshops organized and hosted by SFU's Institute for Diaspora Research &amp; Engagement (IDRE) for representatives from various diaspora-based community centres in the Greater Vancouver Area (GVA) and other interested parties.</li> <li>• The outcomes include enhanced knowledge of best practices for meeting challenges and opportunities for diaspora communities.</li> </ul>				
SFU Gerontology Research Centre	Morrow, M.; Battersby, L.; Davies	Building Bridges: Creating a Community of Practice in Mental Health	Collaboration with SFU and York University faculty.	\$10,000
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization.</p> <ul style="list-style-type: none"> <li>• The project fosters important new relationships between community-based workers and researchers across the country to help bridge the between researchers and community-based mental health services/organizations.</li> </ul>				

Faculty of Communication, Art and Technology, School of Communication	Chow-White, P.	Social Media, Big Data, and Knowledge Management Solutions for the Non-Profit Charity	The Terry Fox Foundation	\$10,000
<p>Outcomes: Community access and outreach; infrastructure.</p> <ul style="list-style-type: none"> <li>This cooperative research project between GeNA Lab, Terry Fox Humanitarian Award Program (TFHAP), and the Simon Fraser University (SFU) Community Engagement Initiative works to bridge gaps by identifying key metrics that underlie a strong digital communication strategy.</li> </ul>				
Faculty of Education	Hill, C; Spiliotopoulos, V.	Field Programs in the Faculty of Education - Dialogue Series	K-12 education providers	\$5,000
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach.</p> <ul style="list-style-type: none"> <li>Panel discussion and dialogue session focused on philosophical insights and pedagogical strategies for creating social spaces within formal educational settings.</li> <li>Aim is to enhance educational endeavours, and generate new possibilities for teachers and students.</li> </ul>				
The Bill Reid Centre	Myles, B.; MacDonald, G.	Pacific Northwest Canoe	The Bill Reid Centre	\$2,500
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach; infrastructure.</p> <ul style="list-style-type: none"> <li>I:mex is the Coast Salish word for walking and the name of the mobile app created as a response to SFUs Community Engagement Initiative and to the OAPs updated Aboriginal Strategic Plan (2013-2018).</li> <li>The app makes available the visual, cultural, and symbolic meanings embedded in the Indigenous art on campus, and those which exist in the unceded territories of the Coast Salish people upon which the campus is located.</li> </ul>				
Simon Fraser University and the Beedie School of Business	Dooley, S.; Burke, K.	Community Leaders Igniting Change	Surrey Poverty Reduction Coalition	\$5,000
<p>Outcomes: Knowledge exchange and mobilization; community access and outreach.</p> <ul style="list-style-type: none"> <li>Community Leaders Igniting Change (CLIC) is a cohort based pilot program developed to foster the leadership capacity of local individuals to help them network and take action to increase the social well being of Surrey residents.</li> <li>Outcomes of the project include: enhanced community leadership and engagement; increased community connectedness through strong social networks; capacity to engage more citizens.</li> </ul>				



SFU's Centre for Dialogue	Sylvester, S.; Prest, R.	Civic Engage	--	\$10,000
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach.</p> <ul style="list-style-type: none"> <li>• The Civic Engage initiative strengthens the democratic process by helping governments and citizens to work collaboratively on policy decisions.</li> <li>• Outreach includes designing and co-hosting two "Discovery Days" for BC government, facilitating four provincial forums on education innovation, and planning a consultation for the Ministry of Education.</li> </ul>				
Simon Fraser University and the Faculty of Education	Dooley, S.; Nilson, M.	Community Based Research at SFU Surrey	SFU Surrey - TD Community Engagement Centre	\$2,500
<p>Outcomes: Public engagement through research; infrastructure.</p> <ul style="list-style-type: none"> <li>• This project aims to examine the nature and extent of Collaborative Community Based Research (CCBR) activities that can be used to inform the development of a plan for a CCBR Centre at SFU Surrey;</li> </ul>				
The FREDA Centre for Research on Violence Against Women and Children	Jackson, M.; Rossiter, K.	Building Supports Workshop on Promising Practices	Several community and women's organizations. Co-led by BC Non-Profit Housing Association, BC Society of Transition Houses, and The FREDA Centre for Research on Violence Against Women and Children (School of Criminology, Simon Fraser University).	\$3,000
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach.</p> <ul style="list-style-type: none"> <li>• The purpose of the Building Supports project is to understand the barriers in accessing short- and long-term housing for immigrant and refugee women leaving violent relationships, and to identify practices and policies that can facilitate the removal of barriers to safe, secure and affordable housing.</li> </ul>				

<b>2013 SFU's Community Engagement Initiative Funded Proposals</b>				
<b>FACULTY OR DEPARTMENT</b>	<b>APPLICANT</b>	<b>PROJECT TITLE</b>	<b>COMMUNITY PARTNERS / COLLABORATORS</b>	<b>FUNDED AMOUNT</b>
Health Sciences	Lanphear, B.	Canadian Environmental Health (ATLAS) - Children's Environmental Health	Canadian Partnership for Children's Health and Env.; First Call: BC Child and Youth Advocacy Coalition	\$10,000
<p>Outcomes: Knowledge exchange and mobilization; community access and outreach; infrastructure.</p> <ul style="list-style-type: none"> <li>Working in collaboration with key community members and groups on two new Atlas pages on children's environmental health.</li> </ul>				
Biological Science	Mooers, A. and Sharp, J.	Deep Time, Global Change and You	Smithsonian, UCSC, UC Berkeley	\$2,500
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach.</p> <ul style="list-style-type: none"> <li>Broadening engagement for a funded novel public lecture series on global change through video productions and dissemination.</li> <li>The teaching tool targets BC high school students.</li> </ul>				
IRMACS and Faculty of Science	Jungic, V. and Weinberg, H.	The IRMACS Centre: Controversy, Ideas and Debate (UniverCity community)	To engage City of Burnaby, UniverCity residents association	\$3,600 (partial)
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach.</p> <ul style="list-style-type: none"> <li>Three interactive dialogues were designed for the Burnaby Mountain Community members to discuss topics related to where they work and live, and to explore opportunities for future collaborations. The initiative was designed to create a forum to engage residents and businesses of UniverCity with the SFU community.</li> </ul>				

Arts and Social Sciences; Archeology	Lepofsky, D.	Nuts'amaat Shqualuwun, Dept of Archaeology	Hul'umi'num and WSANEC Nations communities, Parks Canada	\$10,000
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach.</p> <ul style="list-style-type: none"> <li>• Hosted two large community meetings with the Hul'qumi'num and WSANEC community members on clam gardens and upcoming clam garden research.</li> <li>• Partnership with Coast Salish communities to reestablish type of ancient mariculture.</li> </ul>				
Applied Sciences	Rajapakse, N.: Morantz, E.; Lee, K.	Blast Off Program	Surrey School District, HR MacMillan Space Centre	\$9,600
<p>Outcomes: Community access and outreach.</p> <ul style="list-style-type: none"> <li>• Developed and offered a program on space science to reach 80 K-12 students plus 24 classes of students in Grades 3,6 and 7 at four participating schools).</li> </ul>				
Lifelong Learning	Smith, J. and Besso, S.	Community Capacity Building Workshops	Carnegie Community Centre	\$10,000
<p>Outcomes: Knowledge exchange and mobilization; community access and outreach; experiential learning.</p> <ul style="list-style-type: none"> <li>• Workshops for low-income community members in Vancouver's Downtown Eastside designed to support participants to identify, design and implement a community project that supports positive community change in an area about which they feel passionately.</li> <li>• Participants created a digital photo essay that they launched at an event in April 2015 at SFU Vancouver.</li> </ul>				
Faculty of Education	Smith, S.; Stoddard, C.; et al.	Education's Research Connections to its CE Initiatives	--	\$10,000
<p>Outcomes: Knowledge exchange and mobilization; infrastructure.</p> <ul style="list-style-type: none"> <li>• Created a centralized depot for the collection and dissemination of CE initiatives and allied research opportunities.</li> <li>• Goal is to create a record of previous work, including communities engaged and research results achieved.</li> </ul>				

School of Communication	Kline, S.	Community Engaged Learning Project: Public Health Campaigns	Fraser Health	\$10,000
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization; community access and outreach; experiential learning.</p> <ul style="list-style-type: none"> <li>• Research designed in collaboration with the School of Communication at SFU to make a contribution to Fraser Health's communication and social marketing efforts.</li> <li>• Undergraduate students participated in a community engaged learning initiative focused on the design and evaluation of public health communication. The initiative was launched with a series of briefing workshops.</li> </ul>				
SFU Library	Owen, B. and Hong, V.	Komagata Maru Commemorative VIP Event	Khalsa Diwan Society, PICS, Surrey Art Gallery, Museum of Vancouver, etc.	\$2,500 (partial funding)
<p>Outcomes: Community access and outreach.</p> <ul style="list-style-type: none"> <li>• Produced an event commemorating the 100th anniversary of the Komagata Maru's arrival in Vancouver.</li> <li>• Collaborated with seven community partners throughout the Metro Vancouver, providing SFU with the opportunity to engage the South Asian community through the recognition of an historical episode of great significance to the community.</li> </ul>				
Centre for Sustainable Community Development	Markey, S.; Ashworth, J.	Charting the Legacy and Imaging the Future	--	\$10,000
<p>Outcomes: Public engagement through research.</p> <ul style="list-style-type: none"> <li>• The CSCD 25th Anniversary Celebration provided a metaphoric container to capture the diverse experiences and knowledge of alumni, faculty, students, associates and friends of the Centre and an entry-point for community sustainability practitioners to participate and intersect with the CSCD.</li> </ul>				
Faculty of Communication, Art and Technology	Geisler, C.	Creative Entrepreneurship Program	BC TIA, BC Creative, City of Surrey and others	\$2,500 (partial funding)
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization.</p> <ul style="list-style-type: none"> <li>• Creative Entrepreneurship community workshop to help shape the certificate program offered at SFU.</li> <li>• Funds were used to support the initial research and surveys, the Charrette, meetings and materials to support the workshop group</li> </ul>				

Beedie School of Business and Environment	Smith, S. and McRae, J.	Scaling the Change Lab	--	\$5,000 (partial funding)
<p>Outcomes: Knowledge exchange and mobilization; experiential learning.</p> <ul style="list-style-type: none"> <li>• Developed a sustainable curriculum model for a 2-term pilot course for students to ideate and implement sustainability projects.</li> <li>• Funds supported education innovations and entrepreneurship opportunities for students at SFU.</li> </ul>				
Faculty of Education	Smythe, S.	Supporting Digital Literacy Skills (Burnaby)	South Burnaby Neighbourhood House, City of Burnaby, Burnaby Public Library	\$5,000 (partial funding)
<p>Outcomes: Knowledge exchange and mobilization; infrastructure.</p> <ul style="list-style-type: none"> <li>• The groundwork laid with the support of the community engagement grant has allowed the BNH 'Digital Café' to expand to two sites (Metrotown and Hastings &amp; Willingdon) and to 6 hours a week.</li> </ul>				
Faculty of Communication, Art and Technology, School of Communication	Cross, K.; Poyntz, S.; Hackett, R.	Media Democracy Project – Enhanced Engagement Initiative	BC Civil Liberties Assoc, David Suzuki Foundation, Vancity CU, others	\$5,000 (partial funding)
<p>Outcomes: Public engagement through research; knowledge exchange and mobilization.</p> <ul style="list-style-type: none"> <li>• Enhanced community and NGO input into activities and priorities of Media Democracy Project, and introduced community supported educational components and expanding project research in BC and Canada.</li> </ul>				
Faculty of Education	Hoskyn, M. and Moore	Budding Scientist Research Program	Strathcona Community Centre	\$2,340 (partial)
<p>Outcomes: Knowledge exchange and mobilization; experiential learning.</p> <ul style="list-style-type: none"> <li>• Contribution to support Budding Scientist program where SFU pre-service teachers are trained to provide intervention to struggling readers.</li> </ul>				



Faculty of Communication, Art and Technology, School of Communication	McAllister, K.	Workshop on methodologies for CE research	Internal partners	\$900 (partial)
<p>Outcomes: Knowledge exchange and mobilization; experiential learning.</p> <ul style="list-style-type: none"> <li>This workshop invited both established and new scholars to discuss their approaches to activist research.</li> <li>The researchers at the workshop shared both the working relations and process of designing research that articulated the concerns of communities.</li> </ul>				
School of Criminology and First Nations Studies	Palys, T. and ross, a.	Circles to develop research questions and partnerships on questionable deaths	Vancouver Aboriginal Transformative Justice Services Society, Union of BC Chiefs	\$3,000 (partial)
<p>Outcomes: Outcomes: Public engagement through research; knowledge exchange and mobilization.</p> <ul style="list-style-type: none"> <li>Funds supported a symposium that would bring together researchers and individuals who were involved in a case study of Prince Rupert, BC and its justice system's consideration of the deaths of three Aboriginal youth.</li> </ul>				
Residence Life (Student Led)	Viktorn, M. and Bourke, P.	Service Learning Program	Habitat for Humanity, Scotiabank	\$5,000
<p>Outcomes: Knowledge exchange and mobilization; experiential learning.</p> <ul style="list-style-type: none"> <li>11 SFU residence students and 2 Residence Life staff took part in an international service-learning trip to Lusaka, Zambia and built two homes for disadvantaged children.</li> </ul>				
UNYA (Student Led)	Gray, C.	Engaging Native Urban Youth	UNYA and SFU	\$2,000
<p>Outcomes: Knowledge exchange and mobilization; experiential learning.</p> <ul style="list-style-type: none"> <li>Pilot program between SFU and UNYA to develop community lacrosse program for First Nations youth, including training and facilitation with SFU's varsity team.</li> </ul>				
Work Integrated Learning (Student Led)	WIL	Expanding Public Policy Assistance	Burnaby Board of Trade	\$10,000
<p>Outcomes: Knowledge exchange and mobilization; experiential learning.</p>				



## **APPENDIX C: Developing SFU's Strategic Community Engagement Action Plan 2015 – 2020**

*August 10, 2015*

### *Background and Scope*

Simon Fraser University's vision is to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. Intrinsic to this vision are SFU's three essential goals of engaging students, engaging research and engaging communities.

With aspiration to be Canada's most community-engaged research university, SFU's first, three-year Community Engagement Strategy was approved by the University's Board of Governors in 2013. It identified several areas of institutional priority and focus with the purpose of increasing community access to SFU people, knowledge and resources. These included:

- Expanding community connections as an integral part of the University's academic mission to create opportunities for practical and experiential learning and to inspire research;
- Developing partnerships to maximize the capacities of SFU's three campuses to enhance the social, economic, environmental and cultural well-being of communities locally and globally;
- Cultivating respectful and mutually beneficial community relationships;
- Meeting the lifelong learning needs of students, alumni and the community; and
- Establishing SFU as BC's public square for enlightenment and dialogue on key public issues.

As we approach the end of the initial term of SFU's 2013 – 2015 Community Engagement Strategy, the University has seen significant growth in student, research and community engaged planning and activity across university disciplines, departments, campuses and communities. Concurrent advancements in SFU's Academic Plan and SFU's Strategic Research Plan have resulted in increasingly robust elements of engagement planning that contribute to the "Engaged University" vision. Collectively, this growth in engagement across and between SFU and its communities presents the University with an opportunity to build upon its initial Community Engagement Strategy priorities and principles in the form of an institution-wide Strategic Community Engagement Action Plan (SCEAP). The SCEAP will be action-oriented and seek to define and include the networks and mechanisms through which community engagement could be best supported and strengthened at SFU.

As a highly decentralized organization with community engagement initiatives mobilized throughout the University's three distinctive campuses; across its 30,000 students, 6,500 faculty and staff, and 120,000 alumni; and between SFU and the communities it serves; the planning process will embody an appropriate level of attention and consideration to ensure that the emerging plan is reflective of the values of SFU's departments, campuses, communities and organizational culture(s). The ultimate success of the SCEAP depends upon the extent to which the plan embodies and supports community engagement interests and initiatives across this vast group of stakeholders and its ability to strengthen, support and inspire community engagement for the next five years (2015 – 2020).

### *The SCEAP Planning Process*

*Phase One (September 2015 – December 2015)*

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Identification of Stakeholders and Initial Situation Analysis

- Identify key SFU stakeholders
- Identify key community member / group stakeholders
- Situation Analysis – Macro-environmental scan including initial measurement and benchmarking

*Phase Two (January 2016 – April 2016)*

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Consultation and Identification of Opportunities and Issues

- Identify SFU department and campus CE needs, strengths and weaknesses
- Identify community CE needs, strengths and weaknesses
- Identify CE opportunities and challenges in the region(s) that SFU serves
- Identify CE critical success factors
- Identify possible new CE strategies to leverage strengths and minimize weaknesses
- Determine the objectives vital to successful CE at SFU and within the community

*Phase Three (May 2016 – August 2016)*

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Synthesis of Inputs and Sharing

- Prepare written SCEAP including strategy, priorities and action plan/programs
- Share results with stakeholders, SFU President's Office, SFU Board of Governors

*Phase Four (September 2016 – December 2020)*

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Approval, Collective Implementation, Plan Monitoring and Review, Iterative Plan Revisions

## INTRODUCTION

The purpose of this review is to assess SFU's performance with respect to the University's fundamental theme of "Leveraging Institutional Strength". In the Mid-Cycle Evaluation Report (2014), the theme team reviewed and revised the outcomes and indicators to more effectively measure the University's performance with respect to financial sustainability, reliability of IT services, attracting and retaining the best people, and providing a physical infrastructure that is fit for purpose.

The theme team has since undertaken a subsequent review of all outcomes and indicators and concluded they remain relevant and appropriate measures of performance in support of the University's Vision / Mission.

## THEME DESCRIPTION

### FUNDAMENTAL THEME: LEVERAGING INSTITUTIONAL STRENGTH

**GOAL – TO BECOME FINANCIALLY FLEXIBLE THROUGH CONTINUOUS IMPROVEMENT OF ADMINISTRATIVE SYSTEMS, STRENGTHENING OF INFRASTRUCTURE, AND RECRUITMENT AND RETENTION OF THE BEST PEOPLE.**

For SFU to be successful in achieving its strategic goals around the three Core Themes, it must leverage the institutional strength found in its human, financial, and capital infrastructure. This fundamental principle underpins SFU's three core strategic themes and contributes both directly and indirectly to fulfilment of the Vision / Mission.

SFU seeks continuous improvement of administrative systems in order to provide access to transparent and efficient administrative systems for students; long-term growth and viability of endowments; greater alignment of resources to strategic priorities; increased revenue-generating activities; and efficient administrative units.

The University's efforts around recruitment and retention of the best faculty and staff are focused on four key areas: competitive compensation, opportunities for training and development, recognition of excellent performance, and promotion of a respectful workplace.

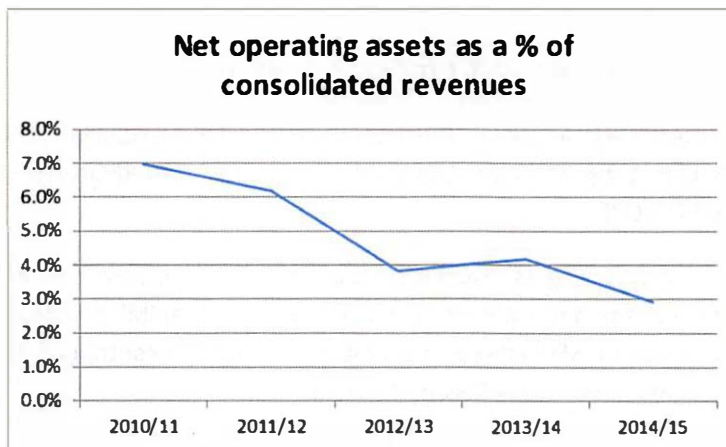
To support the core strategic themes, SFU seeks to provide students, faculty and staff with appropriate teaching, research and administrative space; effective and reliable IT systems; and a safe and sustainable physical infrastructure.

**ASSESSMENT OF THEME PERFORMANCE**

OUTCOME 1: SFU IS FINANCIALLY SOUND  
 INDICATOR 1.1: Net operating assets as a % of consolidated revenues

Net operating assets reflect the cumulative surpluses (losses) generated from the operating fund and are one indicator of the overall financial health of the University. A healthy balance sheet position provides the University with the ability to handle future unplanned liabilities and funding requirements. Operating assets include various components such as departmental carry forwards, investment surplus (loss) carryovers, and unfunded future costs (liabilities).

SFU’s carry forward guidelines limit the level of cumulative carry forward in units to 9% of total operating budget. Consistent with this guideline, and based on comparatives with other Canadian universities, a positive net operating asset balance of up to 10% of consolidated revenues represents a reasonable and appropriate balance of net operating assets.



As can be seen above, this indicator has remained at an appropriate level over the previous five years. The introduction of new public sector accounting standards has led to a reduction in the indicator, as has the prudent and measured release of reserves. For the fiscal year ended 2014/15, net operating assets have been reduced to \$18.9 million. The University has prompted departments to tap into their carry forward funds to source strategic projects and initiatives, which has impacted the measure. In addition, cash reserves have been leveraged for strategically significant capital renewal projects, reducing the total net asset reserve level to approximately 3%.

The previous self-evaluation report indicated a target range for net operating assets of between 4% and 9% of consolidated revenue. The theme team has reviewed this range and found that 3% is an acceptable level considering the reduction is due to a combination of

internal and external factors. Externally, the introduction of new accounting standards in fiscal 2012/13 led to one time drop in the metric, while internally, the explicit decision to address growing carry forwards by encouraging their strategic release also had an impact. Therefore, net assets in the revised range of 2% to 9% represent a reasonable level of operational reserves, given that other factors, such as the University’s operating contingency, also contribute to the overall financial health of the University.

SFU remains within its target range and is *on course* with respect to this indicator.

**OUTCOME 2: SFU HAS IT SERVICES THAT SUPPORT ITS PRIORITIES**

**INDICATOR 2.1: Joint availability of core services**

For the purposes of this indicator, SFU defines its core IT services to include four representative but critical systems:

- SFU Connect (enterprise collaboration based on Zimbra Collaboration Suite)
- Canvas (locally hosted learning and management system)
- SIMS (Student Information Management System)
- Off-Campus Internet Connectivity (ability for users to access the internet through and from the SFU campus network)

As there is no “industry standard” single metric for the performance of IT Services, the theme team proposed that a measure which reflects the joint availability of core services is a reasonable and appropriate performance metric. The availability of these core services is easily measured and each is expressed as a percentage of time the system is performing as designed for all users. The actual composite metric is the product of the four percentages.

<b>Indicator 2.1: Joint availability of core services</b>			
	Service/System	Availability as Percentage (%)	
		<b>2014</b>	<b>2015</b>
Joint Availability of Core Services: SFU Connect, Canvas, SIMS & Off-Campus Internet Connectivity	Connect	99.88	99.97
	Canvas	99.72	99.97
	SIMS	99.88	99.97
	Off-Campus Internet	99.88	99.95
	<b>Metric (Product of 4)</b>	<b>99.36</b>	<b>99.86</b>
	<b>Average of 4</b>	<b>99.84</b>	<b>99.97</b>

These measures provide a reasonable indication of how well the priority core services are working (i.e. availability). As measured against a 24x7 ideal of 100% availability, SFU’s priority IT systems have performed extremely well since 2014, when SFU first began to measure this metric.



SFU is *achieving* its targets with respect to this indicator.

OUTCOME 3: SFU ATTRACTS AND RETAINS THE BEST PEOPLE  
 INDICATOR 3.1: [Canada’s Top 100 Employers](#)

SFU is one of the largest employers within the City of Burnaby and has a substantial employment presence in downtown Vancouver and the City of Surrey. The University is consistently recognized as one of the best employers, both in the province and in the country.

The Leveraging Institutional Strength theme team previously determined that having SFU included in a prominent list of Canada’s Top 100 Employers is an effective measure of the University’s ability to attract and retain quality staff and faculty. The measurement is taken from the country’s leading employment periodicals publisher, Mediacorp Canada, which assesses employers using eight criteria:

- Physical workspace
- Work atmosphere and social atmosphere
- Health, financial and family benefits
- Vacation and time off
- Employee communications
- Performance management
- Training and skills development
- Community involvement



Employers are compared to other organizations in their field to determine which offers the most progressive and forward-thinking programs. SFU has been included in Mediacorp’s list of Canada’s Top 100 Employers every year since 2008, which reflects the University’s ongoing commitment to its employees and its ability to provide them with a positive work environment and culture.

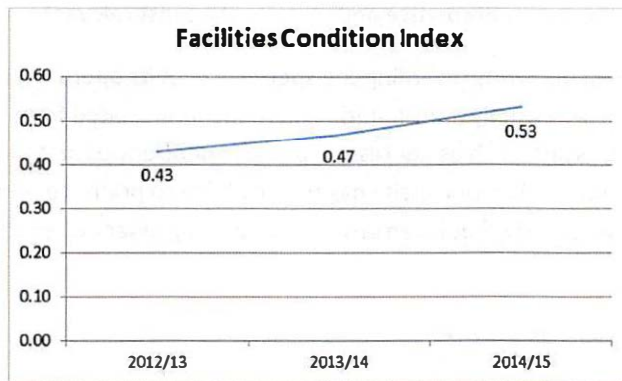
SFU was also named by Mediacorp as one of Canada’s Top Family-Friendly Employers and British Columbia’s Top Employers for 2015.

SFU is *achieving* its targets with respect to this indicator.

OUTCOME 4: SFU HAS FACILITIES THAT MEET ITS NEEDS  
 INDICATOR 4.1: Facilities Condition Index (FCI)

The SFU Burnaby campus is now 50 years old and suffers from ongoing deferred maintenance issues. The rehabilitation and renewal of aging facilities and infrastructure at the Burnaby campus is required to extend the useful life of facilities and to improve the sustainability and functionality of these facilities.

Using the Facilities Condition Index (FCI), an accepted industry metric for determining the relative condition of a group of facilities at a specific point in time, SFU is able to assess the condition of its buildings and facilities. The theme team confirmed that FCI is an effective indicator in determining the functionality and safety of SFU’s physical infrastructure.



A new building has an FCI of zero and a building with an FCI of 1.00 has no useful life left. SFU’s FCI of 0.53 for 2014/15 falls in the range of “poor” condition (FCI > 0.50). However, it should be noted that this is a measure of the University’s entire building portfolio, with many buildings having an FCI far in excess of 0.53 and some buildings being in better condition.

Addressing issues of deferred maintenance and building renewal at the Burnaby campus was a key priority in 2014/15. Projects were undertaken to improve student study spaces, classrooms, building envelopes and building systems infrastructure. In addition, SFU’s Deferred Maintenance Advance Initiative established a \$30 million line of credit to address deferred maintenance requirements. In 2014/15, \$15 million of work was completed, in addition to other targeted projects. Major new capital projects are also being developed, including the approval of a new 100,000 square foot, \$55 million student union building scheduled for completion in late 2018. A \$10 million stadium project is also under design, which will be matched with an additional \$10 million to address deferred maintenance in the adjacent infrastructure. A \$15 million Field House is also under consideration and will complement the new stadium and improved athletics facilities. Collectively, these initiatives will positively impact building lifespan, have a positive impact on the FCI over time, and will slow the advance of this aggregated metric.

SFU remains *on course* with respect to this indicator.

## SUGGESTED UPDATES TO THE THEME

### INDICATOR 1.1: Net operating assets as a % of consolidated revenues

This indicator was updated in June 2014 and was previously expressed as the dollar value of net unrestricted assets. The new indicator is considered more representative of the financial health of the University as it is now directly linked with consolidated revenue and provides for a better year-over-year comparison. Although other important metrics, such as the level of its operating contingency and its access to cash reserves, are indicative of SFU’s financial flexibility, the chosen metric is deemed to be the most informative and remains the most relevant.

The University has made informed decisions regarding the specific use of its operating assets and the decrease in the indicator was wholly anticipated. The reduction resulted from the strategic leveraging of operating assets, such as addressing pension deficiencies and targeting discrete deferred maintenance issues. The University has the flexibility to prioritize funding when required and has shown historically that it can grow net operating assets when it is strategically important.

### INDICATOR 2.1: Joint availability of core services

This indicator has been updated from the ratio of operating and project resources to total operating resources. The former metric was deemed to be too cost oriented and did not reflect the benefit that information technology has in an organization. Upon the suggestion of Senate, a review of alternative metrics utilized in the private sector was undertaken. From that review, joint availability of core services was deemed to be an improved measure of IT success.

SFU’s IT group is currently undergoing a period of transformation. Focusing on core services is considered an important “back to basics” step during this interim phase. However, it is acknowledged that this tactical metric is broad based, unweighted, and susceptible to diminishing returns. The University has recently hired a new Chief Information Officer (CIO) who will evolve a suite of new metrics to gauge IT impact along multiple dimensions and measure progress against strategy. Therefore, it is anticipated that this metric will be reviewed and potentially replaced with one that is more aligned to the new strategic vision for information systems.

### INDICATOR 3.1: Canada’s Top 100 Employers

This continues to be an effective measure in determining whether or not SFU attracts and retains the best people. Mediacorp’s Canada’s Top 100 Employers list is a nationally recognized

source for those desiring to work within the country’s best organizations. Its evaluation criteria are multi-dimensional and its analytical techniques are comprehensive and systematic. At this time, there is no requirement to consider changing this indicator.

This University may consider developing a support metric to supplement the Canada’s Top 100 Employers indicator due to its binary nature, as any given organization is either “on the list” or “off the list”. Should the University attain the latter, it cannot be deemed to have completely failed in its attempt to attract or retain the best people. SFU is in the process of piloting a Performance Development Program (PDP). Should the pilot be successful, a university-wide introduction of PDP may be a methodology to analyze retention rates, employee satisfaction levels and career progression, and could act as an important supplement to the current indicator. Similarly, exploring the possibility of implementing an employee engagement survey would provide valuable information for understanding SFU’s employee satisfaction levels.

**INDICATOR 4.1: Facilities Condition Index (FCI)**

The current indicator represents the average for all the buildings’ FCI ratings and does not take into account individual building FCIs. This provides a reasonable, consolidated view of University infrastructure but is less effective in making discrete capital decisions. However, such an industry-wide, global indicator is politically valuable as its continued deterioration demonstrates to government bodies, such as BC’s Ministry of Advanced Education, that University infrastructure is crumbling and requires substantial and immediate investment. Over the last few years, SFU has diverted significant operating funds to address deferred maintenance, but it is having limited impacted due to the scale of the problem, as represented by the 0.53 metric.

It is recommended that, as information matures, the University consider a more detailed review of FCI values for the entire building portfolio, and update the indicator accordingly. For example, SFU Burnaby, where the majority of the deferred maintenance is located, has 35 academic related buildings. Six are in “good” condition (FCI<0.20), nine are in “fair” condition (FCI 0.20><0.50), and twenty are in “poor” condition (FCI>0.50). A more detailed approach to indicator tracking, at the level noted above, would provide important information to guide overall University infrastructure planning and enhance government lobbying efforts.

**CONCLUSION**

The fundamental theme of “Leveraging Institutional Strength” underpins the success of the University’s three Core Themes related to Students, Research and Communities. The results of the indicators show that the University is undertaking many initiatives to advance this theme. Directionally, it is shown that strategic decisions are having an impact on the indicators, whether

it be through the movement of the FCI by targeting specific deferred maintenance projects or the impact on the Net Operating Assets metric by utilizing dormant funds.

Even with the positive results, there remains work to do. Although the IT indicator movement is positive, the group is in a transition period and will require further review as it moves beyond its initial learning phase. Similarly, the success of the Top Employer metric may require supplemental data to augment human resource efforts in the medium to long term. Implementing such changes will continue to enhance the “Leveraging Institutional Strength” theme in the University Planning Framework.



## APPENDICES

Documents referred to in the self-evaluation of the fundamental theme of Leveraging Institutional Strength include the following:

- Five-Year Capital Plan 2016/17 to 2020/21
- Budget and Financial Plan 2015/16
- University Planning Framework (May 2015)

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