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MEMORANDUM

ATTENTION	Senate	DATE	June 14, 2011
FROM	Jon Driver	PAGES	1/1
	Vice President, Academic and Provost		
RE:	Senate – Accreditation Self-Evaluation Report (Draft #3)		

Draft #3 of Simon Fraser University's Self-Evaluation Report for the Northwest Commission on Colleges and Universities (NWCCU) is being made available to Senate for its July 4, 2011 meeting. The contents of the report are as follows:

Chapter 1 – defines SFU's mission, core themes, and the criteria by which the assessments in Chapter 4 will be carried out.

Chapter 2 – responds to approximately 80 standards on SFU's resources and capacity. It explains in some detail the Canadian and British Columbia contexts for an American audience. Subheadings are taken from the NWCCU's Standards.

Chapter 3 – describes SFU's major institutional planning processes.

Chapter 4 – covers the assessment of SFU's four core themes.

Chapter 5 – includes our conclusions about our performance in fulfilling SFU's mission and allows us to introduce "core theme 5" ("Institutional Strength") from the University Planning Framework in discussing the University's ability to adapt and sustain itself.

This is an opportunity for you to comment on the substance of the report. Please concentrate on the content, including possible omissions, contradictions and the like. All data and electronic links will be checked before the submission is made.

The time line leading to the submission continues to be tight and we ask that you provide us with your comments by no later than July 8, 2011. Comments are to be submitted to accredit@sfu.ca and should reference chapter/page/paragraph number and heading/subheading.

This draft of the report is to be made available, for comment, to the University community on June 27th on the accreditation website (http://www.sfu.ca/vpacademic/accreditation.html). It is also to be distributed to the Board of Governors for its July 21st meeting.

c: G. Nicholls
KC Bell
Lynda Erickson

SIMON FRASER UNIVERSITY   THINKING OF THE WORLD

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Self Evaluation Report
August 2011

SFU SIMON FRASER UNIVERSITY
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Self Evaluation Report
Simon Fraser University
August 2011

draft

draft

SFU SIMON FRASER UNIVERSITY
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Self Evaluation Report Contents

CONTINUED

SIMON FRASER UNIVERSITY
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Self Evaluation Report Contents (continued)

draft

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Self Evaluation Report Appendices

Footnotes summary (TO DO)
Figures summary (TO DO)
Summaries summary (TO DO)

Still to come: Chairs' Survey Results (referenced in footnote, page 77)

draft

SIMON FRASER UNIVERSITY
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Self Evaluation Report

Institutional Overview

Two pages maximum

draft

SFU SIMON FRASER UNIVERSITY
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Self Evaluation Report

Preface

a) Brief update on institutional changes since the institution's last report

b) Response to topics previously requested by the Commission (i.e., Addenda)

draft

draft

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Self Evaluation Report

Chapter 1

Mission, Core Themes and Expectations

The institution articulates its purpose in the form of a mission statement and identifies core themes that manifest essential elements of that mission. It defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

draft

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Chapter 1 Contents

draft

SFU SIMON FRASER UNIVERSITY
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Chapter 1 Executive Summary

Eligibility Requirements 2 and 3

2, Authority

Simon Fraser University is authorized to award degrees under British Columbia's University Act. Its mission and core themes are appropriate to a research university, are clearly articulated in a mission statement, and are consistent with its legislated authority. The University's resources and capacity are entirely devoted to carrying out its identified mission and core themes.

3, Mission and Core Themes

(response pending)

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

Chapter 1, Standard 1.A
Mission

Simon Fraser University Mission Statement (2010)[1]

SFU's mission is to advance knowledge through teaching, research, and engagement with the community.

Simon Fraser University Values and Commitments (2000)[2]

We are an open, inclusive university whose foundation is intellectual and academic freedom. Our scholarship unites teaching and research: we celebrate discovery, diversity and dialogue. Our students and communities can expect teaching that is personal and learning opportunities that are lifelong. We champion the liberal arts and sciences and pioneering interdisciplinary and professional programs. We are a university where risks can be taken and bold initiatives embraced.

Upon these foundations, we will engage all our communities in building a robust and ethical society.

Simon Fraser University's mission statement began to take form in 1999 with the drafting of SFU's "Statement on Values and Commitments." As recounted in its minutes,[3] the University Senate "was advised that, within the context of economic challenges and social/technological changes currently facing universities, it was felt that a basic core mission for SFU should be developed."

During the subsequent consultation period it was judged that interest in a mission statement was low and that, if the University's unique identity was to be expressed in an overarching statement, the community had a greater interest "in creating a very simple, clear statement of fundamental values . . . than [in] a traditional statement of mission." Mission statements, it was felt, tended toward "superlatives and hyperbole" and should be deliberately avoided as one was unlikely to speak meaningfully to the SFU community's sense of itself and its shared sense of purpose.

Extensive consultations resulted in the drafting and approval of the document known over the past decade as SFU's "Statement on Values and Commitments." Endorsed by the University Senate and approved by the Board of Governors in the spring of 2000, the Statement has been embraced as a key expression of the University's culture. It is posted on the President's website and informs the tone and context for most of the University's major planning documents and other reports on key institutional matters by administrative and academic units.

The subject of a mission statement did not arise again until the fall of 2009, when it was recognized that addressing the accreditation standards would require a mission statement focused on SFU's mandate and activities rather than its fundamental values. Because the University was preparing for a

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1   A "preliminary mission statement" was approved by the President and Vice Presidents on January 25, 2010 to provide a structure on which to draft the accreditation Self Evaluation Report.

2   Endorsed by the University Senate on March 6, 2000, and by the Board of Governors on March 23, 2000.

3   Senate Minutes, January 10, 2000, page 2ff.

presidential transition, it was agreed that the outgoing President would not encumber his successor with a mission statement he had no part in crafting.

The need for an accurate and utilitarian, if also generic, mission statement was addressed by the President and Vice Presidents on January 25, 2010. The mission statement is described as "preliminary" and is intended simply to recognize that SFU's business as a "comprehensive" university centres in teaching, research and community engagement. The institution's unique characteristics are addressed more fully throughout this Self Evaluation Report.

In spring 2011, SFU's new President Andrew Petter launched the envision>SFU project to develop a strategic vision that reflects SFU's strengths and that will enhance its reputation as an institution that is student-centred, research-driven and community-engaged. A final report on the results of envision>SFU project is expected before the NWCCU accreditation evaluation visit.

Mission Core Themes

SFU's primary mission is to advance knowledge, and it expresses this mission most fundamentally through its core themes: 1) teaching and learning; 2) research; 3); student success and experience; and 4) community and citizenship. The University Planning Framework (UPF), a document intended to unify and align SFU's major planning documents and activities, identifies a fifth "theme" in financial sustainability and institutional strength, which are recognized as enabling conditions for fulfilling the four core themes.

The term "core themes" as it comes to us through the accreditation standards is new to SFU, but SFU's key planning documents have consistently focused on the elements of its business identified as core themes here. The key planning documents at SFU are: the three-year academic plans; the strategic research plans; the President's agendas, and the University budget. Other plans are ancillary to these and support their coherence and effectiveness; these plans are discussed more fully in Chapter 3.

The most recent versions of these plans include the three-year Academic Plan (2010-2013) and the Strategic Research Plan (2010-2015), which build on the strategic priorities in the President's Agenda and provide the mission for their respective areas.

Research themes in the Strategic Research Plan and the academic themes in the Academic Plan embody a number of strategic objectives that provide the initial building blocks for the UPF. The UPF highlights the goals from the academic and research areas, merging them with the President's priorities. Its aim is to consolidate and align all major plans and strategic initiatives within a single planning schema.

Definition of Fulfillment of Mission and, within that Definition, Interpretation of an Acceptable Threshold or Extent of Mission Fulfillment

The extent of Mission Fulfillment will be measured by a combination of qualitative and quantitative factors. Performance in the Core Themes will be assessed by Core Theme Teams composed of senior academic and administrative staff, faculty and students as appropriate to the Core Theme objectives. A straightforward tabulation of outcomes will constitute one aspect of the evaluation.

As with the Core Theme assessments, performance at the institutional level will be categorized into one of three cases:

- *Outstanding – performance is excellent*
- *Satisfactory – performance is acceptable*
- *Needs improvement – performance does not meet expectations*

These assessments will be supplemented by consideration of other available evidence that falls outside the formal assessment process, or the qualitative nature of which renders it indicative rather than definitive.

This assessment will be reviewed and approved by the Accreditation Steering Committee (President, Vice Presidents and Deans).

Date and Manner of Most Recent Review of Mission and Core Themes

Simon Fraser University adopted its first mission statement in 2010 to provide a keystone for the accreditation Self Evaluation Report. Its four core themes have existed under other rubrics for many years. Among major planning documents, both the academic and research plans were revised in 2010, and Budgets are approved annually.

The results of President Andrew Petter's envision>SFU process are expected to be approved and to provide additional strategic guidance to the University by fall 2011.

Chapter 1, Standard 1.B
Core Themes

The University's mission expresses its central purpose, its reason for being. Simon Fraser University's mission is to advance knowledge. It carries out this mission through the activities embodied in its core themes: teaching and learning; research; student experience and success; and community and citizenship. Major objectives for each core themes are articulated in the University's primary planning documents, and are distilled and aligned through the University's Planning Framework document.

It should be noted that, to the degree that core themes are well integrated within SFU's various activities, they can—and should—overlap significantly. Effective teaching and learning is inextricable from student success, research from community service, and citizenship from engagement. Therefore, discussions of core theme strategies and objectives will also sometimes overlap.

<h1 style="text-align:center">Core Theme
Teaching and Learning</h1>

Teaching and learning are central to the mission of Simon Fraser University. In order to provide SFU students with challenging opportunities for intellectual growth, and to ensure SFU graduates are well prepared to achieve their career goals, the University pursues excellence in research-informed undergraduate and graduate teaching and learning across a wide spectrum of academic disciplines. SFU's commitment to excellence in teaching is coupled with an historic commitment to interdisciplinary approaches to learning and an obligation to respond to emerging areas of demand in higher education.

Teaching and learning are complex activities, and the paths taken to successful learning outcomes vary by discipline. They occur in diverse environments, at and beyond the University's three campuses. At SFU, teaching and learning activities include class-based courses and programs, co-operative education and other experiential programs, international field schools, project-based assignments and credit and non-credit contexts, all informed by a wide variety of pedagogies.

Students have opportunities to gain disciplinary knowledge, to study their areas of interest in depth and detail, and to learn from faculty who are active researchers. SFU has committed to provide its undergraduate students with the solid foundation of a broad education, encouraging natural learning and curiosity, and equipping them with communication skills and the analytical abilities that provide the foundations for lifelong learning. The University promotes research-informed learning in top-ranking programs at all levels, and mentors its graduate students in an environment that both fosters and celebrates advanced research and learning and provides a variety of learning opportunities for mid-career professionals.

Three entwined elements comprise the Teaching and Learning core theme:

- *Students have academic opportunities to become informed and engaged global citizens, well prepared for a variety of diverse future careers;*
- *Faculty are supported in an environment that promotes teaching excellence; and*
- *Programs and Courses are developed with the aim of offering high-quality academic training that provides opportunities to interconnect diverse disciplines across Faculties.*

Objective 1
Students have academic opportunities
to become informed, engaged global citizens

SFU strives to create an environment rich in opportunity to engage students. Promoting and developing high-quality academic experiences in and out of traditional classroom settings create a strong foundation for a compelling university experience.

Outcome 1.1
Students achieve disciplinary program objectives by accruing
knowledge and building skills through active learning experiences

Outcome 1.1 Indicators
- *Graduation rates*
- *Student opinions of achievement (Baccalaureate Graduate Survey; BGS)*
- *Range of teaching modalities and pedagogies, such as tutorial system, writing-intensive learning, and distributed learning utilizing enhanced technology*
- *Undergraduate involvement in diverse academic program elements, such as directed studies, honours courses and Semester in Dialogue*

Outcome 1.1 Rationale

Measuring graduation rates across academic program options is the most direct measure available of student achievement. Students are required to meet University and disciplinary course and credit requirements for graduation and in doing so are extensively assessed on their learning and skill development at the course level by instructors whose disciplinary expertise qualify them to make these assessments.

In the annual Baccalaureate Graduate Survey students voice their opinions of their learning at SFU, supplying an important indirect measure of the knowledge and skills they have gained.[4]

Surveying the extent of SFU's pedagogically diverse environment and the proportions of students who engage in diverse program elements gives an outline of the extent of opportunities for students to engage in active learning experiences.

Outcome 1.2
Students participate in credit-bearing interdisciplinary, international
and experiential learning opportunities as part of their degree programs

Outcome 1.2 Indicators
- *History and contemporary status of interdisciplinary programs at SFU*
- *Number of students participating in experiential education and international opportunities*

Outcome 1.2 Rationale

SFU has a long history of developing and supporting interdisciplinary courses and programs. However, many of the interdisciplinary courses and programs have not been formally labeled as such, although they are recognizably interdisciplinary. As a result, "counting" formally labeled interdisciplinary programs or enrolments would underestimate the extent to which students participate in interdisciplinary learning opportunities. Examining the institutional history of interdisciplinary studies and programming and examining contemporary programs afford a better understanding of its role at SFU.

While they do not constitute a complete catalogue of experiential and international education available to students, enrolments and student experiences in co-operative

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4   SFU participates in several surveys of graduates and current students. These are identified and explained at the beginning of Chapter 4.

education, international study, practicums, internships and field study courses offer a preliminary picture of the extent of student exposure to such education.

Outcome 1.3
Students are well prepared for a variety of diverse careers

Outcome 1.3 Indicators
- *Post-graduation employment reports*
- *Perceived relevance of university program to jobs (BGS)*
- *Student perceptions of the value of the Writing, Quantitative and Breadth (WQB) requirements (Undergraduate Student Survey; UGSS)*
- *Student assessments of the contribution of SFU to their knowledge, skills and abilities (Canadian University Consortium survey of graduates; CUSC)*

Outcome 1.3 Rationale

Students and alumni provide important data about their career status. Their perceptions regarding whether their studies at SFU were relevant to their current employment offer an indirect measure on their preparation for their careers.

Information on student perceptions of the value of WQB requirements supplies some feedback to the institution about the possible effectiveness of these relatively new requirements. These perceptions can be balanced by graduates' ratings of the overall contribution of their university experience to abilities in areas such as writing, abstract reasoning and logical thinking.

Objective 2
Support and promote teaching excellence

Superlative teaching is a key component of any university mandate, and SFU strives to create an environment that produces and supports top-flight teachers, who in turn support excellence in scholarship at all levels of study.

Outcome 2.1
Faculty provide high-quality undergraduate and graduate teaching

Outcome 2.1 Indicators
- *Percentage of courses taught by academically and professionally qualified faculty*
- *Services and support provided by the Teaching and Learning Centre to teaching staff for improving their teaching and for providing high-quality instruction*
- *The rate of use of such services*
- *Support for research and innovations related to teaching*
- *Percentage of students satisfied with quality of teaching – UGSS and BGS surveys*

Outcome 2.1 Rationale

For students to gain knowledge about a subject area, it is important that their teachers have a deep understanding of their disciplines. Tenure track faculty and other academically qualified instructors are most likely to have the required knowledge to share with their students.

Enumerating the support relevant to teaching and learning that is available for both emerging and established professoriate helps to develop an understanding of the institutional commitment to the importance of teaching. Attendance at teaching workshops is an indicator of the reach of such services, while support for research on teaching and teaching innovation can contribute to changing and improving teaching practices.

Students themselves are provided opportunity to express opinions about quality of instruction in the UGSS and BGS surveys. Data from these surveys can suggest whether students' experiences of teaching at SFU are consistent with institutional objectives of providing high-quality teaching.

Outcome 2.2
Faculty are recognized internally and externally for teaching excellence

Outcome 2.2 Indicators
- *Internal awards for teaching excellence*
- *External teaching awards received by SFU faculty*

Outcome 2.2 Rationale

Examination of the internal awards for teaching can provide an indication of the quality of teaching recognized at the University. External awards can help place SFU teaching in a national context.

Outcome 2.3
Students express a high level of satisfaction with teaching at SFU

Outcome 2.3 Indicator
- *Percentage of students satisfied with quality of teaching − UGSS and BGS surveys*

Outcome 2.3 Rationale

Measures of student satisfaction with the quality instruction they have received in their academic schooling are relevant, albeit indirect, gauges of teaching excellence. They record aspects of students' personal experiences that are important for the learning process and the effectiveness of teaching.

Objective 3
Offer high-quality academic programs
from a diverse set of disciplines across all Faculties

To remain among the best comprehensive universities in Canada, SFU must strive to keep its programming relevant, responsive and academically sound.

Outcome 3.1
SFU attracts well-respected researchers and teachers to its faculty

Outcome 3.1 Indicators
- *Canada Research Council (CRC) appointments*
- *Other awards received by SFU faculty*
- *Frequency rate of citations for SFU faculty members in citation index*

Outcome 3.1 Rationale
Noting awards and prestigious appointments allows a comparable measure of the quality of SFU's research and instructional faculty. The rate of citations is indicative of the impact of research by SFU faculty members in a number of disciplines.

Outcome 3.2
Programs evolve dynamically, constantly informed by cutting edge research

Outcome 3.2 Indicators
- *Number and variety of programs offered at each of the undergraduate and graduate levels*
- *New courses and programs introduced*
- *Process and timeframe for regular, formalized departmental/school external reviews*
- *Off-cycle curriculum reviews and course reviews*

Outcome 3.2 Rationale
The number of programs available is an indicator of the range of choice available to students and an indicator of the overall scope of the institution, while elements of and change in the overall curriculum – with the elimination and addition of programs – indicate flexibility and the capacity to respond to the conditions required for the maintenance of quality programs.

Outcome 3.3
SFU attracts diverse and academically well-prepared students,
who become part of a vibrant community of learners

Outcome 3.3 Indicators
- *Demand statistics (number of applications to registrants) for admission over previous 3 years*
- *Student assessment of programs – BGS; CUSC*

Outcome 3.3 Rationale
The attraction of SFU for students is provided by demand statistics. Giving voice to student opinions on program offerings provides relevant feedback from the actual consumers of the educational experience offered by SFU's programs.

Core Theme
Research

SFU is an internationally recognized research-intensive university where the advancement of excellence in research is a defining feature. Collaboration and synergy are strongly encouraged and supported, and continuing investment in research infrastructure strengthens academic programs and enhances the learning experience for undergraduate as well as graduate students. The University partners with local, national and international communities of all kinds to foster effective knowledge generation and knowledge transfer through research, training and creative learning.

As articulated in SFU's Strategic Research Plan (SRP), the University's research priorities are to: increase the level and quality of research; support and sustain leadership through research; increase research-centred undergraduate and graduate education; and further the University's community engagement in SFU-conducted research.

The SRP also identifies distinctiveness and excellence through innovative and multi-disciplinary research grouped collectively into several overarching research themes. These themes are intended to strengthen the research spectrum at SFU, while also building on collaborations within existing programs. The identified research themes are:

- *Origins*
- *Communication, Computation and Technology*
- *Culture Society and Human Behaviour*
- *Economic Organization, Public Policy, and the Global Community*
- *Environment Resources and Conservation*
- *Health and Biomedical Sciences*
- *Pedagogy*

The Strategic Research Plan (SRP) identifies two broad objectives to strengthen SFU's research performance and effectiveness: to increase the level and quality of research while also promoting SFU's public recognition as a research-intensive university; and to incorporate research into teaching and learning.

Objective 1
Increase the level and quality of research
and promote SFU's profile as a research-intensive university

This objective targets increases to the volume and quality of research undertaken at SFU, and to the dissemination of research results produced by SFU researchers.

Outcome 1.1
Establish a strong research infrastructure

Outcome 1.1 Indicators
- *Total dollars spent to support research infrastructure including Canadian Foundation for Innovation (CFI) grants, Natural Science and Engineering Research Council (NSERC) equipment grants, and expenditures on animal care and library collections*

- *Utilization of shared research facilities (specifically, the Library and Animal Care)*

Outcome 1.1 Rationale

The dollars spent on research infrastructure are one important aspect of SFU's research capacity, while the money SFU commits from its operating budget to research infrastructure reflect its commitment to research activity. Facilities such as the Library are shared by, and central to, all University research, while the Animal Care facility receives use by a more limited segment of researchers. Together their use reflects the collective level of research activity undertaken within University-sponsored research facilities.

Outcome 1.2
Develop distinctive research programs

Outcome 1.2 Indicators

- *Total external research grants*
- *Number of publications and citations*

Outcome 1.2 Rationale

The total external funding received for research is an established input indicator. Publication numbers are an output indicator, and citations are an accepted measure of the impact of published research.

Outcome 1.3
Translate ideas into new and innovative ventures

Outcome 1.3 Indicators

- *Total strategic and corporate funding from NSERC strategic grants, SSHRC partnership grants and industry grants*
- *Royalties from active patents, disclosures and spin-off companies*

Outcome 1.3 Rationale

These indicators are one measure of success in translating SFU's research findings into practical applications.

Objective 2
Incorporate research into teaching and learning

This objective measures the University's success in incorporating research activity into its curriculum and providing an opportunity for undergraduate and graduate students to learn through participating in the performance of research. The desired outcomes include increasing graduate student participation in research, and engaging undergraduate understanding of and participation in research.

Outcome 2.1
Strengthen graduate student research

Outcome 2.1 Indicators
- *Total number of students enroled in research-focused graduate degrees and completing a thesis or dissertation*
- *Total number of international graduate students, post-doctoral fellows and visiting graduate research scholars*
- *Total amount of funding to support graduate students*
- *Number of undergraduate students hired as research assistants*

Outcome 2.1 Rationale

The number of students enroled in research degrees and completing theses or dissertations indicates the engagement of graduate students in research. International graduate students, visiting research scholars and post–doctoral fellows reflect global recognition of the quality of graduate research training available at SFU.

Outcome 2.2
Engage undergraduate students in research

Outcome 2.2 Indicators
- *Enrolment of undergraduate students in research-focused undergraduate courses and the number of completed honours degrees*
- *Funding for undergraduate research activities from NSERC Undergraduate Student Research Awards (USRA), and from co-op research placements (Vice President, Research funded USRAs)*

Outcome 2.2 Rationale

The total number of undergraduate students enroled in research-focused courses and completing honours programs reflects the engagement of undergraduates in research. Funding support for undergraduate research experience indicates the institutional commitment to, and belief in the fundamental value of, learning through research.

Core Theme
Student Experience and Success

The education of students is the central purpose for any university, and the experience students have while attending a university can enhance or inhibit their ability to learn. Improving the experience of students while attending SFU is a major institutional goal.

The term "Student Experience" refers here to the overall feelings students have regarding their time at an institution. It relates to their experiences inside and outside physical classrooms, and encompasses the degree to which students feel "valued " by the University and their corresponding sense of "connectedness" with it. "Student Experience" affects such key operational outcomes as student recruitment and retention, institutional reputation and subsequent alumni support.

At SFU "Student Success" is a corollary to Student Experience, and is operationally defined as success in meeting academic requirements. As the link between experience and success is profound, they have emerged as a single core theme: "Student Experience and Success." The objectives, outcomes and indicators associated with this core theme inevitably are interwoven with the achievement of the University's other core themes. Evaluating progress toward core theme goals is subject to ongoing refinement.

Student Experience and Success is built on a foundation of

- *an engaging student experience fostered by*
- *a supportive learning and living environment, and contributing to*
- *a vibrant campus community.*

Objective 1
Provide an engaging student experience

SFU's heterogeneous student body has diverse goals, from personal enrichment to the completion of specific credentials. SFU strives to provide an academic experience rich with opportunities to experience diverse pedagogies and compelling learning experiences inside and out of the classroom.

Outcome 1.1
Students develop global perspectives, critical thinking and transferable skills

Outcome 1.1 Indicators
- *Participation in diverse pedagogies, including service and community-based learning, Semester in Dialogue, Study Abroad, and experiential learning-based programs*
- *Responses to various student and graduate surveys on the value of experiential education*

Outcome 1.1 Rationale
The Academic Plan (2010–2013) calls for *increased diversification of pedagogy* as part of an overall strategy involving a high–quality student experience. Measuring the rate at which students participate in existing non–classroom based programs highlights existing strengths and can identify areas for additional programming. The surveys provide us with students' opinions about their experiences with SFU's experiential pedagogies.

Outcome 1.2
Students report gaining applied experience
relevant to their academic study and personal/professional goals

Outcome 1.2 Indicators
- *Responses to graduate surveys on relevance of university-gained knowledge and abilities*
- *The participation rate in work-experience facilitated by SFU*

Outcome 1.2 Rationale

Evidence on graduates' assessment of the utility of their SFU–related education is an effective indirect measure of the relevance of their experience at SFU. Examining undergraduate participation rates in experiential learning programs indicates what experiential programming students value as expressed through student choice.

Outcome 1.3
Students progress to complete their identified credential

Outcome 1.3 Indicators
- *Course availability rates (access to courses needed to meet degree requirements)*
- *Navigable curriculum*
- *Percentage of students with declared majors*
- *Successful transition to second year (first to second year attrition rates)*

Outcome 1.3 Rationale

The Academic Plan (2010–2013) identifies as a goal to *develop a more navigable curriculum and improve course access.* These indicators provide an accurate snapshot of how students proceed through their chosen programs, and identify structural impediments to timely degree completion.

Outcome 1.4
Students effectively transition to degree-related employment or to further studies

Outcome 1.4 Indicator
- *Selected questions on employment and further studies (BGS)*

Outcome 1.4 Rationale

A strong measure of student success is post–degree employment. Upon successful completion of selected credentials, however, some students choose to continue their formal education through the pursuit of advanced credentials. The Baccalaureate Graduate Survey (BGS) provides excellent data on how effectively SFU graduates succeed at their post–degree transitions, whether into the paid workforce or on to further education.

Objective 2
Provide a supportive student learning and living environment

Student experience stretches far beyond the classroom. A supportive learning and living environment provides a strong foundation for the kind of engaging academic experience that is fundamental to students' ultimate success.

Outcome 2.1
Students experience a welcoming and diverse campus community

Outcome 2.1 Indicators
- *International student statistics*
- *Access to programs, services and supports of diverse needs*

Outcome 2.1 Rationale

Admission data for international students indicate the diversity of SFU's student body. Identifying the availability of institutional programs and services and student clubs provides a window into the University's strengths and gaps in the programs and services it offers.

Outcome 2.2
Students access transparent and efficient administrative systems

Outcome 2.2 Indicator
- *CUSC Survey: Agreement with sense of belonging and smooth administrative functioning*

Outcome 2.2 Rationale

How, when and where students are able to access administrative services highlights an often overlooked aspect of student experience. The CUSC survey asks how students perceive their treatment within administrative settings at SFU, and seeks feedback on students' sense of belonging in the University community.

Outcome 2.3
Students are provided supportive and healthy environments for study and community activities

Outcome 2.3 Indicators
- *Student satisfaction with food, transportation, health services*
- *Study space with power and internet access*
- *Participation in living and learning communities*

Outcome 2.3 Rationale

Students experience university as much outside as inside of classrooms. Access to comfortable study and living spaces for residential and commuter students is expected to increase participation in learning communities. Measuring levels of student access and overall satisfaction with services will help us determine areas that will improve students' experience and increase their success.

Objective 3
The University creates vibrant campus communities

SFU is a multi-campus environment, and works to provide the same service levels and diverse opportunities at each of its campuses. Active campus communities enhance the University's reputation and contribute to a positive student experience at university and success after graduation.

Outcome 3.1
Students participate in multiple opportunities to engage in a vibrant campus life

Outcome 3.1 Indicator
- *Participation in intramurals, Lead, fitness, clubs, attendance as fans at athletic events*

Outcome 3.1 Rationale

Participation in on-campus co-curricular activities identifies areas of strength and reveals opportunities to improve. The co-curricular record was still in development during the assessment process, but remains as an indicator for future assessments.

Outcome 3.2
Students and graduates contribute to the social and economic well-being of their communities

Outcome 3.2 Indicators
- *Outstanding alumni awards*
- *BGS: degree-related employment*

Outcome 3.2 Rationale

SFU annually recognizes outstanding alumni, providing some information on the contributions graduates make to their local, national and international communities. The BGS data on post-completion employment provide an indication of students' contribution to society once their degrees are completed.

Outcome 3.3
Students choose a lifelong relationship with SFU

Outcome 3.3 Indicator
- *Alumni financial support*

Outcome 3.3 Rationale

Alumni financial support is an internationally accepted standard for measuring satisfaction with student experience, and provides a glimpse of student economic success.

Core Theme
Community and Citizenship

The Carnegie Foundation for the Advancement of Teaching and the current literature on community engagement, public engagement, civic engagement and student engagement describe "engagement" as being based on a foundation of "mutuality and reciprocity." Mutuality and reciprocity emphasize a qualitative exchange between the institution and relevant community in which all parties benefit from the relationship. An institutional focus on community and citizenship involves building sophisticated and extensive connections that are able to address shared interests and concerns. These connections are developed through a variety of educational, social and cultural programs that serve both the public and the University's interests, and from them weave a shared sense of community. The activities being described within community and citizenship theme are placed in two categories: (1) curricular engagement, and (2) outreach and partnerships.

Engagement with the community is an important component of SFU's mission. Community engagement, as an integrated part of teaching and research in SFU's mission, creates opportunities for improving teaching and research. Recognizing the role of community in learning and in the production and circulation of knowledge demonstrates the value of the investment in this University to government, other funders, and the broader society.

Objective 1
Engage and involve SFU's many communities

With campuses in three different communities crossing three municipal boundaries, SFU attempts to bring to its diverse communities benefits from the learning resources available at a major university. These include making available its expertise for formal, informal and non–credit learning experiences and extending its programs to diverse audiences and groups. As well as attempting to reflect the diversity of its communities in its classrooms, SFU is committed to bringing international experience to the University through international student enrolment. Exposure to different cultures, values, beliefs and practices can improve mutual understanding, intellectual flexibility and potential for problem solving.

Outcome 1.1:
Provide learning opportunities to diverse communities

Outcome 1.1 Indicators

- *Enrolment in Continuing Studies non-credit courses*
- *Number of public lectures and academic departments holding speaker series, public lectures, colloquia, etc.*
- *Number of Philosophers' Cafés held and attendance*
- *Number of First Nations students enroled*
- *Number of international students enroled*
- *Number of mature students enroled in undergraduate and graduate programs*

Outcome 1.1 Rationale

Non–credit courses, public lectures and Philosophers' Cafés make the University's resources available to a much wider constituency and often are tailored to specific community sectors, stakeholders and constituencies with a need or interest in expertise or experience not otherwise available to them. They also encourage the University to broaden its perspectives through expanded contact with the community.

Such public events also enhance public support for, and interest in the University. Public events provide a broad stage for presenting the contributions of University faculty, students and staff while also providing a locus for the exchange of ideas between the University and the wider community.

In its commitment to diversity and internationalization, enrolment by the following groups is of special importance to SFU: First Nations (a Provincial priority, and addresses social responsibility); mature students (for mid–career access to lifelong learning in response to a need in the global job market); and international students (globalization requires students to interact and collaborate in developing solutions to quickly changing global circumstances).

Outcome 1.2
Encourage community service and engagement

Outcome 1.2 Indicators

- *Qualitative assessment of community relationships, partnerships and activities by individuals, departments and faculties*
- *Enrolment in community-based and service learning courses, and in internships*
- *Fundraising dollars received from different communities*
- *Number of alumni events and attendance*
- *Number of alumni donors and dollars from alumni donations*
- *Number of athletic events for which tickets were sold*
- *Summer camps and attendance*

Outcome 1.2 Rationale

Through deep and enduring partnerships with a wide range of community organizations, SFU's expertise contributes to relevant and important community solutions and enables the reciprocal sharing of knowledge and resources. An initial qualitative assessment of the involvement of individuals, departments and faculties can provide a picture of the scope of community contributions by the University.

Student enrolment in community-based and service learning courses and internships provides an indication of student involvement in the community through the auspices of the University. Fundraising dollars from various communities reflect an aspect of reciprocity of community engagement and suggests one way in which the community contributes to a shared resource by advancing the University and its priorities.

Alumni are a major part of the University's communities, and their involvement through events and fundraising is a key indicator of its continued relevance to them.

Athletic events and camps provide opportunities to build a sense of community with SFU and can encourage future and further involvement (for prospective SFU students and the wider area).

Summer camps invite members of the community and their families to experience direct and tangible benefits of SFU's involvement in community activities. They provide a community connection through young people and their parents and help to raise the visibility of SFU in the wider community.

Objective 2
Provide opportunities for international collaboration and partnerships

The emergence of a truly global economy requires that universities become active collaborators with international partners, and that students have opportunities to explore international perspectives and experiences as a part of their advanced education.

Outcome 2.1
Students participate in international exchange opportunities and field schools

Outcome 2.1 Indicators
- *Enrolment in identified foreign exchange programs (FEP)*
- *Number of international co-op placements*
- *Number of international field school students outbound*
- *Number of outbound student semesters for international exchange*

Outcome 2.1 Rationale

International exchanges are excellent models of reciprocity and contribute to broader knowledge and experience among students and hosts via exposure to other cultures, values and beliefs. International field schools offer students an opportunity to live and work in an international environment while gaining experience in an area usually related to their disciplinary studies.

Outcome 2.2
Faculty and staff participate in international partnerships and projects

Outcome 2.2 Indicator
- *Number of journal articles by SFU authors and international co-author and percentage of total SFU-authored articles this represents*

Outcome 2.2 Rationale

Co-authoring scholarly articles demonstrates the existence of important international relationships, the exchange of ideas, and collaborative approaches to shared international issues and questions.

Objective 3
Mobilize resources and expertise that reflect regional, national and global interests and address concerns about environmental sustainability

Through each of its core theme activities, SFU makes substantial contributions to the communities who support SFU. Successfully communicating those contributions helps to disseminate important information of public utility to a wider audience, and strengthens relationships between SFU and those who support it. Addressing environmental, social and economic sustainability at the institutional level and encouraging understanding of the implications of climate change represents educational and community leadership on a matter of utmost importance.

Outcome 3.1
SFU's research, teaching and service strengths and impacts are widely communicated and employed

Outcome 3.1 Indicators
- *Number of media releases and media tips sent by SFU*
- *Number of people following SFU on Twitter*
- *Average daily, weekly and monthly users on SFU Facebook page*
- *Number of non-SFU media stories about SFU (print media)*
- *Number of visitors and unique visitors to SFU's website and percentage of new visits*
- *Number of page views, average number of pages visited, average time spent on the SFU website*
- *Percentage of visitors from outside of Canada*

Outcome 3.1 Rationale

Media and public awareness of SFU activities is important in developing a community profile for SFU. These activities build, maintain, enhance and measure public recognition of and support for the University, can influence decisions favourably about choosing a university, and can increase public and political support. The SFU website is often the first point of contact for external communities, and knowledge of website traffic is useful to gauge the level of interest in SFU by the local, regional, national and international communities.

Outcome 3.2
The importance of sustainability values and achieving sustainability goals is communicated to, and understood by, SFU's communities

Outcome 3.2 Indicators
- *Number of SFU environment and sustainability stories in the media*
- *Number of departments with Sustainability Ambassadors and/or Green Teams*
- *Number of students in a Sustainability Educators program*
- *Enrolment for courses involving environment, sustainability and citizenship*

Outcome 3.2 Rationale

As more SFU faculty, staff and students become participants in sustainability activities, media coverage of this involvement is helpful both for SFU's community profile and to encourage

further involvement in sustainability issues. High levels of participation also demonstrate that core values of contributory citizenship on an issue of major significance are being demonstrated by members across the SFU community.

Curriculum offerings that provide students with opportunities to focus on citizenship and sustainability are important for developing an understanding of community engagement among students and to support students in becoming active in their social and citizenship responsibilities.

draft

burnaby campus

interdisciplinary

experiential
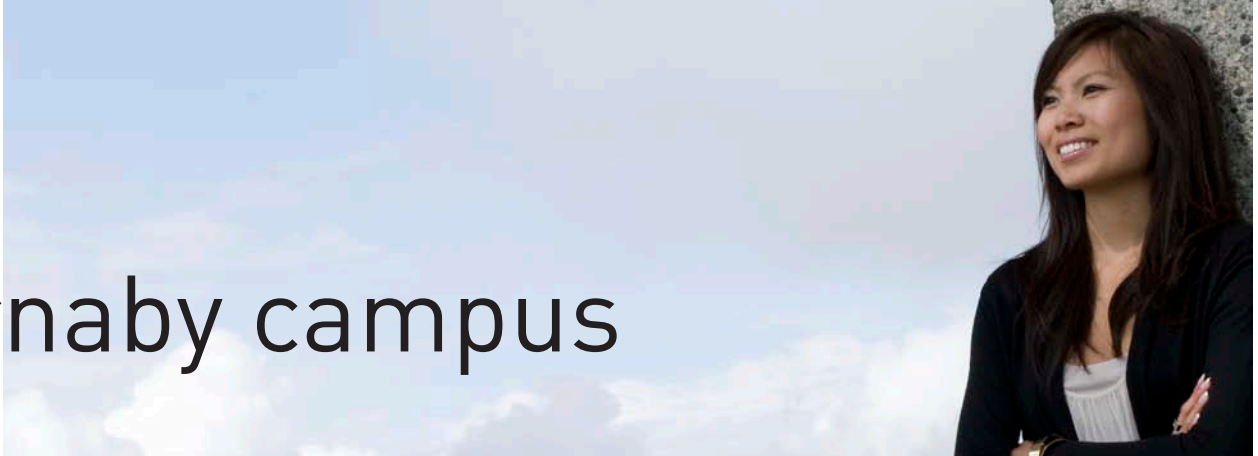
Innovative beginnings

In 1965 a new university opened its first campus on top of Burnaby Mountain to serve a rapidly expanding Vancouver population. Ever since, Simon Fraser University has lived up to its mandate to offer contemporary, relevant, well-rounded and innovative degree programs for undergraduate and graduate students, from its charter class of 2,500 to the current student population of over 32,000.

Across eight Faculties, from among more than 100 programs, students can choose just one major area of study, or combine elements of two or more areas. More than 50 formal "joint major" degree programs combine study and research in more than one subject, and students continue to sample a variety of courses for double majors, minor programs, double minor programs, certificates and post baccalaureate diplomas.

Two satellite campuses in Vancouver and Surrey make more accessible the University's offerings of innovative options for learning, with Vancouver providing mid-career programs for working professionals and Surrey offering cohort programs for first years. Both campuses provide undergraduate and graduate programs.

Learning through experience

Within a trimester system, students can study all year long, or alternate study semesters with semesters of paid employment in their field, through a Co-operative Education placement, available in all academic programs.

Students also have support for their interests in community volunteering, leadership training, mentoring other students and becoming an orientation leader for new students. All these programs—Co-op, Volunteer and Leadership, Career Services—blend academic and real-world experience through graduation, and beyond.

Thinking of the world

Students are encouraged to "internationalize" their degrees, through a Co-operative Education work placement outside Canada; exchange programs with universities around the world; mentoring SFU international students attending a Canadian university for the first time; or taking a dual degree program offered in partnership with universities in China and Australia.

SFU International works with global partners to bring the world to the University and provide international learning and work opportunities to students, arranging field schools and exchanges that add real-world experience and value to an academic degree.

international

Burnaby campus quick facts

Established 1965

32,000+ students in 100+ programs

All 3 campuses include 258,336sf classroom space, 161,459sf teaching labs, 355,209sf research labs

www.sfu.ca

draft

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Self Evaluation Report

Chapter 2

Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution exhibits the potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures which promote effective management and operation of the institution.

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SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Chapter 2 Contents

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Chapter 2 Executive Summary
Eligibility Requirements 4 through 21

Simon Fraser University is a public post-secondary institution offering a range of courses and programs for credit at the graduate and undergraduate levels as authorized by British Columbia's University Act, which also guarantees the institution's organizational and operational independence and accountability.

The University establishes policies and procedures directed at ensuring fairness and natural justice, addressing real or potential conflicts of interest, and prohibiting discrimination on the basis of gender, age, ethnicity or physical ability. It adheres to ethical standards in all of its operations and relationships.

The University has a governing Board comprised of 15 members, the majority of whom have no contractual or financial interest in the interest in the University. The Board is without limitation to its broad and overarching power to manage, administer and control property revenue, business and affairs of the University. A Senate of 69 members provides academic governance.

The President is the University's chief executive officer. The President is appointed by the Board and never serves as its Chair; the President does Chair the academic Senate. Additional leadership is provided by a complement of senior academic and other administrators appropriate to the University's size and the scope of its activities. Each of the University's core themes is represented at the Vice Presidential level, and senior officers act collaboratively to advance the University's mission and achievement of those core themes.

Faculty are appropriately qualified to carry out their responsibilities as teachers and researchers, and are evaluated regularly through the tenure and promotion process, by student evaluations, and through granting bodies. Existing academic programs are subject to regular external peer review. Proposed new programs are considered extensively for their academic rigour, their suitability to the curriculum, and for their appropriateness within the provincial system. Program objectives are increasingly demanding as students progress through undergraduate requirements, and graduate program content and objectives meet the expected standards for each discipline.

The completion of any first undergraduate degree at SFU requires the completion of 30 credits in designated writing, quantitative and breadth courses, and the completion of any credential entails fulfillment of program requirements specific to and appropriate for the discipline.

Library and information resources are extensive, and provide sufficient currency, depth and breadth to support the teaching and research programs offered by SFU on its campuses and

at a distance. The physical and technological infrastructure needed to achieve its mission and core themes is provided.

Academic freedom is a fundamental value at SFU and is enshrined in numerous agreements, policies and procedures, beginning with the University's Statement of Values and Commitments.

Admissions decisions are carried out in a transparent manner on the basis of criteria that are clearly and widely communicated; admissions standards and processes, including processes for appealing adverse admissions decisions, clearly and publicly stated in numerous and prominent places.

The University publishes a Calendar (i.e., a catalogue) for current students and potential applicants that provides comprehensive information on all rules, regulations, program requirements, grading scales, fee schedules and other basic information concerning becoming or being a student at SFU. The Calendar also include a complete list of all approved courses and programs current at the time of its publication.

SFU publishes annual budgets, financial plans and other financial reports that provide extensive and thorough data about current and anticipated financial circumstances, and that include the financial planning principles that are guiding its decisions. An extensive "risk register" is maintained, reviewed and updated at regular intervals to reflect changing conditions. As a public entity, the University is subject to annual audits by representatives of the Province. Audit results, including findings and the management letter, are received and reviewed by the Board of Governors.

SFU accepts the NWCCU's Standards and related policies, and agrees to comply with them. It accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions, and agrees that the Commission may make known the nature of any action, positive or negative, regarding SFU's status with the Commission to any agency or to members of the public who so request.

Chapter 2, Standard 2.A
Governance

A post-secondary institution relies on three principal resources to fulfill its mission: people, space and money. Chapter 2 provides a high-level account of SFU's resources and how they are managed to fulfill its mission.

To assist those unfamiliar with the Canadian post-secondary environment in understanding Simon Fraser University's place in it, this Self Evaluation Report begins with an outline of the national and provincial context within which SFU operates.

The Canadian Context

In Canada, constitutional authority for education is vested in provincial and territorial governments. There is, therefore, no Canadian equivalent to the US Department of Education. Each province and territory establishes laws to govern the operation of post-secondary institutions.

Historically, Canada's system of higher education has been predominantly a public one, and public institutions remain by far the principal providers of university education. Separate legislation and mechanisms have been established in some provinces to govern the operations of private and out-of-province universities and colleges, leading to provincial differences in the post-secondary education environment.

Canada's post-secondary landscape is composed primarily of universities and colleges. Universities typically offer four-year undergraduate degrees and, in most cases, master's and doctoral degrees in the arts, sciences and professions. In BC the 1960s saw significant growth of colleges and technical institutes offering university transfer courses and two-year programs in the technical and trades fields. Over the past decade, ongoing demand for increased access to post-secondary education has been met by elevating some colleges to degree granting institutions; in some instances, changes have issued in a commensurate change in status from college to university. In BC, the former "university colleges" have been designated teaching intensive universities (TIU). The traditional universities, now designated as "research intensive", are distinguished from the TIUs by their much greater research orientation and a corollary requirement for continuing faculty in most disciplines to hold doctoral degrees.

Quality Assurance in the Absence of Accreditation

Canada has no national system of institutional accreditation. Instead, Canadian universities derive their authority from provincial legislation. Historically, the appropriate provincial charter plus membership in the Association of Universities and Colleges of Canada (AUCC) served in lieu of institutional accreditation. As a result of their long-standing commitment to work within a common framework of standards across provincial jurisdictions, Canadian universities have developed a shared understanding of the value of each other's credentials. The AUCC also provides the mechanism for inter-provincial coordination of inter-university transfer credit and advocacy for its member institutions with government.

Canada's provincial and territorial governments also use legislation, to varying degrees, to establish, govern, recognize and ensure the quality of post-secondary education. Under specific legislation, programs and their standards may either be established by government or require government approval.

Each Canadian university is autonomous in academic matters, and robust institutional quality assurance policies and processes are the foundation of the Canadian quality assurance regime. Universities use self-assessment methods, usually involving external academic expertise, to conduct reviews of the quality of the programs they offer. In some jurisdictions, the results of institutional reviews may be considered in determining eligibility for public funding.

Despite a common institutional framework, some differences exist among universities, differences primarily manifested in the programs they offer, the number of students they serve, and the scope and size of their external research grants. In 1990 the Canadian Maclean's magazine recognized the potential market for a Canadian version of the US News and World Report post-secondary rankings and created its own system for ranking Canadian institutions.

Maclean's groups Canadian institutions into three major categories using a matrix that has since become a conventional means to simplify the complex post-secondary marketplace. These are: "Medical-Doctoral" (universities with a broad range of PhD programs and research, as well as medical schools); "Comprehensive" (universities with a wide range of programs at the graduate and undergraduate level, including professional degrees, and significant research activity); and "Primarily Undergraduate" (undergraduate education at universities that are undergraduate-focused, and have relatively few graduate programs).

Figure 2.1: Maclean's Comprehensive Universities Rankings, 1992-2010

Year	First place	Second place	Third place	Fourth place
2010	X			
2009	X			
2008	X (tie)			
2007		X		
2006				X
2005			X (tie)	
2004				X
2003				X
2002			X	
2001		X		
2000	X			
1999		X (tie)		
1998	X			
1997	X			
1996	X			
1995		X		
1994			X	
1993	X			
1992		X		

Simon Fraser University is considered one of Canada's twelve "Comprehensive" universities based on its combination of research intensity and its broad offering of undergraduate programs and has regularly ranked among the top four such universities in Canada. For the eighth time in 20 years, Maclean's ranked SFU first among Comprehensive universities in 2010.[1]

British Columbia

In British Columbia, the University Act[2] and the Degree Authorization Act[3] ensure that provincially chartered universities and approved degree programs have

> an approved, clearly articulated and published mission statement reflecting goals that are appropriate to an academic institution of high standard; and appropriate policies and processes concerning academic integrity and standards, including the admission and recruitment of students and the evaluation and awarding of academic credit.[4]

These policies include quality assurance processes such as external review procedures for new and existing institutions and programs.

Programs are monitored provincially to the extent that the Ministry of Advanced Education (AVED) approves new programs. In addition to quality assurance and governance, Ministry approvals for proposed new programs also consider the adequacy of a public institution's resources to offer the program, anticipated student demand for the program, and the efficiency of program delivery across institutions.

Post-secondary institutions in British Columbia

British Columbia has 25 publicly funded post-secondary institutions, including 11 universities, 11 colleges and three institutes, and all receive Provincial funding through AVED.

The research–intensive universities, of which SFU is one, offer an array of undergraduate degree programs and a range of programs at the graduate level. The teaching-intensive universities offer a narrower range of undergraduate degree programs, as well as courses and programs in trades, vocational and career technical studies leading to certificates and diplomas, and developmental programs that prepare adult learners for post-secondary studies. A few offer largely graduate and applied programs.

Colleges offer developmental programs that prepare adult learners for post-secondary studies, as well as courses and programs in trades, vocational, career technical and academic studies leading to certificates, diplomas, associate degrees and applied degrees. Transfer credit for college level work is assessed for all BC post-secondary institutions through the BC Council on Admissions and Transfer (BCCAT).[5]

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1   oncampus.macleans.ca/education/2010/11/10/our-20th-annual-university-rankings

2   www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01

3   www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_02024_01

4   www.aved.gov.bc.ca/degree-authorization/documents/exempt_status.pdf

5   Transfer credit is discussed in the Student Resources section.

Institutes are organized according to career, vocational and technical specialties, covering a variety of occupations. They may offer credentials from certificates to degrees.[6]

A number of private colleges, primarily with offerings in English as an Additional Language education, operate within BC, and four private universities have been granted approval to award degrees by the Province.

The University Act (RSBC 1996 c468)

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

The respective roles of the Board and Senate are well understood and extensively communicated within the University. All policies and procedures relating to their operations are published on the University's website and meetings are held regularly according to schedules published months in advance. Senate and Board agendas are published and circulated broadly, and meetings are open to the public except where law, regulation or policy requires that matters under consideration be addressed *in camera*.[7]

Representation of the views of faculty, students and staff on SFU's Board is provided for in The Act.[8] In 2010, SFU's Board is comprised of 15 members: the chancellor; the president; two faculty members elected by the faculty members; eight persons appointed by BC's Lieutenant Governor in Council (two of whom are to be appointed from among persons nominated by the alumni association); two students elected from students who are members of an undergraduate or a graduate student society; and one person elected by and from the employees of the University who are not faculty members. With the creation of a new Graduate Student Society at SFU in 2007, student representation was formally apportioned to include one elected by each of the undergraduate and graduate student societies.

The Act also provides for the appointment of a President by the Board, requires that the University collect student society fees and remit them to the appropriate society, and mandates the appointment of an internal auditor with responsibility to report annually to the Board. At SFU, the Internal Auditor works directly with the Board's Audit Committee.

Funding

The Province can exercise significant influence on the institutions it funds by increasing, freezing or decreasing their operating grants, by regulating tuition and ancillary fees, by directing funding to targeted enrolments, and by funding or not funding the capital expansion and maintenance of existing university infrastructure. BC's government has employed each of these strategies in recent years to encourage its post-secondary institutions to address government priorities.

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6   www.aved.gov.bc.ca/institutions/welcome.htm

7   www.sfu.ca/policies/gazette/board/B10-10.html

8   www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01#part6

For many years, the proportion of students who graduated from BC's high schools and progressed to post-secondary institutions was low relative to most other provinces. Funded spaces were limited and, consequently, entry to BC's public universities required an entering GPA averaging B+, with admission to some programs even higher.[9]

Recognizing that changing global conditions increasingly demand a population with advanced education and skills, government introduced an "access agenda" to increase the number of funded spaces in BC's post-secondary institutions by 25,000 FTEs by 2010 (starting from the base year 2003/04). The resulting increase in capacity lead to a temporary decrease in the average GPA required for admission to a BC university. In 2003/04, for every 100 persons between the ages 18 – 24 in BC who wanted to attend a BC university, there were approximately 17 funded full-time seats. This number grew to approximately 28 funded full-time seats in 2009/10.

Figure 2.2: Average admission GPA of BC 12 "direct admits"
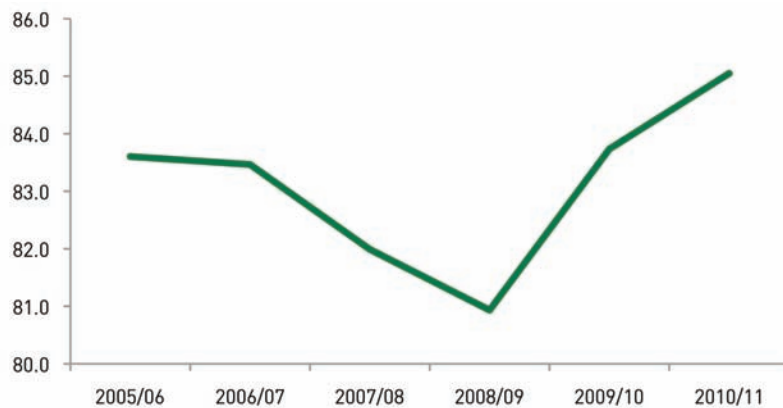
Source: Institutional Research and Planning, SFU

The financial benefit suggested by the growing number of funded FTEs has been offset by a decline in the "constant-dollar" Provincial funding per student from approximately $9,750 per FTE in 2003/04 to $9,540 in 2009/10. Ten years earlier (in 1993/04), provincial funding per FTE averaged around $11,180 in 2002 constant dollars.

At the same time as the Province was funding enrolment increases but decreasing per student funding, it imposed limits on how much an institution can charge for tuition and ancillary fees. In 2005, the provincial government instituted an inflationary cap of 2% on tuition and ancillary fee increases that continues today.

Prior to 1995/96, BC's average tuition fees for undergraduate programs were slightly higher than in Ontario. Starting in 1996/97, tuition fees in Ontario took an upward turn resulting in a dramatic divergence in tuition fees between Ontario and BC. This divergence is primarily traceable to different provincial responses to a dramatic cut in transfer payments by the federal government. Ontario chose to reduce provincial grants to post-secondary education, but to allow tuition fee increases to offset the shortfall. BC maintained the level of provincial grants, but froze tuition fees. The tuition freeze was abolished in 2002/03 and reinstituted as a 2% cap in 2005/06. In the chart below, this appears

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9   In BC high schools, the equivalence of letter grades to percentage marks is: A (100% to 86%); B (85% to 73%); C+ (72% to 67%); C (66% to 60%).

as a second, smaller divergence from tuition fee levels in Ontario. For illustration, tuition fees for residents in Quebec remain the lowest in Canada.

Figure 2.3: Provincial grant per funded university FTE (2002 CAD dollars)
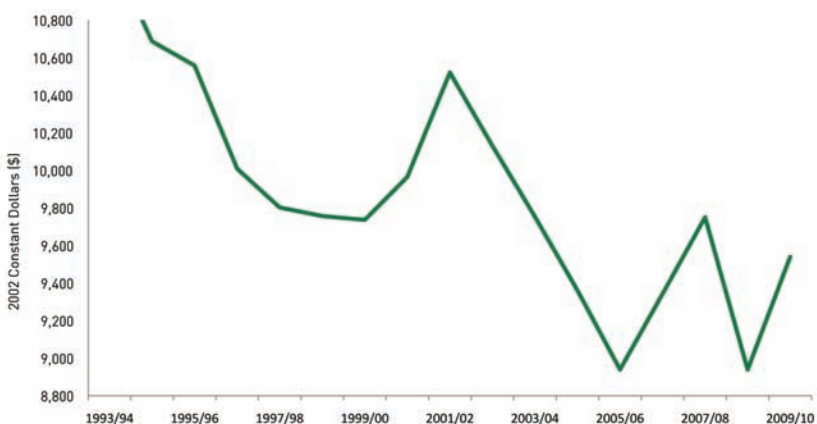
Source: Government of BC
Prepared by: Institutional Research and Planning, SFU

Figure 2.4: Average tuition fee for undergraduate programs in BC, Ontario and Quebec (2002 CAD dollars)
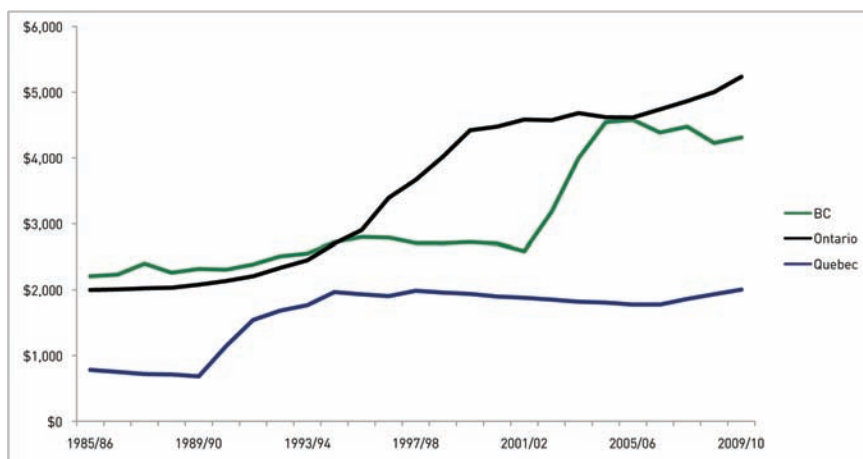
Source: Statistics Canada
Prepared by: Institutional Research and Planning, SFU

Public sector bargaining

As SFU is a public sector employer, the Province also prescribes compensation for SFU's employees under its Public Sector Employers Act ("PSEA").[10] Through this mechanism, government establishes the bargaining mandate and funds the settlements across the board. Salary increments other than across the board settlements (i.e., progress through the ranks) are not funded and impose a significant inflationary cost on institutions.

Reporting requirements

As the principal stakeholder in its public post-secondary education system, the Province mandates some reporting requirements. Under the University Act of BC, a university "must provide the

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10   www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96384_01

minister with reports and any other information that the minister considers necessary to carry out the minister's responsibilities in relation to the university." [11]

These reporting requirements take several forms. SFU submits an externally audited annual FTE enrolment report and quarterly financial reports to AVED to meet its obligations under the Budget Transparency and Accountability Act.[12] Reports are used by the government in the preparation of government's key financial reports such as the budget and fiscal plan, quarterly report and the public accounts.

Every publicly funded post-secondary institution also must submit to government an annual Institutional Accountability Plan (IAP) that reports on a broad range of issues of interest to the Ministry. Included in the IAP is an Accountability Framework comprised of a set of key performance indicators with targets that each institution must meet. Examples of KPIs include FTE enrolments, completion rates, and student satisfaction with the quality of teaching. IAPs for all BC universities are posted on the AVED website.[13]

Government retains final approval of all new degree programs. Post-secondary institutions prepare proposals for new degree programs, which are formally reviewed and commented on by other institutions with similar programs. Considered are such issues as the institution's existing ability to support the program (e.g., current expertise in related fields); demand within the provincial system for such programs (e.g., marketability); whether similar programs already exist within the system (e.g., competitiveness); and so on.

Proposals submitted for new degree programs from established universities go directly to the Minister for approval following a 30-day Notice of Intent period during which the proposal is posted on the Ministry's website. The Degree Quality Assessment Board reviews the proposals of private institutions and established universities only if the minister has concerns about it and refers it to the board. A brief moratorium on applications for new degree programs ended in March 2011.

Governing Board

The principal elements of Simon Fraser University governance are vested in its Board of Governors, its Academic Senate, and in its institutional policies. BC's University Act prescribes that SFU shall have a Senate and Board of Governors, defines their roles and responsibilities and establishes their makeup. The governance structures established in legislation are reinforced and refined in University policy and procedural documents at all levels of the University.

Major strategies and significant decisions taken by governing bodies and senior officers are informed by the views of faculty, students, staff and other members of the community through a variety of means. The major structures and processes through which governance takes place are addressed in greater length and detail below.

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11 www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01#section49

12 www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_00023_01

13 www.aved.gov.bc.ca/framework/accountability_plans.htm

Students are represented on both the Board of Governors and the Senate, and on their several committees.

The Chancellor

The position of Chancellor is created by the University Act, which specifies that there must be a chancellor for each university, who is appointed by the board on nomination by the alumni association and after consultation with the Senate.[14] The Chancellor is appointed for a three-year term and is eligible for re-appointment, but cannot hold the office for more than six consecutive years. The Chancellor is a member of the University's Senate and Board of Governors and must not be an employee of the University. As the ceremonial head of the institution, the Chancellor's official duties include the conferring of degrees at convocation. Although the Chancellor's position is one of influence within each university, under The Act Chancellors do not serve as chief administrative officers for their institutions.

The Board of Governors

By statute the Board of Governors is the University's primary governing body. The powers of the Board of Governors are "without limitation to its broad and overarching power to manage, administer and control property revenue, business and affairs of the university." Further, The Act states that a university's Board of Governors is authorized "to do and perform all other matters and things that may be necessary or advisable for carrying out and advancing . . . the purposes of the university."

SFU's Board of Governors is comprised of 15 members, the majority of whom must have no employment, contractual or financial relationship with the University. Governance structures, including lines of authority, roles and responsibilities for principal governing bodies and their members are clearly defined, broadly communicated and well understood.

The Act also sets terms of office for Board members and provides for their reappointment, re-election and removal from office. It identifies who is not eligible to serve on the Board and establishes how vacancies will be filled. A minimum number of meetings to be held each year is identified (4), the threshold for quorum is set (51% of members) and the Chair is given equal voting rights with other members.

With the approval of the University Senate, the Board establishes such procedures for the selection of candidates for the President, Deans, Registrar and other senior academic administrators as the Board may designate. The Board also formally appoints these officials, as it does professors and other members of the teaching staff. The Board has the power to fix salaries and define the duties and tenure of office for its appointees, but members of the teaching staff may not be appointed, promoted or removed except upon the recommendation of the President.

Conducting an annual evaluation of the President is one of the most important responsibilities of the Board, and provides a formal opportunity for the Board and President to have a constructive discussion regarding the performance of the institution and the President's leadership.

The Board receives from the President and adopts, with or without modification, the University's operating and capital budgets; fixes the fees to be paid by students; administers funds, grants, fees,

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14   www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01#section1

endowments and other assets; and, with the approval of Senate, determines the number of students who may be enroled.

The Board Chair is elected by and from among its members. Although there is no statutory requirement that precludes the President or Chancellor from serving as Chair of the Board, established practice at SFU is for the Chair to be chosen from among the Order in Council members appointed by the Province.

The Board has created eight standing committees to which it delegates some authority to act on its behalf. A list of the Board's standing committees and their individual terms of reference and memberships is published on the University's Policy Gazette[15] as well as on the Board's website.[16]

Policies and rules for the conduct of the Board are reviewed regularly and revised as needed. All policies specific to the Board have been created or revised since 2004 to maintain their currency and relevance.

Board meetings are typically held bi-monthly, with the vast majority of its business carried out in open meetings; under policy a schedule of meetings for the coming year must be published before the end of the current year. To ensure transparency in the Board's operations, few items are addressed in camera; clear guidelines are set and published to identify what those may be.[17]

New Board members are presented with a comprehensive binder of information to help them understand their roles and responsibilities and meet individually with the University Secretary to review key information.

Since 2006 the Board's Governance Committee has carried out a bi-annual survey of members to hear their views on how the Board and its sub-committees are conducting their responsibilities and how the University is supporting members in their work. The survey is developed and distributed by the Governance Committee to all Board members, with responses submitted to the Board Chair.

All University policies come to the Board for approval or for information. Policies affecting the academic governance of the University are approved by Senate and are reviewed by the Board's Academic Operations Committee to fulfill the requirements of the Act and to ensure Senate is maintained as the body with primary responsibility for the University's academic governance.

Compensation for the University's most senior officers, including the President, Vice Presidents and Deans, is determined by the Board's Employee Relations and Compensation Committee. Compensation levels are based on the University's ability to pay, on an assessment of the value of the work done, and on the importance of maintaining salaries competitive with the market for similar positions. Performance of senior officers is reviewed annually.

All Board-related University policies can be found in the University's Policy Gazette.[18]

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15   www.sfu.ca/policies/gazette/board/B10-02.html

16   www.sfu.ca/bog.html

17   www.sfu.ca/policies/gazette/board/B10-01.html

18   www.sfu.ca/policies.html

The Senate

Under Part 7, section 37 of the Act, "the academic governance of the university is vested in the Senate." Senate is concerned with all matters that bear on teaching and research in the university, including the development of new initiatives, the formation of priorities and the consideration and approval of policies.

Among the many statutory powers of the Senate are: the ability to identify and conduct its business; to elect a chair; to establish committees and delegate authority to them; to set the criteria for admission to and graduation from the university; to award scholarships, bursaries and academic prizes; to recommend to the Board the approval or concluding of academic programs; to set the terms of affiliation with other post-secondary (or secondary) institutions; and to establish a standing committee of final appeal for students in areas of academic discipline.

The President is Chair of Senate and is empowered and expected to ensure the orderly advancement of the legitimate business of the Senate. Each year Senate elects a Vice Chair, who sits on the Committee on Agenda and Rules (SCAR). Vice Chairs can serve no more than two consecutive terms. An orientation is held annually to introduce new members to Senate. Under the Act, the Registrar is the ex officio Secretary to the Senate, a task that includes managing its day-to-day operations and its constituent committees, and ensuring that all Senate-related records are maintained appropriately.

Membership in the Senate is defined in Section 25 (2) of the Act. As of May 2010, SFU's Senate had 69 members, including elected and appointed members chosen from among faculty, students, staff, professors emeriti, convocation founders, faculty founders and the community. Senate members without contractual, employment or financial interest in the institution are: the Chancellor; the student members; the four persons who are not faculty members elected by and from the convocation; and any additional members as determined by Senate.

Senate usually meets on the first working Monday of each month in open and closed sessions. Matters for decision are normally brought to Senate through the Senate Committee on Agenda and Rules (SCAR), which also makes a first determination on whether an item will be considered in open or closed session. It remains, however, within the power of Senate to move an item from open to closed session or vice versa based on a majority vote. Notices of meeting, agendas and all available supporting papers are circulated to members at least seven days before the meeting. Agendas for both open and closed sessions are published in advance.

The first meeting of the SFU Senate was held November 29, 1965. In 1967, SFU's Senate demonstrated the University's early and profound commitment to shared governance and full transparency by voting to admit three student representatives, making SFU the first Canadian university with formal student representation on its governing academic body. In another precedent-setting decision, Senate admitted observers to its open sessions beginning in 1968.

Student Government

In addition to participating on Senate, the Board of Governors and numerous ad hoc and other committees, students elect the members of governing bodies for their own societies. Undergraduate students belong to the Simon Fraser Student Society (SFSS), and graduate students to the Graduate Student Society at Simon Fraser University (GSS).

Graduate students were represented by the SFSS until 2008, when they voted to separate and form their own society. As a result of that separation, the University amended a number of its policies to ensure undergraduate and graduate student representation is maintained on relevant governing bodies and sub-committees.

Both the GSS and the SFSS are funded by student fees approved by their members through referenda. SFU, acting as mandated by the University Act, collects those fees at the time of registration and remits them to the appropriate society. Funding from fees pays to operate student space and society businesses, support student clubs, sponsor student-centred events and advocate on behalf of student interests. Student fees passed by referendum also pay for extended health and dental plans purchased through the societies, and cover the costs of a universal transit pass (U-Pass) for SFU students to use the Lower Mainland's Translink system.

Additional information on the governance and activities of the two student associations is available on the GSS[19] and SFSS[20] websites.

Leadership and Management

The President

Leadership at SFU begins with the President. Under the Act, the University must have a President who "will generally supervise the academic work of the university." Presidents are chosen under the terms set out in policy.[21] Searches are carried out by a hiring committee with broad representation from all levels of the University. Faculty, students and staff elected by their several constituencies must be among the committee members. The recommendation of the search committee is subject to approval by the Board.

The President is Chair of Senate and remains accountable to the Board. The Act grants the President the power to: recommend appointments, promotions and removal of members of the teaching and administrative staffs and the officers and employees of the university; summon meetings of a faculty when the President considers it necessary or advisable to do so, and at his or her discretion to convene joint meetings of all or any of the faculties; authorize lectures and instruction in any faculty to be given by persons other than the appointed members of the teaching staff; and establish any committees she or he may consider necessary or advisable.

Timely leadership and comprehensive attention to institutional issues is achieved through weekly meetings of the President with the Vice and Associate Vice Presidents, and through monthly meetings with the Deans.

Annual performance reviews for the President and other senior executives are required under the University's policy on Executive Compensation,[22] which sets the terms and conditions for performance reviews and salary advancement. The Board's Employee Relations and Compensation

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19   www.sfugradsociety.ca/News/News.html

20   www.sfss.ca

21   www.sfu.ca/policies/gazette/board/B10-06.html

22   www.sfu.ca/policies/gazette/board/B10-08.html

Committee is responsible for reviewing the President's performance annually. The annual review of the President's performance by the Board provides a formal opportunity for dialogue between the President and the Board around the President's goals, objectives and competencies, as well as the University's performance under the President's leadership.

The President is supported by a complement of senior academic and administrative executive officers chosen by search committees with broad representation from the University community and appointed by the Board of Governors as required by the Act and under processes set out in the University's policies. Similar representation is guaranteed in the appointments of other senior administrative and academic positions by University policies.[23]

The Vice Presidents

The number of senior administrative officers has increased over time to match the University's growth and is considered appropriate for the size and complexity of the institution. The makeup of the senior administration also reflects the University's commitment to its core themes, each of which is represented at the Vice Presidential level.

Figure 2.5: Growth of senior administration by year, 1965 to 2011

President	1965
Vice President, Academic	1968
Associate Vice President, Academic	1972
Vice President, Advancement and Alumni Engagement	1981
Vice President, Finance and Administration	1984
Vice President, Research	1985
Associate Vice President, Finance and Administration	1999
Vice President, Legal Affairs	2006
Vice President, External Relations	2003
Associate Vice President, Students	2005
Associate Vice President, Research	2007

Vice Presidents are responsible for exercising leadership by formulating, in consultation with their communities, strategic goals appropriate to their areas, and with overseeing their implementation. In larger portfolios, the Vice Presidents are supported by Associate Vice Presidents.

Performance goals for Vice Presidents are set by the President and the Board in consultation with individual VPs. Executive compensation reflects a measurement of job worth based on a composite of the skill, effort, responsibility and working conditions required to perform the work. Other than general salary increases, adjustments to senior administrative compensation are based on clearly defined individual and organizational goals that are reviewed annually.

Academic Leadership

Academic leadership comes from the Vice President, Academic (VPA), assisted by the AVP, Academic, the Vice President, Research (VPR), and the eleven academic Deans (including the Deans

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23   GP29 (Search Committees for Vice Presidents and Associate Vice Presidents) and the A13 series of policies (for Deans, Chairs and directors of academic units). www.sfu.ca/policies/gazette/general/gp29.html and www.sfu.ca/policies/gazette/academic.html

of the eight Faculties, Graduate Studies, the Library and Lifelong Learning), and by the chairs and directors of the academic departments and schools.

The VPA's primary objectives are to provide an outstanding education for SFU students and a productive research environment for faculty by: attracting and supporting the best students; recruiting and retaining as faculty outstanding teachers and researchers; supporting excellence and innovation in academic programs; promoting excellence in research, scholarship and teaching; and responding to community needs for education and research.

Faculty Deans chair their faculties and report to the VPA. Powers and duties of the Faculty Deans are established by the University Act and include the authority:

- *to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;*
- *to provide for student representation in the meetings and proceedings of the Faculty;*
- *subject to this Act and to the approval of the Senate, to make rules for the government, direction and management of the Faculty and its affairs and business;*
- *to determine, subject to the approval of the Senate, the courses of instruction in the Faculty;*
- *subject to an order of the President to the contrary, to prohibit lecturing and teaching in the Faculty by persons other than appointed members of the teaching staff of the Faculty and persons authorized by the Faculty, and to prevent lecturing or teaching so prohibited;*
- *subject to the approval of the Senate, to appoint for the examinations in each Faculty examiners, who, subject to an appeal to the Senate, must conduct examinations and determine the results;*
- *to deal with and, subject to an appeal to the Senate, to decide on all applications and memorials by students and others in connection with their respective Faculties;*
- *generally, to deal with all matters assigned to it by the Board or the Senate.[24]*

Consistent with The Act, SFU's policy on the Responsibilities of Deans of Faculties clarifies how decanal roles and responsibilities will be carried out within the University.[25]

At SFU some Faculties are divided into smaller units, referred to as departments (lead by a chair) or schools (lead by a director). "School" is generally used to distinguish units that have a more professional focus. Departments and schools are considered to be equivalent for administrative purposes. Subsequent references to departments and chairs should be understood also to apply to schools and directors.

Chairs of departments are faculty members with the respect and confidence of the members of their departments and the skill and the initiative to guide and manage their department. During their tenure in office, Chairs must make the interests of the department their paramount concern. Chairs are nominated by departmental selection committees and ratified by a majority vote of the faculty in their department.[26] They are appointed for their dedication to teaching, research and service; for their intellectual, professional and administrative abilities; and for their leadership skills. Chairs are expected

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24   www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01#part8

25   www.sfu.ca/policies/gazette/academic/a13-06.html

26   www.sfu.ca/policies/gazette/academic/a13-02.html

to ensure that the decision-making process includes full discussion with interested persons and that all reasonable attempts are made to reconcile differing viewpoints. Chairs and directors report to the Dean of their Faculty.

The success of the University's academic mission can be achieved only with the assistance of its administrative and support staff, who carry out the day-to-day management, maintenance and conduct of the University's physical campuses and electronic environments. Leadership is provided at all levels of the institution, with the structure of the SFU's senior administrative[27] and senior academic structures represented in organizational charts posted on the University's website.

Institutional Integrity

SFU defines and preserves its institutional integrity using a number of institutional policy documents and processes. SFU's overarching Statement on Values and Commitments[28] was approved by SFU's Senate and its Board of Governors in spring 2000 and articulates the University's commitment to abide by the highest standards in carrying out its mandates in teaching, research and community service, and expresses its determination to contribute to the building of a robust and ethical society. These values and commitments profoundly inform SFU's activities and shape its relationships with its stakeholders, including the general public and the members of its internal community. The Statement on Values and Commitments is now incorporated into SFU's mission statement.

Academic Freedom

Simon Fraser University is a secular, publicly-assisted institution and imposes no particular social or religious philosophy on its constituents. The position of the University is that the practice of academic freedom is a fundamental pre-condition for the advancement of knowledge.

Although the principle of academic freedom is expressed and defined in many of the University's key documents, it is most fully articulated in the University's Framework Agreement with the Faculty Association[29] and in the Faculty Code of Ethics.[30]

Under the Framework Agreement:

> Academic freedom is the freedom to examine, question, teach and learn, and it involves the right to investigate, speculate and comment without reference to prescribed doctrine, as well as the right to criticize the University, Faculty Association and society at large. Specifically, academic freedom ensures:

(a) freedom in the conduct of teaching;
(b) freedom in undertaking research and publishing or making public the results thereof;
(c) freedom from institutional censorship.

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27 Organization charts for SFU's senior administrative structure and senior academic administrative structure can be found at www.sfu.ca/pres/administration.html.

28 www.sfu.ca/pres/vandc.html

29 www.sfufa.ca/index.php?option=com_content&task=category&sectionid=4&id=14&Itemid=27

30 www.sfu.ca/policies/gazette/academic/a30-01.html

Academic staff shall not be hindered or impeded in any way by the University or the Faculty Association from exercising their legal rights as citizens, nor shall they suffer any penalties because of the exercise of such rights. The parties agree that they will not infringe or abridge the academic freedom of any member of the academic community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for knowledge.

As part of their teaching activities, teachers are entitled to conduct frank discussion of potentially controversial matters which are related to their subjects. This freedom of expression shall be based on mutual respect for the opinions of other members of the academic community.

Librarians have a duty to promote and maintain intellectual freedom. They have a responsibility to protect academic freedom and are entitled to full protection of their own academic freedom. This includes the right to express their academic judgment in the development of the Library collection within the context of Article 1.3.2 and to make the collection accessible to all users in accordance with the University Library policies, even if the materials concerned are considered controversial.[31]

Many other University policies express the centrality of academic freedom to SFU's institutional culture. Among them are: Renewal, Tenure and Promotion (A 11.05);[32] International Activities (GP 23);[33] Intellectual Property (R 30.03);[34] and Integrity in Research and Misconduct in Research (R 60.01).[35]

The Faculty Code of Ethics speaks directly to the complex duties and responsibilities of academic staff as teachers, scholars, colleagues, and as members of both the SFU and the larger communities beyond.

In accepting a University appointment, faculty members assume obligations to the University in addition to their primary duties as teachers and scholars. They have the responsibility to participate in the life of the University, in its governance and administration through membership on committees and organizations at Board, Senate, Faculty and Department levels, provided that this participation is consistent with the discharge of their primary responsibilities and with their own abilities.[36]

These are a few of the policies that emphasize SFU's commitment to both the freedom and the responsibility to pursue intellectual inquiry and the development of knowledge in all its activities.

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31   www.sfufa.ca/index.php?option=com_content&task=category&sectionid=4&id=14&Itemid=27

32   www.sfu.ca/policies/gazette/academic/a11-05.html

33   www.sfu.ca/policies/gazette/general/gp23.html

34   www.sfu.ca/policies/gazette/research/r30-03.html

35   www.sfu.ca/policies/gazette/research/r60-01.html

36   www.sfu.ca/policies/gazette/academic/a30-01.html

University Policies

SFU communicates many of its key institutional decisions in policy. Policies define how the institution's business will be carried out; they state a decision, establish the context or provide a rationale for it, prescribe how it will be implemented, define roles and responsibilities, specify the scope of application and otherwise provide basic guidance to community members on the policy's relevance and application.

Policies also elaborate or translate legislation and regulation established by external governing bodies into the University context. Examples of policies based on government regulation include Human Rights,[37] Access to Information and Protection of Privacy[38] and Radiological Safety.[39]

SFU has over 220 institutional policies that provide a robust framework supporting and guiding institutional activities at all levels. All policies are posted on the University's website, where they are grouped both by broad descriptor (e.g., research, information, Board, etc.) and by functional categories based on the University's file classification plan (e.g., committees, administration, facilities, etc.). All policies may be viewed online or downloaded as pdf files.

When substantive changes are considered to a policy, members of the University community are offered an opportunity to comment on drafts prior to their approval. Announcements to faculty, staff and students outline the nature of proposed changes or the intention of a new policy, and invite comment on the draft, which is posted on the "Draft Policies" website.[40] Comments are reviewed and drafts are amended as useful and appropriate. Final drafts are forwarded to Senate and the Board for information and/or approval.

Some policies are not subject to the same broad consultation processes. For instance, changes to policy imposed by changing regulations (e.g., the handling of hazardous materials or the sale of alcohol or tobacco) would be widely communicated for educational reasons, but not significantly affected by public comment. Many policies articulate the formal results of negotiations between the University and an employee group; for these, the process of negotiation and approval by the employee group constitutes the equivalent of "consultation." Among these are some of the A policies (Faculty Association), AD9s (excluded staff) and AD10s (non–excluded administrative and professional staff).

Policies governing employment and working conditions at SFU are discussed in the Human Resources section.

Intellectual Property

Among the primary fruits of academic freedom are the creation and dissemination of intellectual property. Until 2004, SFU addressed what is now known as "intellectual property" under separate

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37   www.sfu.ca/policies/gazette/general/gp18.html

38   www.sfu.ca/policies/gazette/information/I10-04.html

39   www.sfu.ca/policies/gazette/research/r20-04.html

40   www.sfu.ca/policies/draft.html

policies on copyright[41] and patents.[42] These have since been superseded by a broader policy on intellectual property.[43] Under its definition, intellectual property is defined as

> the result of intellectual or artistic activity, created by a University Member in a scholarly, professional or student capacity, that can be owned by a person. Specifically, this includes inventions, publications (including scholarly publications), educational materials, computer software, works of art, industrial and artistic designs, as well as other intellectual property rights (creations) that can be protected under legislation including, but not limited to patent, copyright or trade-mark, integrated topography, industrial design laws, and/or through a trade secret.

BC's University Act gives the University the power to require, as a term of employment or assistance, that a person assign to the Board of Governors "an interest in an invention or an interest in a patent, copyright, trade mark, trade name or other proprietary right resulting from an invention made by that person using the facilities, equipment or financial aid provided by the Board, or made by that person while acting within the scope of the person's duties or employment, or resulting from or in connection with the person's duties or employment as an officer or employee of the university." [44]

Canada's Copyright Act[45] provides for the ownership of copyright to be vested in the employer when works are created in the course of employment, except where agreement to the contrary exists. However, the University's commitment to the open exchange of ideas and the publication, dissemination and communication of the results of scholarly activity is best served by allowing University Members who create intellectual property to own the products of their intellectual efforts and to be free to publish those products without commercial intent, to pursue commercialization with the assistance of the University, or to pursue commercialization of that property in their own right.

Because of the University's unique role in the creation and dissemination of knowledge, products of intellectual endeavour should be used for the greatest possible public benefit. Intellectual property produced solely in anticipation of profit is incompatible with University scholarly and research activity.

The University retains a royalty-free perpetual right to use for scholarly, academic and other non-commercial purposes all intellectual property created through use of University resources. Any such property created through using the University resources and then commercially exploited is subject to the University exercising its right to share in the revenue earned.

Academic Honesty

All members of the University community share responsibility for the maintenance of academic standards and the reputation of the University. Academic honesty is a cornerstone of the development

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41 www.sfu.ca/policies/gazette/research/r30-01.html

42 www.sfu.ca/policies/gazette/research/r30-02.html

43 www.sfu.ca/policies/gazette/research/r30-03.html

44 www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01#section27

45 laws-lois.justice.gc.ca/eng/acts/C%2D42/

and acquisition of knowledge and a condition of continued membership in the University community. SFU prominently addresses its expectations for academic honesty in its Statement on Values and Commitments[46] and in various policies as they relate to different University constituencies.

The fundamental importance of carrying out the University's business with honesty and integrity is restated with specific application to different areas of institutional activity in policies on Integrity in Research and Misconduct in Research,[47] Fair Use of Information and Communications Technology,[48] the Code of Faculty Ethics,[49] Conflict of Interest,[50] Internal Audit,[51] Purchasing[52] and Board Guidelines,[53] and in the Code of Student Conduct.

Student Conduct

Simon Fraser University is committed to creating a scholarly community characterized by civility, diversity, free inquiry, mutual respect and individual safety. The Code of Student Conduct[54] defines students' basic responsibilities as members of SFU's academic community, clarifies what constitutes inappropriate student behaviour, and sets out procedures and penalties that may be invoked in response to unacceptable behavior. The Code is not construed to unreasonably prohibit peaceful assemblies, demonstrations or free speech.

Appeal procedures exist for academic discipline, student misconduct, tuition refunds, withdrawal for extenuating circumstances, reconsideration of grades, admissions, the determination of transfer credit and administrative errors. These policies are all posted on the University Policies page in the University calendar or on the Student Services home page.[55] All appeals are heard before University tribunals, boards or committees composed of faculty, staff and/or students as appropriate, and all are governed by the principles of natural justice and procedural fairness.

Human Rights

The University is committed to providing a working and learning environment that allows for the full and free participation of all members of the University community. Discrimination undermines these objectives, violates the fundamental rights, personal dignity and integrity of Individuals or groups and may require remedial action by the University.[56]

SFU has a director of human rights and equity who offers professional guidance and consultation to SFU employees and students on matters covered under human rights policy and law. As a provider of public education, SFU falls under the jurisdiction of provincial human rights legislation. The Human Rights Office ("HRO") responds to the University's obligations under the Human Rights Code of

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46   www.sfu.ca/pres/vandc.html

47   www.sfu.ca/policies/gazette/research/r60-01.html

48   www.sfu.ca/policies/gazette/general/gp24.html

49   www.sfu.ca/policies/gazette/academic/a30-01.html

50   www.sfu.ca/policies/gazette/general/gp37.html

51   www.sfu.ca/policies/gazette/administrative/ad3-10.html

52   www.sfu.ca/policies/gazette/administrative/ad11-01.html

53   www.sfu.ca/policies/gazette/board/B10-10.html

54   www.sfu.ca/policies/gazette/student.html

55   students.sfu.ca

56   www.sfu.ca/humanrights.html

British Columbia[57] to prevent discrimination, to provide procedures to handle complaints, to resolve problems, to conduct investigations and to provide remedies when a violation of the policy occurs. SFU communicates its intentions to comply with these obligations in its own policy on Human Rights.[58]

The HRO's director is the senior University resource person on human rights and related issues; the director provides advice congruent with best legal practice, works with University managers to ensure fair and equitable treatment of all members of the community, and maintains effective relationships with unions, employee and student groups. The HRO publishes an annual report.[59]

Because the nature of the HRO is to respond to requests for service, its success is measured in part by quantifying the rates at which issues are reported to it and how it responds. The approximate population of SFU (students, faculty and staff) is almost 37,000. In 2010, the HRO dealt with 200 cases of discrimination and harassment; most of these were situations in which members of the University community sought advice about human rights and related matters. By any standard, this speaks well of the University's success in maintaining an equitable, open environment in which human dignity is valued.

The director also administers the University's policies on Employment Equity[60] and Disability Accommodation,[61] and assesses and approves applications for disability accommodation submitted by employees actively involved in the workplace at the time of submission.

Employment Equity

The goal of employment equity at Simon Fraser University is to ensure no individual is denied access to employment opportunities for reasons unrelated to their ability or qualifications. The four designated groups under the Employment Equity program are women, visible minorities, persons with disabilities, and persons of Aboriginal ancestry. Consistent with this principle, the University advances the interests of underrepresented members of the workforce, ensures that equal opportunity is afforded to all who seek employment at the University, and treats all employees equitably. To this end, SFU works to identify and eliminate any discriminatory barriers that interfere with employment opportunities in all jobs and at all levels throughout the University. Both current and prospective employees receive equitable treatment in hiring, training and promotion.

Responsibilities under the Employment Equity Policy[62] include maintaining an Employment Equity program and reporting to the federal government, when required, on the degree to which the four designated groups are represented in the University's workforce. Membership in the designated groups must be self-declared, which leads to underreporting in most categories.[63]

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57 www.bchrt.gov.bc.ca

58 www.sfu.ca/policies/gazette/general/gp18.html

59 www.sfu.ca/humanrights.html

60 www.sfu.ca/policies/gazette/general/gp19.html

61 www.sfu.ca/policies/gazette/general/gp40.html

62 www.sfu.ca/policies/gazette/general/gp19.html

63 Statistics needed

Ombudsperson

SFU is committed to the fair and just treatment of every member of the University community. SFU's first Ombuds office was established 40 years ago, making it one of the first Ombudsoffices at a Canadian university. In 2008, the University joined with the undergraduate and graduate student societies to fund the Ombuds Office. Although the Office is mandated to provide services primarily to students, other members of the University community may make use of it.

The Office provides an independent, impartial and confidential resource for undergraduate and graduate students (current, former or prospective) seeking impartial and confidential advice to help them understand the University's sometimes-complex processes. The Office provides information and guidance on University regulations, policies and procedures, and on students' rights and responsibilities in navigating them. The Office may, where appropriate, recommend changes to University policies and procedures and promote discussion on institution-wide concerns. When making recommendations, the role of the Office is to advocate for fairness.

The Ombudsperson does not act as student advocate in the context of appeal hearings, but may help students in need to identify potential advocates. Most often, the Ombudsperson helps students become their own advocates by addressing issues constructively. All dealings with the Office are deemed to be confidential, and may only be revealed on a "need to know" basis with the written consent of the complainant.

Conflicts of Interest

As a place of learning, the University encourages its faculty, staff and students to be broadly involved in professional interests and activities compatible with the University's mission, values and commitments. Occasionally, the best interests of the University and the personal interests of its members may conflict, or may be perceived to conflict.

To maintain public and professional trust and confidence, the University must deal with real or perceived conflicts of interest in a fair, open, consistent and practical way. Rather than taking a rigid approach, the University prefers to assess potential conflicts of interest on an individual basis and, where appropriate, to manage conflict. To that end, SFU's primary Conflict of Interest policy[64] creates a mechanism by which conflicts of interest, whether real or perceived, may be identified and addressed so in a way that allows the University and its external constituencies can be confident that decisions and actions are not inappropriately influenced by private interests. At the heart of the policy is the duty of each member to assess their own activities and to report any real or potential conflicts of interest. A conflict will be allowed only when it can be managed in a way that protects and serves the interests, integrity and reputation of the University, as well as its legal and contractual obligations, and will stand the test of reasonable and independent scrutiny. Non-compliance with the policy and its procedures constitutes misconduct.

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64   www.sfu.ca/policies/gazette/general/gp37.html

Other SFU policies and agreements address conflicts of interest more narrowly. These include conflicts of interest for members of the Board of Governors,[65] for managing requests for information,[66] for managing investments[67] and in research.[68]

Assessing conflict requires the collection, use, disclosure and retention of personal information as defined in BC's Freedom of Information and Protection of Privacy Act. In all such assessments, the University will be guided by this Act.

Contracting of International Recruiting

Approximately 35–40 students in for-credit programs, and more than 100 non-credit students each semester come to SFU from nine international recruiting agencies retained by the University. The Agreement between SFU and each Agency[69] establishes explicit and detailed criteria regarding the task to be performed and the manner in which it must be performed. Agents also provide market intelligence about student recruiting in their identified territories. The foremost requirement of these agreements is that agencies must "uphold the high reputation of SFU and of the Canadian international education sector." To do so, marketing must be performed "with integrity and accuracy, recruiting students in an honest, ethical and responsible manner . . . in accordance with applicable legislation, and the policies, procedures and requirements of SFU."

Agents are permitted to undertake only activities expressly authorized by SFU. Ongoing training and up-to-date information is provided by SFU to agency staff in relevant areas, and compliance is monitored through visits and regular meetings with agencies and the monitoring of feedback from agency clients. Agreements are renewed on an annual basis subject to a review process.

Fraser International College

SFU has a contractual partnership with a for-profit company, Navitas Education Ltd., to operate a small private college, Fraser International College (FIC),[70] for international students on SFU's Burnaby campus. FIC is an independent business entity operating at arm's length from SFU. FIC is co-branded with SFU for the purposes of student recruitment, charges the same international student tuition rate, and offers a selection of SFU-specific lower division courses taught by qualified instructors hired by the College. It also offers English language support classes and other supplemental instruction.

Students at FIC who complete a minimum of 30 pre-approved, university-level credits (10 courses) at specified cumulative grade point (CGPA) levels are offered a guarantee of admission to SFU in one of the following programs: Arts and Social Sciences, Business, Computing Science or Engineering Science.

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65   www.sfu.ca/content/sfu/policies/gazette/board/B10-01.html

66   www.sfu.ca/content/sfu/policies/gazette/information/I10-06.html

67   www.sfu.ca/content/sfu/policies/gazette/administrative/ad3-15.html

68   www.sfu.ca/content/sfu/policies/gazette/research/r60-01.html

69   link to copy of International Student Recruitment Agency Agreement

70   www.fraseric.ca

To provide SFU with assurance regarding the quality of teaching at FIC and confidence in the transferability of its courses toward SFU degrees, oversight of the curriculum and pedagogy is provided through the following mechanisms:

- *SFU faculty provide academic oversight of FIC course offerings and advise on the qualifications appropriate for FIC instructors, many of whom also teach or study at SFU;*
- *the SFU/FIC Academic Advisory Committee, whose terms of reference include oversight of issues related to the partnership and mechanisms for resolution of outstanding and arising issues;*
- *annual reports to SFU's Senate monitor FIC's academic operations and the academic achievement of students transferring from it to SFU; and*
- *SFU's director of university curriculum and institutional liaison in the Vice President, Academic's office works closely with FIC's director and principal to oversee and facilitate SFU's interests and responsibilities.*

When Senate approved the contractual relationship with FIC in March 2006, it stipulated that the Vice President, Academic would report to Senate by June 2010, with a recommendation on whether the agreement should be renewed in March 2011.

In 2009 it was decided that an independent review of the SFU-FIC relationship would be more appropriate, and the terms of reference and process for the external review were submitted and approved by Senate. A self-study document, a review team's report, and the Vice President, Academic's response to the recommendations of the external review were prepared and submitted to Senate in May 2010. Based on the results of that Review, Senate approved the continuation of the relationship between SFU and FIC.

Although FIC's programs are structured to match SFU's curriculum and facilitate the transfer of international students to SFU from FIC, FIC students are not required to transfer to SFU and may seek admission to any other post-secondary institution.

Communications

Simon Fraser University acts on the principle that transparency and accountability are essential qualities for a public post-secondary institution. To that end, SFU publishes extensive information about itself. Much information remains available in print form, but SFU increasingly uses the Internet to make key information about itself and its operations widely available.

Transparency begins with governance and SFU publishes all major University planning documents widely. Plans include current and recent Three Year Academic Plans,[71] Strategic Research Plans,[72] the President's Agenda[73] and University Budgets.[74] Many of these documents are also available at more granular levels on various Faculty and departmental websites.

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71 www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

72 www.sfu.ca/vpresearch/message.html

73 www.sfu.ca/pres/president/agenda1011.html

74 www.lidc.sfu.ca/finance/budget

SFU also publishes meeting schedules, agendas, minutes and summaries for all open Board and Senate meetings; documents are labeled intuitively and in ways that make them easy to identify and access.[75] In maintaining transparency and communicating its activities, SFU's use of the Internet is so extensive that it ranked 2nd among Canadian universities, 31st in North America, and 37th in the world in the 2011 Webometrics Ranking of World Universities.[76]

For those seeking statistical information about SFU, the University's Office of Institutional Research and Planning (IRP) has a website that provides detailed statistics on SFU's activities ranging from student surveys to the University's use of physical space.[77] IRP participates in the College Board's Common Data Set, with SFU's submission posted for public review.[78]

For SFU students, SFU's most important document is its academic Calendar (usually referred to in the USA as a "catalogue").[79] The Calendar provides extensive detail for students on their academic relationship with the University, including admissions criteria, fee schedules, transfer credit, calculation of grade point averages and the other basic elements of the contractual relationship between SFU and its students.

The Calendar also includes listings of all approved degree programs; requirements for degree, diploma and certificate completion; an outline of financial aid available through University- and privately-funded scholarships, awards and bursaries; and a catalogue of all approved for-credit courses. Non-credit courses are offered by Continuing Studies in the Faculty of Lifelong Learning[80] and are not covered under the terms and conditions set out in the Calendar.

Students who enter SFU are governed by the terms established in the Calendar under which they are admitted. For program requirements, students are governed by program requirements in effect at the time they are accepted into the program. Student Services also publishes an award-winning Viewbook[81] for those considering whether to apply for admission to SFU, and maintains a website where prospective students can find additional information on all aspects of student life. Individual programs, departments and Faculties also offer a wealth of additional information in print and via their websites.

Public Affairs and Media Relations

Public Affairs and Media Relations (PAMR), SFU's Public Affairs and Media Relations office, brokers news and information about the University to media and the general public. It provides a central clearing house of University-related information to which external media representatives and others can be directed for information about SFU.

As a major outreach activity, PAMR also maintains SFU's "directory of experts," a group of over 400 academic and administrative staff who provide expert opinion and commentary on subjects of public

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75   www.sfu.ca/bog for the Board of Governors, www.sfu.ca/senate for Senate

76   www.webometrics.info/details.asp?univ=sfu.ca

77   www.sfu.ca/irp

78   www.sfu.ca/irp/cdataset.html

79   students.sfu.ca/calendar

80   www.sfu.ca/cstudies

81   students.sfu.ca/prospectiveundergrads.html

interest.[82] PAMR also provides training to faculty and staff who have occasion to interact with media with workshops on how to do so.[83]

In print, PAMR publishes the bi-weekly SFU News and the twice-annual alumni magazine aq. PAMR also manages SFU's home page, websites for each SFU campus, and several other sites.

Accreditation Status and Reporting

Simon Fraser University is currently an Applicant for accreditation, with this Self Evaluation Report forming a part of its work toward achieving "Candidate" status. Because only one Canadian university (Athabasca) is accredited in the USA, and one other is a Candidate (Capilano University), awareness of the accreditation process and its meaning remains limited within SFU and in the Canadian post-secondary community.

The accreditation process now underway at SFU is consistently and clearly framed by the University within the context of its status as an Applicant, with Accreditation sought as the desired end-state.[84]

Functional responsibility to carry out the accreditation reporting process now resides within the portfolio of the Vice President, Academic (VPA), with oversight from a Steering Committee comprised by the University's President, Vice Presidents and Deans. Major changes involving academic areas of the University must be reviewed by the Senate Committee on University Priorities (SCUP), chaired by the VPA. The Accreditation Liaison Officer is the director, academic planning, who participates in all major academic planning bodies.

A written annual update of SFU's progress regarding accreditation is made to the Board of Governors and forwarded to the University Senate for information. Regular progress reports are given to the Steering Committee and to chairs and directors of academic units.

The Vice President, Legal Affairs sits on the Steering Committee and monitors compliance with all accreditation reporting pertaining to collective bargaining and regulatory requirements.

Drafts of reports are reviewed by those responsible for the areas covered, by the responsible Vice President, and by the Steering Committee before submission to Senate and the Board. Links to the NWCCU Standards appear on SFU's accreditation website,[85] and periodic updates on progress are published to the community in SFU News.

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82   www.sfuexperts.ca/home.aspx

83   www.sfu.ca/vpacademic/accreditation.html

84   www.sfu.ca/vpacademic/accreditation.html

85   www.sfu.ca/vpacademic/accreditation.html

Chapter 2, Standard 2.B
Human Resources

SFU employs over 6000 academic and non-academic staff who work at its three campuses and are represented by seven different employee groups. Over 2000 of these are academic staff, whose tasks, depending on the nature of their appointments, may include teaching classes, leading or assisting with research, performing and creating art, advancing their disciplines and serving the University and its various communities.

Over 3000 non-academic staff provide support and services for SFU's 35,000 students and other members of the SFU community and its external constituencies. Academic staff are the heart of the University's academic mission; administrative and support staff enable SFU to fulfill that mission by carrying out the complex and diverse activities that keep SFU's physical campuses and its "cyber presence" working efficiently.

Academic and support staff are appointed on the basis of qualifications appropriate to and characteristic of each specific position, and through appointment processes established by University policy and the relevant collective agreements. Qualifications for academic positions are developed by departmental search committees with expertise in the field and are advertised as specified in policy.[86] Advertisements for academic positions are vetted by Academic Relations before posting. Job descriptions for non-academic positions are created by their supervisors in consultation with experts in Human Resources, and are based on the skills, level of responsibility and experience deemed suitable for the position.

Positions to be filled are posted internally and advertised as widely as considered necessary to reach a suitably qualified pool of applicants; requirements to advertise for faculty appointments are established in policy.[87] Position postings provide job title, a brief position description, qualifications, employee group, and deadline to apply; for non-academic positions, salary ranges are included in the posting. All non-teaching postings and the status of competitions are available on the Human Resources website.[88] Faculty job openings are posted on websites for the Vice President, Academic and Academic Relations[89] and are advertised nationally and internationally. Positions covered under the collective agreement with the TSSU are posted on the TSSU website.[90]

Orientations are held for all new employees of SFU. New faculty are invited to an orientation organized annually by the Academic Relations Office. Orientation introduces new faculty to SFU's teaching and research programs, grants and resources, covers the terms of faculty employment at SFU, explains existing benefits and how to access them, provides an overview of relevant policy requirements for contract renewal, tenure and promotion, information on the University's culture and so on.

All other new continuing employees, and temporary employees with appointments longer than three months, are invited to a comprehensive orientation session as soon as possible following their

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86   www.sfu.ca/content/sfu/policies/gazette/academic/a10-01.html

87   www.sfu.ca/content/sfu/policies/gazette/academic/a10-01.html

88   www.sfu.ca/human-resources

89   www.academicrelations.sfu.ca/FacultyOpenings.html

90   www.tssu.ca/job-postings-2

appointments; new employee orientations are hosted by Human Resources and held monthly. Topics include an overview of salary and benefits, health and safety programs, emergency procedures, and other key information on working conditions at SFU.

Policies and procedures directly related to their terms and conditions of employment with SFU are of two types: those that apply universally to all staff regardless of employee group, and those specific to an employee group and that result from a process of negotiation and collective bargaining. When serving as employees of the University, students have the same rights as employees who are not also students.

The fundamental principles of procedural fairness and natural justice underlie and inform institutional practices at all levels, and appeal processes exist and are clearly articulated wherever a decision may significantly impact the terms and conditions of employment of faculty, staff or students.

Although the University does not identify financial and institutional sustainability as a core theme for the purposes of this Self Evaluation, SFU recognizes these as enabling conditions for the successful achievement of its mission. To this end, SFU identifies recruiting and retaining the "best staff" as a core theme goal within the Academic Plan and the University Planning Framework. Being assessed by external parties as an excellent employer is an important indicator of the University's success in achieving this important goal. SFU's selection as one of Canada's Top 100 Employers in 2008, 2009, 2010 and 2011 strongly demonstrates its positive qualities as an employer.[91]

Employee Groups

All Simon Fraser University employees belong to one of seven employee groups, five of which participate in collective bargaining. Bargaining groups include: the Faculty Association (SFUFA), the Teaching and Support Staff Union (TSSU), the Administrative and Professional Staff Association (APSA), the Canadian Union of Public Employees (CUPE Local 3338), and Polyparty, which collectively bargains on behalf of tradespeople belonging to several unions with small numbers at SFU.

Excluded staff do not bargain individually or as a group; their salaries tend to be based on settlements negotiated with APSA, and their terms of work are set out in the AD9 policies, which governed APSA members before being superseded by the AD10s.[92] The senior administrative staff that includes the President, VPs, AVPs and Deans comprise the seventh group.

Faculty

SFU faculty are represented by the SFUFA in negotiations on economic benefits and conditions of employment. Established in 1965 and formally incorporated in 1969, the Association is a registered non–profit society incorporated under the Society Act in British Columbia.[93] While it acts as a bargaining unit for faculty members, it is not a certified trade union and is not governed by the Labour Relations Code of British Columbia. Academic staff represented by SFUFA include

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91 www.eluta.ca/top-employer-sfu

92 www.sfu.ca/policies/gazette/administrative.html

93 www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96433_01

continuing and limited term faculty, librarians, laboratory instructors, sessional lecturers, visiting faculty, University research associates and retired faculty with post-retirement contracts.

Terms and conditions of employment for members of SFUFA are articulated in the Framework Agreement[94] and the "academic" ("A") policies. Because many involve contractual agreements, the A policies must be approved by SFU's Board of Governors. In British Columbia, agreements with public sector employees involving remuneration also must be pre-approved by the Public Sector Employers' Council (PSEC) in the Ministry of Public Safety and the Solicitor General.

Other academic staff not represented by SFUFA belong to TSSU. Certified as a union in 1978, the TSSU represents teaching assistants (TAs), tutor markers (TMs), sessional instructors (SIs) and language instructors (LIs) at SFU. Since December 2004, it also represents staff of SFU's English Language and Culture Program (ELC) and its Interpretation and Translation Program (ITP). The Union functions as the sole bargaining agent for these employees during contract negotiations and represents any and all members in work-related issues. Approximately 1200 to 1600 TSSU members carry out academic work each semester, but are not counted among the continuing SFU workforce.

Simon Fraser employs more than 947 continuing faculty (CFL positions), 25 senior management and Deans and a further 140 temporary faculty to achieve its educational objectives, provide oversight of its educational policies and ensure the quality and continuity of its academic programs. As of January 2011, the continuing complement of faculty was 315 professors, 293 Associate Professors, 206 Assistant Professors and 133 Instructors, Senior Lecturers, Lab Instructors and Lecturers. Among CFL faculty, on September 1, 2010, more than 91% had doctorates, with a further 7% holding a master's as their highest degree.

Under University policy[95] the primary responsibilities of continuing tenure track and limited term research faculty include teaching, research and service to the community; the usual annual workload will include contributions in all three areas. Faculty are expected to maintain a program of research, scholarship or artistic creation, share in the instructional workload of their academic unit, contribute to University governance and their profession, and further University relations with the community. Research and teaching take precedence.

For continuing and limited term faculty, teaching and its associated duties are the primary obligation, although faculty are expected to stay current in their discipline. A normal annual teaching load for a full-time lecturer appointment is twice that of tenure track faculty. Workload provisions are consistent with those at other research universities across Canada.

SFU offers a number of opportunities and services for faculty members to assist them to effectively fulfill their roles and responsibilities. New tenure track faculty are eligible for President's Research Start-up Grants and other grants to kick-start their research. Tenured faculty have study leave opportunities to increase their facility as scholars and teachers. Study leaves provide an extended period to focus on scholarly activity uninterrupted by teaching or service duties. Teaching faculty also have study leave opportunities in order to complete a project or a course of study to enhance their teaching.

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94   www.sfufa.ca/index.php?option=com_content&task=category&sectionid=4&id=14&Itemid=27

95   www.sfu.ca/content/sfu/policies/gazette/academic/a30-03.html

Eligibility criteria for study leave and study leave options (including provisions for salary and length of study leave) are clearly set out in University policy[96] and require recipients to have satisfactory salary reviews and study leave proposals. Opportunities and support for professional growth and development in teaching are also available through the Teaching and Learning Centre (TLC). TLC's general and discipline-specific approaches are designed to: foster a positive community and culture around teaching and learning through cross-functional collaboration; support the creation and implementation of effective teaching and learning practices; encourage and support scholarly approaches to teaching; and provide creative services that enhance teaching and learning experiences. Professional development is further encouraged by the generous annual Professional Development Reimbursement faculty receive, and through tuition waivers available for University courses and programs.

Faculty are evaluated when they are up for contract renewal, tenure and/or promotion, and biennially for salary review when they can receive career progress and merit salary increases. Evaluations are conducted by a department's Tenure and Promotion Committee (TPC). Composition of TPCs is regulated by University policy,[97] with each composed of faculty members across the ranks and members elected by the department/school or program to which the faculty member belongs. A Faculty Review Committee drawn from tenured faculty across the University reviews contract renewal, promotion and tenure decision wherever a negative decision was reached at the TPC or decanal level, or both.

The general criteria by which faculty are evaluated for contract renewal, tenure and promotion, and salary review are specified in University policy[98] and must include teaching effectiveness, scholarly activity and service to the University. In addition to the University's criteria, each academic unit has its own departmental criteria, standards and methods of assessment ratified by the department, approved by its Dean and vetted by the Vice President, Academic. Departmental criteria are to be renewed and/or revised every three years.

University and departmental criteria for contract renewal, tenure, promotion and salary review are communicated to new faculty when appointed. Faculty are aware of the various methods used in the review processes to assess research, teaching and service and have an opportunity to respond to each level of assessment. Appeal processes are clearly communicated and widely available on websites for the Vice President, Legal Affairs, Academic Relations and through SFUFA.[99] Faculty can further inform themselves by reviewing the information on these processes posted on the Academic Relations website and by attending annual workshops on contract renewal, tenure, promotion and salary review presented jointly by Academic Relations and SFUFA.

Concerns about a member's contributions in research and teaching can be further addressed after two career progress cycles in which their performance has been considered insufficient. Faculty who, in the judgment of their TPC, have not sufficiently contributed as scholars or researchers over two consecutive cycles of career-progress assessments must undertake a program of remedial action. Such programs are developed in consultation among the Dean, Chair and member.

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96   www.sfu.ca/content/sfu/policies/gazette/academic/a31-02.html

97   www.sfu.ca/content/sfu/policies/gazette/academic/a11-04.html

98   www.sfu.ca/content/sfu/policies/gazette/academic/a11-05.html

99   www.sfu.ca/content/sfu/policies/gazette/academic/a11-06.html

Administrative and Professional Staff (APSA)

APSA represents over 700 administrative and professional staff at SFU. It was incorporated under BC's Society Act in 1980 to provide representation for SFU employees whose employment was not covered by another collective agreement. A Basic Agreement for Collective Bargaining and Consultation was achieved between SFU and APSA in 1983.

Most of the terms and conditions of employment for APSA members are defined in the Basic Agreement[100] and the University's AD10 policies.[101] Among other things, the Basic Agreement, signed in 1991, establishes APSA's right to represent administrative and professional staff and defines processes by which disputes and grievances may be addressed. The AD10s are the result of ongoing negotiation and consultation between APSA and the University.

A basic feature of salary administration is the salary scale. The salary scale provides the framework within which equitable salary decisions can be made and has been developed based on competitive market rates. APSA salaries are mapped along a salary "grid" of 17 grades, with each grade having eight steps.[102]

Each salary grade consists of a spread of dollar values in successive steps from a minimum to a maximum expressed as a salary range. The salary minimum is the salary normally paid on appointment to a position to new employees holding the minimum qualifications required to perform the responsibilities of the position (unless provided otherwise by policy).[103] The salary grade maximum is the salary attainable by fully qualified, competent employees. Starting at step one and given satisfactory performance in the position, an employee's salary will normally rise over seven years from their salary grade minimum to their salary grade maximum. This process is referred to as "progression through the ranks" or "step progression" and recognizes increased experience and growth in the position. Employees whose performance does not fully meet expectations may be denied an annual step increase.

Staff who reach step 8 of their grade receive only those adjustments to the salary scale negotiated through collective bargaining and funded by the government. These general adjustments apply to the entire salary scale and to all employees and are not contingent on performance or service in a position. Guidelines and procedures regarding general and/or step progression salary adjustments are normally issued from Human Resources to supervisors following the conclusion of negotiations between APSA and the University.

University policy calls for APSA members to receive annual performance reviews to enable them to receive regular feedback on job performance, to assist them to become more effective in their positions, and to inform supervisors of each employee's career aspirations. The principal objectives of performance evaluation are to evaluate and improve performance, facilitate mutual feedback and communication between the employee and the supervisor, develop or modify objectives and the means to implement them, plan professional development and training, ensure job descriptions are

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100 www.sfu.ca/human-resources/hr_services/employee_relations/collective_agreements/APSABasicAgreement.html

101 www.sfu.ca/policies/gazette/administrative/10-01.html

102 www.sfu.ca/human-resources/employees/salary/apsa

103 www.sfu.ca/policies/gazette/administrative/10-6.html

accurate, and provide a basis for salary recommendations.[104] Excluded staff are covered under a similar policy.[105]

Members of the senior executive consistently undergo performance evaluations on an annual basis as set out in policy.[106] Among APSA and Excluded staff, performance evaluations occur consistently in some units and sporadically in others. Steps are taken intermittently to implement regular and universal performance appraisals, but these often falter under the pressure of other demands and what may be a collegial disinclination formally to assess the work of colleagues.

The University has no ongoing merit-based salary component, and the impact of poor performance on salary is most likely to manifest in the denial of a scheduled step increase. Negotiated salary structures and step increases are posted on the Human Resources website.[107]

APSA works through numerous committees to advance the interests of its members, including a number of joint committees with the University. APSA committees include University Affairs, Salary and Benefits, Advocacy, Pension Advisory and others. APSA members also are represented on a number of other University governance and advisory committees.

Excluded Staff

A limited number of administrative and professional staff are identified by the University to be "excluded" from membership in any collective bargaining group. Based on BC's Labour Relations Code, staff are typically excluded for one of two reasons: their duties call for them to be in possession of confidential information involving labour relations or personnel that could place them in a conflict of interest; and the University requires a core group of staff able to maintain its operations in the event of a labour dispute.[108]

Under Article 3 of the University's agreement with APSA, exclusions are limited to a maximum of 10% of those who would otherwise belong to it.[109] The current number of Excluded employees represents approximately 5% of APSA's membership.

Terms and conditions of employment for Excluded staff are covered under the University's AD-9 policies.[110] As Excluded staff do not participate in collective bargaining with the University, their salaries and benefits are predicated on those achieved in negotiations with APSA for non-excluded administrative and professional staff.

Canadian Union of Public Employees (CUPE), Local 3338

CUPE Local 3338 represents over 1000 workers at SFU, as well as staff employed in other bargaining units associated with SFU but for whom the University is not the employer (e.g., the Simon Fraser

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104 www.sfu.ca/policies/gazette/administrative/10-16.html

105 www.sfu.ca/policies/gazette/administrative/ad9-16.html

106 www.sfu.ca/policies/gazette/administrative/10-8.html

107 www.sfu.ca/human-resources/employees

108 www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96244_01#section1

109 apsa.sfu.ca/basic-agreement

110 www.sfu.ca/content/sfu/policies/gazette/administrative.html

Student Society). Unit 1 is comprised of SFU workers holding clerical, support, library and technical positions at SFU.

CUPE members work under the terms of a collective agreement that establishes and maintains mutually satisfactory working conditions, wages and benefits for CUPE staff, maintains collective bargaining relations between the University and the Union, and provides a mechanism for the prompt and equitable disposition of disputes.

CUPE salaries are mapped along a grid with 12 grades and six steps.[111] As with APSA and Excluded staff, salaries are subject to two types of increase: general, across-the-board increases that apply to all positions, and incremental increases that apply to those at or below the penultimate (for CUPE, the 30-month) step for their grade. Staff in grades 3 through 12 are typically hired at the formal "starting" salary for their position and advance through it to step six over a period of 36 months. Grades 0 to 2 are used for basic temporary and/or part-time positions and are subject only to across-the-board increases. No formal requirement exists for CUPE staff to participate in regular performance evaluations.

CUPE shares in the governance of the University through formal representation on numerous joint and advisory committees.[112] CUPE members are also eligible to run for office as staff representatives on the Board of Governors or as student or "convocation" members of the Senate.[113]

Polyparty

Polyparty bargains collectively on behalf of over 100 tradespeople belonging to eight unions with small memberships at SFU.[114] It represents staff who maintain SFU's buildings and grounds, carry out maintenance and repairs and otherwise do the work needed to keep the Burnaby Mountain facilities running efficiently and effectively. All Polyparty members report within Facilities Services, the Faculty of Science or Athletics and Recreation; there are no Polyparty positions at either the Vancouver or Surrey campus.

Polyparty wages are specific to job classification (e.g., plumber, electrician, painter) and change only as negotiated. Callout and overtime provisions are keyed to regular work hours and apply equally to all Polyparty members (i.e., they are not specific to job classification).

Polyparty members are eligible to run for office as staff representatives on the Board of Governors or as student or "convocation" members of the Senate.

Faculty Pensions

New faculty are immediately vested in the Academic Pension Plan and eligible for University contributions from the first day of employment provided they are appointed for a term of more than one year on a full- or part-time basis as a professor, associate professor, assistant professor, instructor, lecturer, limited term faculty member, professional librarian or laboratory instructor.

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111 www.sfu.ca/human-resources/employees/salary/cupe_local_3338

112 www.3338.cupe.ca/site/contact-the-union/committees-of-cupe-3338

113 www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01#section1

114 www.sfu.ca/human-resources/employees

The faculty Plan is of the "defined contribution" type; members are not required to contribute to it. The University contributes ten percent of a member's basic salary, less a Canada Pension Plan offset of $419.40 per year. The University's contribution is allocated to a Money Purchase Account, where funds are invested under the direction of professional money managers and the profit (or loss) incurred by the Plan is allocated to the account.

Faculty may elect to make voluntary contributions to their Plan, in which case their funds are credited to an individual Voluntary Contribution Account. These funds are invested with the University's contributions and any accrued profit (or loss) is allocated monthly to individual accounts.

Although they are eligible for other health-related benefits (e.g., health and extended health insurance, dental plan, etc.), TSSU members are not enroled in an SFU-administered pension plan as a benefit of employment. TSSU members may be eligible for membership in the Canadian Pension Plan as per Government of Canada regulations.

Pension Plan for Administrative and Union Staff

Full time continuing employees who are members of APSA, CUPE or Polyparty, as well as Excluded staff, participate in the same "defined benefit" pension plan unless they are hired at age 65 or later. Part-time continuing employees who are members of these groups become vested in the same plan after two years of continuous service if their appointment is at least half time.

Security of Personal Records

The security of individual human resources records is carefully protected consistent with the requirements of British Columbia's Protection of Privacy[115] legislation and University policy.[116]

Individual paper records are held in locked fireproof filing cabinets in Academic Relations (for faculty) and in Human Resources (for other staff). Electronic records are securely held in SFU's Peoplesoft Resource Information System. All employees with access to online employee records sign a confidentiality agreement. The level of information they may access is strictly controlled by internal security settings linked to personal passwords.

Those seeking access to information held in an employee file (i.e., APSA, Excluded, CUPE and Polyparty members) are required to sign a waiver requesting access, with the file viewable only within the Human Resources office. More sensitive information, such as medical and disciplinary records, is held only as "paper" records. Access to personal information online is tracked via audit trails, as are instances when any kind of information is added to a record of employment.

SFU employees can access their own personal information (e.g., salary, paycheques, vacation balances, tax statements, benefits enrolments, addresses, and emergency contacts) by logging on using their SFU personal password.

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115 www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96165_00

116 www.sfu.ca/content/sfu/policies/gazette/information/I10-04.html

Chapter 2, Standard 2.C
Education Resources

Simon Fraser University offers face-to-face undergraduate and graduate programs to students at its three campuses, and offers a broad range of courses and programs available through online, off-campus and distance formats. Courses and programs span a wide range of topics and disciplines, from traditional academic and professional fields to contemporary and interdisciplinary subjects, and offer students an extensive selection of scholarly activities and experiences.

SFU offers academic programs in eight Faculties. The founding Faculties in 1965 were Arts (now Arts and Social Sciences), Education and Science. Faculties that developed since 1965 are: Business (1981); Applied Sciences (1985); Health Sciences (2004); and the new Faculties of Communication, Art and Technology, and of Environment (both in 2009).

The nature and scope of the programs offered by SFU are consistent with its goal to provide programs across a wide spectrum of academic disciplines, its commitment to interdisciplinary education, and its responsibility to respond to emerging areas of academic inquiry and demand. Options to combine programs (joint majors, majors and minors, extended minors and double majors) are extensive and suggest the scope of SFU's commitment to interdisciplinary education.

Interdisciplinary education has been an important aspect of the University's programming from its earliest years. The belief in teaching, learning and research that bring together a number of disciplinary perspectives to focus on a topic or issue was built into SFU through its architecture, which was designed to co-mingle disciplines by placing them in close physical proximity rather than cloistering them in separate structures.

SFU also embraced the value of cross-disciplinary influences through the mandates of some original departments, and in the early creation (1972) of a Faculty of Interdisciplinary Studies (FIDS) as an "incubator" unit whose primary purpose was to encourage the development of multi- and interdisciplinary programs. Programs begun in FIDS include Fine and Performing Arts, Kinesiology, Communication Studies, African/Middle Eastern Studies, Computing Science, Latin American Studies, Criminology, Women's Studies, Natural Resource Management, Management and Systems Science and Gerontology. While FIDS was dissolved in 1985, virtually all programs begun in that faculty continue in some form at SFU, with many now among SFU's "signature" programs.

A number of other interdisciplinary programs have since been added to SFU's curriculum. These include programs such as Cognitive Science, Geographic Information Science, Management and Technology, Mechatronics Systems Engineering, and International Studies. The creation of the Faculty of Health Sciences with a mission to integrate social and natural science research relating to global and public health around a common core is a vivid example of the University's support for interdisciplinary studies.

At the undergraduate level, SFU offers honours, majors, extended minors, minors, post-baccalaureate and certificate programs. Undergraduate courses carry a course number between 100 and 499, with graduate courses having a designation of 500 or higher. Graduate programs offered by SFU lead to doctoral and master's degrees, with graduate diplomas and certificates also offered. In all, SFU offers over 317 baccalaureate, 18 diploma and 37 certificate programs at the undergraduate level, and 36

doctoral, 77 Master's and 10 graduate diploma or certificate programs at the graduate level.[117] SFU enrolls more than 32,000 students a year[118] and awarded over 4,200 Bachelor's degrees, 900 Master's degrees and 130 Doctorate degrees in 2009/10.[119]

SFU also offers undergraduate certificates and post–baccalaureate diplomas. Certificate programs consist mainly of lower division (i.e., 100- and 200-level) courses and are generally equivalent to between one-half and one year of full-time study (18 to 30 credit hours). Certificate students must, however, meet SFU's admission requirements and, in most cases, must apply to the appropriate academic department for program approval.

Figure 2.6: Credentials offered by year

Credentials offered	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Bachelor	242	242	245	269	280	297	311	314	317
Diploma	15	15	15	14	17	17	18	19	18
Certificate	25	27	27	28	28	29	33	34	37
Doctoral	25	25	27	34	35	35	36	36	36
Master's	44	45	46	69	73	72	75	77	77
Graduate diploma	2	2	4	6	7	7	7	7	7
Graduate certificate	0	0	0	1	1	1	1	2	3

Post–baccalaureate programs consist of upper division courses (with perhaps some graduate courses) and are the equivalent of one year or more of university study. A first university degree or the equivalent is normally a prerequisite for admission to a post–baccalaureate program, although they are considered undergraduate programs.

SFU operates on a "trimester" system, admitting and enrolling students and offering classes three times yearly. This provides great flexibility for students who need to accommodate work schedules and other demands that might otherwise affect their ability to enrol at university and take classes. Each semester includes 13 teaching weeks and a two-week examination period.

More than 1,100 courses are offered during each fall and spring semester, and about 700 each summer, totaling approximately 2,900 undergraduate and graduate credit courses annually. One measure of the trimester system's success is that FTE enrolments for the summer semester are approximately half of those for the conventional fall/spring semesters.

The number and character of new courses and programs illustrates the University's efforts to respond to new demands and emerging topics. Each year Senate approves from 70 to over 130 new courses and an average of approximately eight new programs. A prescribed and effective system for removing courses from the course inventory allows the curriculum to grow without becoming diluted or exceeding the available resources.

The University has a robust system of academic quality assurance for its programs and courses. All programs offered by SFU are subject to Senate review of their content, coherence and rigour, with consideration given to the appropriate breadth, depth and sequencing of courses. Program and course

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117 students.sfu.ca/calendar

118 See IRP "Fingertips Statistics": www.sfu.ca/irp

119 www.sfu.ca/irp/Students/documents/ST33.pdf

changes, and the introduction of new courses, which mainly originate from faculty members or faculty committees, are also subject to review and oversight at the academic unit, where approval is required prior to review by a Faculty committee.

New graduate programs typically originate in departments or schools and are subject to extensive review before approval.[120] Under British Columbia's University Act, universities determine the appropriate level of credential to be offered in a discipline. However, BC's Degree Authorization Act also allows new graduate programs to be considered by the Ministry of Advanced Education based on resource requirements and demand within BC. Proposed programs are offered for review and comment by other post-secondary institutions through BC's Degree Quality Assessment Board.

Faculty who propose courses or programs, and those responsible to approve or deny them, are appropriately credentialed in their disciplines, giving further assurance that they meet a high standard of academic quality. As noted, more than 88% of SFU's tenured or tenure-track faculty have doctoral degrees and are hired through a selection process that is both national (and often international) in scope and carried out by academic peers qualified to assess their competence and expertise.

Academic units review their curriculum on a regular basis.[121] Reviews are designed to keep programs contemporary in their academic content and to ensure faculty resources and program offerings are adequately synchronized. All academic units are regularly reviewed (normally every seven years) through a process of external reviews.[122] External reviews are carried out by committees comprised of senior members in the discipline or subject area, with many from international institutions, and with all external to the University. One member appointed from SFU provides the committee with contextual advice about SFU. Committees examine programs to ensure their content and teaching meet disciplinary standards and to consider whether the unit's academic environment contributes to its teaching and research objectives.[123]

Figure 2.7: Credentials conferred by year

Awarded	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Bachelor	2981	2861	3172	3389	3852	4129	4309	4161	4441	4292
Diploma	473	259	284	185	60	55	72	50	50	65
Certificate	498	522	580	587	502	496	485	432	419	365
Doctoral	80	79	82	75	85	95	104	128	131	133
Master's	486	543	594	681	650	589	768	662	858	906
Graduate diplomas	27	69	392	388	359	204	147	148	133	121
Graduate certificate					2	2	2	2		
PDP	503	506	490	475	516	523	537	609	574	558

Program and degree requirements are based on credit counts, a minimum GPA and course requirements that must be met for a student to graduate. These include the completion of general

120 For details: www.sfu.ca/dean-gradstudies/facstaff/newprograms/#new

121 See the results from the Chairs' survey Appendix ??.

122 www.sfu.ca/content/sfu/vpacademic/avpa/external_reviews.html

123 See www.sfu.ca/Senate/SenateComms/SCUP/SCUP-ExReview.html for Senate Guidelines on External Reviews of Academic Units.

education and course level requirements (i.e., distribution of lower- and upper-division courses), and specific subject-area requirements. Whether a course is classified lower- or upper-division courses is determined by the content, the effort, and the degree of disciplinary knowledge and skill a student must demonstrate to succeed. On rare occasions, an exception to a course requirement for graduation may be granted to a student based on a rigorous process that involves review by the Faculty Dean and the Registrar, followed by the approval of Senate.

Assessment in courses and programs reflects the norms in academic culture, which allocates primary authority for assessing what has been learned in a course to individual teaching faculty. Methods of measuring student achievement vary by discipline, program content and level, but reflect the standards applied in each discipline and of higher education in Canada. The phenomenon of grade inflation that has concerned a number of post-secondary institutions has been less of a problem at SFU; a recent report listed SFU among the "sweet sixteen" Canadian and US colleges and universities (among 210 assessed) where earning an "A" remains significantly more difficult than the norm.[124]

All credit courses at SFU must have a published course outline and must make it available to students prior to registration. By policy, course outlines must describe course requirements and specify how course grades will be calculated.[125] The allocation of relative grade weights among such activities as final and other exams, papers and projects, tutorial participation, laboratory work and other requirements are noted. Outlines are typically published online and are available through the Registrar's and Student Services' websites and/or the websites of the department(s) offering the course.

On occasion the University eliminates an academic program. The process governing the elimination of a program was approved by Senate and requires approvals by the appropriate Senate bodies, among which may be: the Senate Committee on Undergraduate Studies (SCUS) or Senate Graduate Studies Committee (SGSC) and the Senate Committee on University Priorities (SCUP).[126] Winding up a program requires approval by more than one the above committees plus the Senate and the Board of Governors. The consultation process requires that students be consulted and plans described to ensure affected students have the opportunity to complete the program in a timely way.[127] Two programs were concluded by Senate in 2010.

Learning Outcomes

The practice of developing explicit and expected student learning outcomes for degrees, programs and courses is relatively new in the Canadian context and is not widely practiced in its universities. However, the Council of Ministers of Education in Canada has produced a framework that outlines what each degree level at post-secondary institutions in Canada "is intended to achieve in general learning outcomes".[128] Some course instructors and some SFU programs with external accreditation have developed learning outcome protocols. The implementation of SFU's new online curriculum

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124 www.gradeinflation.com/sweet162010.html

125 www.sfu.ca/content/sfu/policies/gazette/teaching/t20-01.html

126 www.aved.gov.bc.ca/degree-authorization

127 www.sfu.ca/senate/papers/S.09-118.pdf

128 www.cicic.ca/docs/cmec/QA-Statement-2007.en.pdf

management software (Curricunet) will encourage widespread adoption of expected learning outcomes for courses, especially as the development of individual course learning outcomes is an explicit goal of the current Academic Plan.[129]

Teaching and Instructional Methods

Faculty at SFU use a range of instructional methods and forms of course delivery to suit the needs of the wide variety of students enroled in its programs and to provide high-quality teaching across the institution. A recent Task Force on Teaching and Learning[130] found that SFU instructors employ different pedagogies based on their beliefs about what creates effective teaching and learning, and that support for innovative initiatives by departments, schools and Faculties depends on their perceived effect on the quality of teaching and learning.

Tutorials are a key instructional format used at SFU, especially in first- and second-year courses. Tutorials augment lectures and provide a more intimate learning environment based on smaller groups; they are typically taught by graduate students based on the philosophy that there is no better way to learn your discipline than to teach it. In academic 2009/10 over 490 first- and second-year lecture sections had tutorials, for a total of 2,876 tutorials. Undergraduate surveys indicate SFU students consider tutorials to provide an effective learning environment and to be generally preferable to large lectures. Eighty-two percent of students who completed our 2009 undergraduate survey said instruction in the tutorial environment was very or somewhat effective, while 66% rated large lectures to be similarly effective.

Experiential education is another important aspect of diverse pedagogy long supported at SFU. Many academic courses include experiential elements, and co-operative education (discussed below) has been an institutional feature. SFU was the first Western Canadian post-secondary institution to offer an accredited co-op education program and the first Canadian post-secondary institution to launch a comprehensive field school program. Other highly regarded, experiential-based programs such as the Semester in Dialogue have been developed, and a new project designed to explore, document and promote credit-bearing experiential education was launched in 2010.[131]

In the context of their courses, teaching faculty require the use of Library and other information sources in their assignments and other course-related activities and requirements. Students are expected to assess and use information they acquire to develop their subject-area concepts, analyze the issues they encounter and understand the topics they address. New information technologies are widely employed in courses and students learn how to access information and to assess the reliability of sources.

Providing high-quality teaching and instruction is central to the mandate of SFU, so the monitoring of teaching is an important activity. The most widely-practiced means of teaching evaluation is the use of course evaluation forms by students. The extent to which student evaluations are used by academic units in the tenure, promotion and appointment processes suggests they are considered a

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129 www.sfu.ca/content/dam/sfu/vpacademic/files/vp_academic_docs/pdfs/VPA3yr_AcadPlan2010.pdf

130 www.sfu.ca/content/sfu/vpacademic/committees_taskforces/Ad_Hoc_Committees/tftl.html

131 Jennifer McRae and Deanna Rogers, "A Summary Report: Exploring Experiential Education." The Report is available at www.fenv.sfu.ca/wp-content/uploads/2010/10/experiential-learning-in-fenv-report-oct-2010.pdf.

useful instrument in helping to determine teaching effectiveness. A 2010 Report to the University Senate on the teaching evaluation system at SFU found that all of the relevant units responding to their survey evaluated "all courses each semester." [132] It also recommended the development of a modified evaluation form more sensitive to unit-specific issues, with a best-practices guide prepared to help conduct the evaluations and interpret the information they provide.

To assist instructors in maximizing student learning and creating an intellectually engaging environment for student learning, SFU has developed the Teaching and Learning Centre (TLC). The TLC is staffed by educational professionals who assist programs and faculty to develop, design and implement educational programs, courses, content and social learning environments; they also provide professional development opportunities for teachings staff.

Undergraduate Programs

General Education

Although SFU students have always had both opportunity and encouragement to take courses that can cultivate their general communication and thinking skills and broaden their horizons beyond their disciplines, too often they did not. To address these concerns this situation raised, and to offer students a relevant, effective and coherent education, the Vice President, Academic appointed an ad hoc Undergraduate Curriculum Committee (UCC) to review the matter.

In 2002 Senate approved in principle the UCC's recommendations designed to enhance the quality of undergraduate education at SFU. Included in the recommendations were new requirements to ensure that students entering SFU would be adequately prepared to begin university-level course-work and, where remediation was necessary, they would obtain it before entering SFU or early in their programs. Based on the work of a subsequent task force, Senate approved the adoption of new general education requirements beginning in 2006.

Students who enter a baccalaureate program at SFU must now fulfill University-wide writing, quantitative and breadth requirements. These include the completion of six credits in courses that foster writing abilities (W courses), including one each at the lower- and the upper-division level, preferably within their discipline. All students must also complete two courses that foster quantitative abilities (Q courses), and at least 18 credits in breadth courses, including at least two designated breadth courses in each of the Sciences (B-Sci), Social Sciences (B-Soc) and Humanities (B-Hum).[133] To complete an undergraduate degree, all SFU students must complete their WQB courses with a grade of C- or better.

WQB courses meet specific criteria.[134] Until 2007, courses for which a W, Q or B designation was sought were reviewed by their department and Faculty and evaluated by Certification Committees to confirm they meet the required criteria; Senate approval for a course to carry a W, Q or B designation is needed. Courses are now assessed by the University Curriculum Office and the

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132 Senate Committee on University Teaching and Learning Senate paper S.10-162, December 2010: "Evaluating How We Evaluate: Examining SFU's Course and Instructor Evaluations," page 3, available at https://docushare.sfu.ca/dsweb/View/Collection-15594

133 For full details of the Breadth requirements: www.sfu.ca/ugcr/for_students/wqb_requirements.html

134 For criteria and definitions: www.sfu.ca/ugcr/for_faculty/wqb_criteria_and_definitions.html

department notified. If approved to carry a W, Q or B designation, the department takes the course with proof of its certification through the normal curriculum approval process. As of Fall 2010, SFU classified 152 courses as W courses, 315 courses as Q courses and 233 courses as B courses.[135]

Some students arrive at university not quite ready to undertake a W or Q course. For them, SFU provides two "foundations" courses: Foundations of Academic Literacy (FAL) and Foundations of Analytical and Quantitative Reasoning (FAN). Students are advised at the time of admission whether they must enrol in one or both of these courses. Others who wish to take FAL or FAN courses may do so when room permits.

Foundations courses earn "additive" credits; that is, they do not count toward the completion of degree requirements. Students enroled in certificate and post-baccalaureate programs are not required to complete the WQB requirements. The Student Learning Commons[136] provides additional assistance on academic writing, learning and study strategies, and offers one-to-one consultations, workshops, peer-facilitated group discussions and extensive online resources for academic success.

Graduate Programs

Graduate studies at SFU are an integral component of the institution's academic life and cultural environment. More than 5,600 students in all eight faculties participate in graduate programs and engage in the research, creative work and advanced critical thinking characteristic of graduate education.[137]

Graduate headcount enrolment increased by almost 22% in the four academic years 2005-06 to 2009/10 as SFU participated in Provincial plans to create new graduate spaces. Home to a variety of world-class research facilities, innovative programs and world-renowned scholars, SFU attracts a diverse population of graduate students from over 60 countries.

Studies at the graduate level demand that students engage in deeper analysis, demonstrate greater understanding of more complex materials and a more extensive knowledge of the literature of a subject than is expected of undergraduates. To meet these demands, SFU requires applicants for graduate admission to have an undergraduate degree with a strong record of academic achievement; additional requirements may be set by individual graduate program committees. Admission to SFU's graduate programs is typically very competitive and entry requirements are often considerably higher than stated University and program minimums. Programs restrict admission to students whose interests are compatible with faculty expertise and who can be supported within available resources.

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135 For a listing of these courses: www.sfu.ca/ugcr/for_faculty/certified_wqb_courses.html

136 learningcommons.sfu.ca

137 www.sfu.ca/irp/Students/documents/ST41.pdf

Figure 2.8: Unique graduate student headcount
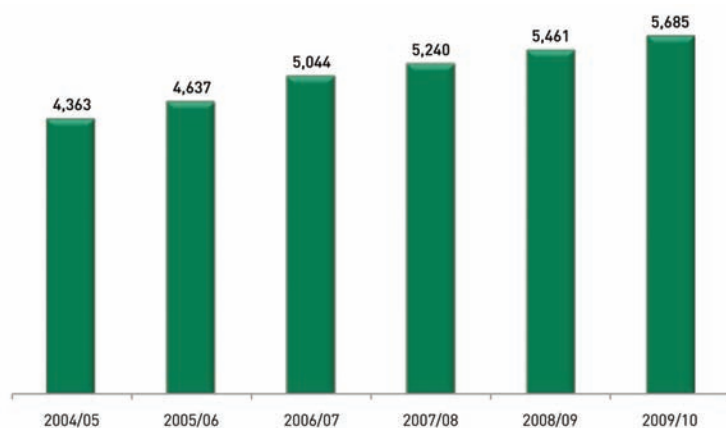
Graduate program committees assess applicants' academic records and the quality of the programs and institutions from which they will arrive, and review their recommendations to determine the applicants' overall compatibility with their program demands. Committees are assisted in this by information on GPA conversions and admissions guides for international students compiled by the Dean of Graduate Studies Office.

SFU's doctoral programs engage students in ongoing research independently or in collaboration with larger research groups. To earn a doctorate students must complete a thesis based on substantial original research of a high caliber and pass an oral examination conducted by a committee that includes a qualified examiner from outside SFU. Some programs require that candidates also pass comprehensive exams.

Master's programs introduce students to the research process or prepare them with critical and analytical skills for the professions. Master's students must successfully complete prescribed coursework and a thesis or research project, or pass final examinations in their subject area.

Graduate diploma programs provide specialized combinations of courses for students who wish to upgrade their knowledge and skills to an advanced level. Diploma students must successfully complete 22 units or more of graduate course work, depending upon the diploma. University course, thesis and grade requirements for graduate degrees are listed in the Calendar, as are all requirements for individual programs.[138] Program requirements are also available on departmental websites.

"Special Arrangements" doctoral students (that is, students whose areas of study lie outside or "across" existing graduate programs) are admitted and administered though the Dean of Graduate Studies Office. Students admitted to Special Arrangements programs must be exceptionally able, and propose a well-developed plan of studies characterized by internal coherence and academic merit. To accommodate them, the University must also have faculty with the appropriate expertise and interest who are willing to supervise the proposed work. Special Arrangements made for an individual student must be reviewed and approved by the Senate Graduate Studies Committee (SGSC).

While most graduate students take all their graduate courses at SFU, up to one half of the University minimum course work or departmental degree requirements for a graduate program may be completed elsewhere. Graduate transfer credit is assessed by graduate program committees

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138 students.sfu.ca/calendar

and students need prior approval from their program committee before taking a course at another institution.

Internships and clinical practices may be part of a graduate program. All such graduate learning experiences, when assigned course or program credit, are reviewed and monitored by the program involved. SFU does not grant graduate credit for prior experiential learning.

Oversight of graduate studies at SFU is the responsibility of the SGSC.[139] The Committee is responsible to Senate for admissions (a function delegated to the Dean), maintaining academic standards, changes to existing programs, evaluating new programs and administering graduate general regulations. The Committee may act as an appeal body for student progress reviews.

Lifelong Learning and Continuing Studies Non-Credit Programs

Continuing education at SFU has been provided by the department of Continuing Studies since 1971. In 2011, Continuing Studies was subsumed into the new department of Lifelong Learning. The new name reflects the changing nature of university education and the increasing demand for access to education throughout one's lifetime. It also reflects changes at SFU over the past few years, with the most obvious of these changes being the reorganization of the Learning and Instructional Development Centre into the Teaching and Learning Centre, with a new reporting relationship to the Dean of Lifelong Learning.

"Lifelong Learning" also captures the Dean's responsibility for a number of other initiatives, including online and distance education programs; credit programs for mature learners; and education and outreach programs for the general public. Lifelong Learning's mission as articulated in its 2010–2013 academic plan is to

> provide opportunities for adult learners and groups to achieve their intellectual, professional, aspirational and cultural goals through the development and delivery of lifelong learning programs and activities that link and build upon the strengths and academic capital of SFU and the resources of the various communities it serves.[140]

Lifelong Learning's programming is central to SFU's mission to provide high-quality learning experiences. Through its deep involvement in the Burnaby, Vancouver and Surrey communities, Lifelong Learning also plays an essential role in achieving SFU's community and citizenship core theme goals. With a significant presence on all SFU campuses, Lifelong Learning offers courses and programs face-to-face, online and through blended formats, making its credit and non–credit certificate and diploma programs widely available to people locally and across BC.

With advice from Committee on Continuing Studies (SCCS), SFU's Senate formally oversees the development of all of the University's continuing education credit and non–credit offerings.[141] The SCCS reviews existing and proposed non-credit programs and assesses their suitability for SFU. The University maintains a record of approved continuing education certificates and diplomas in several

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139 www.sfu.ca/Senate/SenateComms/SGSC

140 www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

141 www.sfu.ca/Senate/SenateComms/SCCS

sites: the minutes of meetings of both the SCCS and the University Senate, the bi-yearly continuing education catalogues, and a central web page that provides links to all program areas and offerings.[142]

Lifelong Learning is organized into 22 distinct program areas. Working closely with faculty and external partners from the public and private sectors, each program develops its own courses and other educational activities to provide university-level programming able to meet community needs.

Lifelong Learning carries out its activities through an extensive range of programs and methods. For example, since 1975 the Centre for Online and Distance Education (CODE)[143] has been helping students meet their academic goals by providing undergraduate credit courses through distance and online arrangements where circumstances prevent them from attending on-campus courses. The English Language and Culture Program (ELC)[144] offers English language courses to non-English speakers. ELC's approach assumes that student learning is deeper and more meaningful when emphasis is shared between new language skills and understanding the cultural context within which the language is used. With unusual aptness to Lifelong Learning's mandate, SFU's longstanding and highly successful Seniors' Program offers academically-oriented courses, forums and outreach to people 55 and older.[145]

Individual non-credit programs offered through Lifelong Learning's Continuing Studies unit receive academic and community oversight by Program Advisory Committees (PACs). PACs draw representatives from the relevant Faculties and departments, and from among students, instructors, and community and client groups.

For example, Community Education Programs work with local communities to support positive social change by creating access to education and other resources for socially excluded individuals and communities. The Community Education Advisory Committee includes members from a neighbourhood housing society, a treatment facility and an Aboriginal organization in addition to SFU faculty members who are "tasked with visioning a more comprehensive critical path for Community Education Programs at SFU and in the community."[146]

As another example, Management and Professional Programs provide foundational and advanced continuing education in business and management. Its steering committee is composed of SFU faculty members from business and management-related areas,[147] and "helps to guide [its] programming priorities."

With annual enrolments of over 19,000, non-credit offerings are important staples of Continuing Studies programming. They include courses offered over months, lecture series, conferences, moderated discussions, hands-on projects and even customized training. Most non-credit programs are variously sponsored by SFU's academic Faculties, departments, schools or advisory committees, usually in partnership with community organizations, and are provided on a cost-recovery basis. Non-credit courses cannot be applied toward an SFU degree. However, some courses and programs

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142 www.sfu.ca/senate/papers/S.10-132.pdf

143 code.sfu.ca

144 www.sfu.ca/cstudies/lang/elc

145 www.sfu.ca/seniors

146 www.sfu.ca/community/about_committee.htm

147 www.sfu.ca/cstudies/mpprog/about.php

are accredited by professional groups, qualify as professional development and continuing education credits, or can lead to professional designations.[148]

Credit courses offered by Lifelong Learning are organized through either CODE or the Centre for Integrated and Credit Studies (CICS and SFU Now). Courses offered by CODE are delivered via online or distance format, while CICS offers in-class courses at the Vancouver campus. SFU Now (nights or weekends) provides evening and Saturday courses for students at both the Vancouver and Surrey campuses. All courses offered for credit through Lifelong Learning are part of the University's regular curriculum. Academic credit is established by the appropriate department or program, courses meet equivalent academic standards, and are approved by Senate. Instructors for these programs are hired by the Faculties.

CODE has established procedures for students to access online or distance course materials and submit assignments to course instructors using unique online IDs and passwords. Examinations must be written under supervision that enables students' identities to be verified.

Figure 2.9: Continuing Studies non–credit enrolment and public events
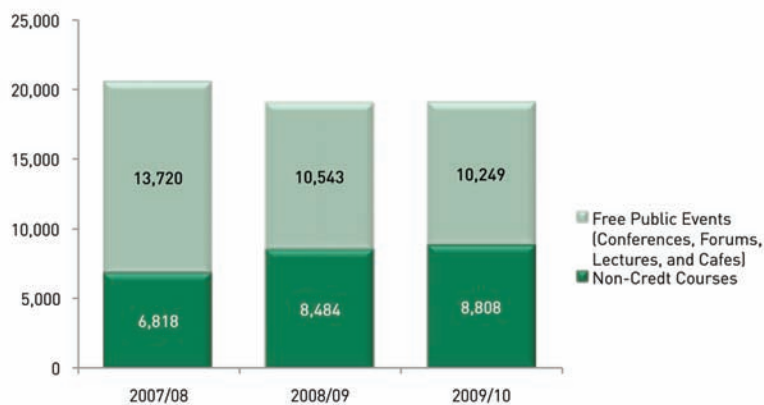
Prepared by Institutional Research and Planning, SFU
Source: Continuing Studies

Student records for Continuing Studies non-credit courses are maintained by Continuing Studies and are severed from SFU's records of its for-credit offerings even when the same student partakes of both.

Although not a part of the Lifelong Learning unit, SFU's Centre for Dialogue offers credit courses and convenes dialogue conferences and events around topics of community, national and international interest, and provides consultation services on dialogue-based issues.[149] Its steering committee includes students, staff, faculty and community members and is charged with promoting "the study and practice of dialogue . . . with special reference to learning, research, public events and training in connection with the Morris J Wosk Centre for Dialogue."[150]

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148 For a list of the organizations and associations that offer continuing education credits to their members for Continuing Studies courses: www.sfu.ca/cstudies/nccredits.htm

149 www.sfu.ca/dialogue/study+practice/programs+courses.html

150 www.sfu.ca/dialogue/study+practice/people.html

Chapter 2, Standard 2.D
Student Support Resources

Becoming a Student

Simon Fraser University makes every effort, consistent with best practices for post-secondary education, to admit a diverse group of students who are well qualified to learn, grow and succeed at university. Admissions standards are rigorous and equitable and attempt to ensure that those admitted are prepared for the challenges they face in their new educational environment. Admissions criteria are clearly stated and easily available,[151] and applicants are able to contact an admissions advisor directly via email to "Ask SFU."[152]

Inevitably the 5000-plus new students now admitted annually to SFU arrive variously skilled and unevenly prepared to meet one or another demand that comes with the transition to university-level work and culture. To meet their needs SFU offers numerous programs and services that provide new students with ample opportunity to flourish and prosper in their new environment.

Student Services is SFU's primary provider of direct services and support programs for students, with a core mandate to provide logistical support for the processes that recruit and admit aspiring applicants to SFU, to maintain records for students in credit courses, and to facilitate student learning and success for those attending SFU. Where students receive services provided by other areas, as in the Learning Commons administered by the Library, Student Services is an active partner in facilitating awareness of, and access to, the service.

Student Services at SFU is led by the Associate Vice President, Students (AVPS), who oversees a large and comprehensive portfolio of administrative units tasked with providing broad support to current and former students, and to aspiring applicants.

Undergraduate Admissions

Information on the Admission and Readmission processes, including detailed information on admission requirements for all of SFU's for-credit programs, are clearly articulated in the University Calendar,[153] in the University's recruiting materials (print and electronic "Viewbooks" for domestic and international applicants), and on the Admissions website.[154] The process for appealing admission decisions is communicated directly to unsuccessful applicants by the Undergraduate Admissions Office and is published on the University website and in the University Calendar.

Admission to SFU is competitive. The generally high quality of Canadian universities means that Canadian students typically attend their local universities, especially for undergraduate education. Of the 48 Canadian universities ranked by Maclean's magazine in 2010, almost two thirds receive fewer than 10% of their first-year undergraduate students from outside the province. Of those with

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151 students.sfu.ca/admission.html

152 mycusthelp.ca/SFU

153 students.sfu.ca/calendar

154 students.sfu.ca/admission.html

more than 10% extra-provincial students, most are small universities in the Maritimes. Exceptions are McGill in Quebec, Queen's in Ontario and the University of Victoria in BC.

There are no regulatory barriers to students attending any institution in Canada. Universities and colleges generally cooperate to make programs accessible to qualified students. The BC Council on Admissions and Transfers (BCCAT) is a provincially funded entity made up of public and private post-secondary institutions across BC and the Yukon and is responsible for facilitating admissions, articulation and transfer agreements among them. Specifically, the Council encourages member institutions to develop policies that facilitate transferability of credit courses so credit can be applied toward baccalaureate degrees in all degree-granting institutions.[155] The BCCAT website offers an interesting outline of the history of transfer credit management in BC starting in 1958.[156]

A separate entity, BC's Post-Secondary Application Service (PASBC) provides a single application process for all BC public post-secondary institutions to those who wish to apply to multiple institutions, and manages the articulation or approval of courses for credit transfer among institutions.[157] Applications for admission may also be submitted directly to SFU.

The quality of its students, like that of its faculty, determines the quality of a post-secondary institution. SFU manages its admissions processes to achieve a successful balance between admitting those already well equipped for success and those who can succeed and prosper with some assistance. At the same time SFU must meet but not greatly exceed its allocation of government-funded seats because tuition alone does not fully cover the cost of educating a student. In times of economic instability, when more people turn to advanced education to improve their employability, competition for admission can spike and hitting enrolment targets precisely becomes more challenging. The unanticipated growth of demand in recent years has also resulted in SFU being significantly overenroled for international students in academic 2010.[158]

Undergraduate admissions targets at SFU are set by the Senate Committee on Enrolment Management and Planning (SCEMP)[159] and reflect institutional priorities (e.g., increasing the number of International students) and government mandates. SFU and government share a priority to improve access for Aboriginal peoples.

SCEMP sets broad admissions targets for SFU and each Faculty, with targets also set by Basis of Admission (e.g., BC12, college transfer, international).[160] Targets are implemented through the efforts of the Admissions and Recruitment units of the Registrar's Office. Successfully meeting targets typically involves complex calculations based on extrapolations from previous acceptance rates for offers at each grade point, on early self-reported information from applicants about expected graduation GPAs, on numbers of possible applicants overall, and on Basis of Admission.

Domestic undergraduate students admitted to SFU come primarily from two groups: those admitted directly upon graduation from BC grade 12 (BC12), and those who transfer from other post-

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155 www.bccat.bc.ca

156 www.bccat.bc.ca/sitemap

157 www.bccat.bc.ca

158 www.sfu.ca/irp/Students/visa_report

159 www.sfu.ca/Senate/SenateComms/SCEMP

160 SCEMP's role is discussed in greater detail in Chapter 3.

secondary institutions. Despite demographic changes that have resulted in year–to–year decreases in the number of students graduating from BC high schools, from 2005/06 to 2009/10 the ratio of students admitted to SFU directly from high school grew from 47.3% to 50.6%, while admissions of college and university transfer students declined from 39.9% to 33.7%. Students entering SFU directly from high school graduation outside BC represent less than 5% of incoming students, and only one in ten of all high school entrants. The remaining entrants are "mature," "other" or second degree students.[161]

Admissions GPAs have fluctuated over the past decade. Recognizing the importance of addressing unmet demand for higher education, the Province introduced an "access agenda" in 2004/05 to increase the number of funded seats at BC institutions by 25,000 by 2010.[162] Funding for new seats has since slowed dramatically, but demand varies based on demographic changes, on competition among BC institutions for fewer graduating high school students, and on sudden surges in applications as people seek improved employability through higher education.

The trend at SFU and in BC has been to offer admission as early as possible to provide applicants with greater predictability and comfort about their futures.

International Students

International students bring valuable diversity of experience and perspectives to a university. International applicants to SFU must meet the same admissions requirements as other applicants; in other respects their access to SFU is limited only by their ability to obtain student visas. Generally these are not a problem, although Canadian universities consistently lobby the federal government to process applications more expeditiously.

International students are permitted to obtain work permits to work off campus, including in co–op positions (since 2006), and can continue to work in Canada for three years after graduating. These legislative changes, as well as increased restrictions in the United States after 9/11, have made Canadian schools more attractive to international students. Still, three quarters of Canadian universities have fewer than 10% international undergraduate students. In fall 2010, international students comprised 14.4% of SFU's undergraduate students and 22.2% of its graduate students, making it a leader among Canadian institutions.[163] Students with citizenship other than Canadian, but who hold permanent resident status in Canada, are considered to be domestic rather than international.

Transfer Credit

With over 30% of SFU's admissions coming through institutional transfers,[164] the management of transfer credit is a key element of the admissions processes managed by SFU. SFU was the first BC institution to recognize the importance of establishing the provincial process to articulate transfer

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161 "Mature" entrants are 23 years old or older and not eligible for admission under another category. "Other" entrants include students from technical programs, non-BC transfer students, visiting students, special entries, ABE provincial diploma and concurrent studies students.

162 www.bcbudget.gov.bc.ca/2004/highlights/bgt2004_highlights.htm#highereduc

163 www.sfu.ca/irp/Students/visa_report

164 www.sfu.ca/irp/enrolment/EnrolmentDashboard

credits now grounded in well-established province-wide articulation committees that meet, discipline by discipline, to address transfer credit issues.[165]

The work of the articulation committees is administered by the British Columbia Council on Admissions and Transfer (BCCAT), which operates under a provincial mandate to facilitate articulation and transfer arrangements among BC's post-secondary institutions. SFU also subscribes to the 1994 Pan-Canadian Protocol on the Transferability of University Credit,[166] which promises SFU will consider for credit all coursework satisfactorily completed by students transferring to SFU from degree programs at other Canadian universities.

The Undergraduate Admissions office also maintains an internal database that holds transfer credit rules from post-secondary institutions worldwide so courses taken at colleges, technical institutes and other universities will be appropriately recognized for transfer credit. SFU initiates and maintains dual-partnership agreements and dual-degree programs for which the transfer of credits and applicability of coursework are clearly articulated. SFU International[167] also maintains a database of course-specific transfer for students interested in completing coursework at international institutions with which SFU has exchange or other partnership agreements. SFU has over 290 such partnerships in over 64 countries, and offers exchange programs, field schools, work abroad and other study abroad options in over 50 countries.

Prior Learning Assessment and Recognition (PLA)

Only one program at SFU has granted credit to incoming students for prior experiential learning: the Integrated Studies Program (ISP). ISP was a part-time cohort-based degree completion program for mid-career adults, first launched as a pilot program in 1995. Admission to ISP was determined by an Academic Steering Committee (ASC) that assessed applicants based on an intensive application process and on recommendations by their employers.

ISP applicants were measured by weighting their amount or level of work experience (30%), their amount or level of post-secondary education/professional experience (30%), a diagnostic test of writing and grammatical abilities (20%), and an interview (20%) with the Academic and Program Directors. Applicants approved for admission by the ASC were admitted to SFU through a flexible admissions process that grants up to 60 "non-transcripted" (i.e., undifferentiated or non-specific) credits towards a Bachelor of General Studies degree. The credits needed to complete the degree were earned by completing the approximately 18 courses that comprise the Integrated Studies Program. Close supervision of the program by its Academic Director and the ASC maintained clear academic standards within the IS Program.

In November 2010, Senate suspended admissions to the ISP program in response to a motion from the Faculty of Arts and Social Sciences (FASS). FASS' request noted the NWCCU's limit on PLA credits among its reasons for terminating the program. The small cohort admitted in fall 2010 will be allowed to complete the program, but no further students will be admitted to it.

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165 "Radical Campus: Making Simon Fraser University", Douglas & McIntyre, 2005, page 285

166 www.bctransferguide.ca/resources/links

167 students.sfu.ca/international

Orientation

Each semester Student Services offers orientation programs for incoming undergraduate students to introduce them to SFU programs and services and to prepare them for the demands of university life. Group-specific orientation programs include those for undergraduate students, mature and transfer students, international students, residence students, graduate students, and students at the Surrey campus. Departments contributing to orientation programs include Student Development, Residence and Housing, and SFU International. Orientation is not mandatory, but approximately 46% of incoming undergraduates enroled and participated in fall 2009. Attendance at the orientation specific to SFU's Surrey campus approached 55%. A mini-orientation is also available for those unable to attend the full event.

General orientation sessions group students with others admitted to the same Faculty and a trained student leader. Students participate in campus tours, workshops on the basics of SFU life (academic policies and procedures, requirements, programs, etc.), student panels (academic success, getting involved, challenges and tips), "icebreakers," an overview of the Simon Fraser Student Society, meetings with representatives from their Faculty and official welcomes. The momentum created during Orientation is sustained by SFU's "Orientation Leaders," who continue to contact and meet with their student groups throughout the first semester to help with their ongoing transition to life at SFU.

A separate orientation for incoming graduate students is organized jointly by Student Development and the Dean of Graduate Studies Office and held each fall. Individual departments also hold extensive program-specific orientations; 2009 participation by graduate students in the University-wide orientation was more limited at just under 13%.

SFU International also offers International, Exchange and Study Abroad orientations for all newly admitted students in each of these groups. Orientations cover Immigration Basics (study permits, visas, working in Canada, etc.); Understanding Canadian Health Insurance; Academic Culture: Your guide to academic success at SFU; Surviving in Vancouver and Canada; and Getting Involved in Campus and Community Life. Sessions are intended to provide students with essential information for a smooth and successful transition to graduate life at SFU and in Canada while also creating an opportunity to make friends.

Residence and Housing runs three orientations annually in conjunction with University orientations. These reach approximately 750 students, who receive vital information about how to live successfully in Residence.

New student orientations are followed by the larger "Week of Welcome" (WoW) events during the first week of classes at Vancouver and Burnaby campuses. WoW is intended to promote awareness of campus services, resources and activities for students and to foster a wider sense of community on campus.

Being a Student

Academic Advising

SFU practices a shared model of academic advising, with responsibility for undergraduates distributed among the Academic Advising and Student Success units of Student Services and individual academic departments. Student Services advises newly admitted and "exploratory" students in their first and second years (i.e., students who have not yet declared a major) and students in academic difficulty. Academic departments advise students already accepted into their programs (i.e., "declared" students) and undecided students with 70 or more credits accrued.

Within this shared model academic advice is provided by professional, student and faculty advisors. Student Services offers advising at all three campuses through a mix of individual sessions (drop-ins, appointments and instant messaging) and group workshops. Departmental advising is typically available at each department's home office.

Academic advising at SFU is informed by two philosophies: developmental and intrusive. Advisors assist students with clarifying their life and career goals and developing educational plans to realize them. This approach requires an understanding that academic advising is a responsibility shared by the student and the advisor. At times, particularly with "at-risk" students, a more proactive, "intrusive" approach is taken that involves initiating contact with a student who otherwise may not seek help before difficulties arise.

As of Spring 2010, a Degree Progress Report has been built into the Student Information System (SIMS) to allow students or their advisors to audit degree progress. Exceptions for degree requirements are approved at the department level, submitted to the Registrar's Office and recorded on the individual student record.[168]

It is normal practice at SFU that "declaring" in a program determines a student's graduation requirements, which are those published in the University Calendar for the program at the time the declaration is made. Program declaration occurs either at the time of admission, if the student is admitted directly into a program, or not later than 60 credits for students not admitted directly to a program or a major.

Fees

Simon Fraser University assesses undergraduate tuition fees primarily based on the number of credits in which the student enrolls (for undergraduates and some graduates). There is a flat fee for research graduate students. An "international premium" is assessed to tuition for international undergraduate students; the premium is calculated at a rate of $10,000 based on registration in 30 credits. Various special fees may be assessed by the University in certain circumstances or for specific purposes.

All fees are subject to change, sometimes to provincial controls, and to approval by SFU's Board of Governors. All fees are published in the University Calendar and on the Fees website.[169] A government mandated cap of 2% on annual tuition increases has been in place in BC since 2005/06.

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168 students.sfu.ca/degreeprogress.html

169 students.sfu.ca/fees.html

International students in graduate programs pay the same fees as domestic students unless otherwise noted. Fees per credit for non-degree, exchange and qualifying students are set at the applicable undergraduate rate. Fees such as the Universal Transit Pass fee and the Student Extended Health Care fee are approved through student referenda and collected by the University on behalf of one or both of the student societies.

Scholarships, Awards, Bursaries and Emergency Loans

The Financial Aid and Awards office administers SFU's undergraduate student scholarships and awards (i.e., merit-based financial aid) as well as undergraduate and graduate bursaries, emergency loans, work-study and externally administered government-sponsored student loans (i.e., needs-based aid).[170]

Merit-based institutional graduate scholarships, awards, and fellowships are administered through Dean of Graduate Studies office.[171] Athletic awards are administered by the Financial Aid and Awards Office in conjunction with the SFU Athletics Department, while Entrance Scholarships are currently administered in conjunction with the University Recruitment office.

The allocation of University funds to student financial aid is based on the recommendations of the Senate Policy Committee on Scholarships, Awards and Bursaries (SPCSAB),[172] which sets terms of reference for all University administered award programs and their adjudication; develops budget requests; integrates award programs with recruiting goals; and reports annually on its activities to Senate. SPCSAB also establishes University policies relative to student funding from non-University sources.

Based on University priorities, funding may be assigned to designated groups: for example, to students going on international co-ops, field schools or exchanges. Aboriginal students have been targeted as a priority by both the University and the provincial government, and are provided designated funding through entrance scholarships, awards and bursaries. Accountability for institutional financial aid and awards funding is reviewed through audits by external, third party accounting offices.

As Canadian government student loan funding is administered externally, institutional accountability is verified through individual program reporting requirements, policies and procedures.[173] US citizens (and eligible non-citizens) attending SFU may apply for funding through the Direct Lend Program, with administrative support provided by SFU's Financial Aid and Awards Office. Direct Lend Program funding is audited annually by an external, third party accounting office.[174]

The Financial Aid and Awards office regularly monitors its student loan programs and default rates. It complies with all requirements, policies and procedures for both Canadian and US government student loan funding opportunities. SFU's default rate for British Columbia Students Loans for 2009 was 4.9%. The average default rate for public institutions in 2009 was 8.4%. For Canada Student

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170 students.sfu.ca/financialaid.html

171 www.sfu.ca/dean-gradstudies

172 www.sfu.ca/senate/SenateComms/SPCSAB

173 www.aved.gov.bc.ca/studentaidbc/schoolofficials/documents/policy_manual_09_10.pdf

174 SFU's Federal School Code is G08444: www2.ed.gov/about/offices/list/oig/nonfed/Fgn092402.pdf (this is a document of 80+ pages)

Loans, it is viewed as a repayment rate. The repayment rate of SFU students for 2008 was 91.2%. For the US FY 2008, the current draft cohort default rate is 0%.

Information on all forms of student financial assistance is published in a variety of media, including the Financial Aid and Awards website,[175] in the relevant section of the SFU Calendar,[176] through advising services (in-person, telephone or email), brochures, workshops and/or information sessions. Websites and brochures provided by the Ministry of Advanced Education and the Government of Canada[177] also provide relevant financial aid information.

Security of student records

Student records are administered under the care of the Registrar's Office. An extensive records policy exists that guides decisions around staff access, retention and third party requests for access. Primary student records are maintained and stored on the Student Information Management part of SFU's PeopleSoft system. IT staff, like all other staff with access to the system, sign a confidentiality agreement. All records are stored and backed up on University servers on site.

Records are of two distinct types: administrative records and student records. Access to administrative records is limited to the Registrar's staff in Student Services, with the exception of the Senate records, which are also available to members of Senate. Access to the student records system is necessarily more wide-ranging, as authorized users in departments and Faculties must access student records to administer their programs.

Student records contain personal, educational and financial information. Paper documents accumulated during a student's admission or ongoing enrolment are stored in locked "day files" kept for four semesters. By law and consistent with University practice elsewhere, financial records are kept for seven years. Staff practice within the Registrar's office is guided by numerous documents, with guidelines revised and updated on a regular basis as appropriate.

Because some units involved with student records take credit card information in payment for services provided, the Registrar's Office follows the University's best practices around the collection and disposal of credit card information (i.e., Payment Card Industry, or "PCI" Compliance).

Co-curricular activities

Student speakers at SFU's convocation ceremonies often reflect that they learned more at University outside of classes than in. Recognizing the important truth of this, SFU invests significant resources to support co-curricular activities and programs that enhance the development of students' academic, life and social skills, personal health and wellness, and community outreach.

Some activities are closely related to the academic work undertaken by students, as are co-operative education programs. Others, like athletics and various leadership programs, touch on academics less directly. All are undertaken to increase students' awareness of their world by introducing them to experiences from which they can benefit and that might otherwise remain beyond the boundaries of their academic lives.

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175 students.sfu.ca/financialaid.html

176 students.sfu.ca/calendar

177 www.canlearn.ca

Co-curricular activities take many forms, with most organized by Student Services. Some programs have intentional learning outcomes and are structured to promote student leadership and development. Others provide opportunities for involvement, contribute to the student experience and build community on campus. Co-curricular programs exist within specific programs, and the strategic plans for those programs roll up to become a part of the three-year Academic Plan.

Co-curricular activities available to students include a variety of programs in leadership, intercollegiate and recreational athletics, peer education and mentoring, and social advocacy and support. Many clubs and other programs enrich students' lives and prepare them for a healthy, active and participatory future.

Student clubs (with the exception of recreation clubs) operate under the governance and sponsorship of the Simon Fraser Student Society, not Simon Fraser University.

Work-Integrated Learning—Co-operative Education
Co-operative Education (Co-op) forms a part of the larger Work-Integrated Learning unit within Student Services. Participating in Co-op enhances student academic, personal and professional development by alternating periods of academic study with periods of work in fields related to a student's academic discipline.

Co-op placements allow students to develop skills, acquire new knowledge, explore academic and career options, and network with potential employers while completing their degrees. Students also accrue the direct economic benefit of paid work to offset the cost of study. In turn, employers benefit from access to an enthusiastic and educated temporary workforce who may bring new ideas and energy from the academy to the workplace. Finally, the University gains students who return to their studies bringing new experience, perspective and information from the world beyond the "classroom."

Co-op work terms are related to the student's field of study and area of career interest. While co-op coursework carries "additive" and not academic credit (i.e., they are not included in the calculation of a student's GPA and do not count toward the completion of graduation requirements), completed work terms count towards a "co-op" certificate or degree designation. Work terms are recorded on a student's transcript as Pass, Fail or Withdrawal. Successful completion of a co-op work term is awarded three additive University credits.

At SFU, a co-op work term generally consists of full-time, paid work experience, typically 35–40 hours weekly for 13-16 weeks. Because of SFU's trimester system, academic programs are rarely structured around the characteristic progression of a sequenced cohort. As a result, work terms may more easily be extended over two consecutive semesters, providing students up to eight months of continuous employment and a deeper connection with their workplace and the learning environment it offers.

In most programs the completion of three co-op work terms during an academic program qualifies for a Co-op certificate, with successful completion of four work terms earning a Co-op designation on the degree and a minimum of one year's professional, related work experience prior to graduation. Employer evaluations remain part of a student's confidential records in the Co-operative Education Program and are retained for a minimum of one year following graduation. Frequent communication

between the Co-op program and the student reinforces learning outcomes and strengthens the partnership between the University, the program and the employer.

SFU also offers an International Co-op option. Students have the opportunity to expand their career horizons while gaining international and intercultural work experience, improving foreign language skills, and experiencing invaluable personal growth and competitive advantage in a global economy. In the past 12 years, SFU students have worked in over 950 international placements.

SFU's co-operative education programs are accredited with the Canadian Association for Co-operative Education (CAFCE).[178]

Work-Integrated Learning—Career Services

Career Services at Simon Fraser University is, with Co-op Education and Volunteer Services, a part of SFU's comprehensive Work Integrated Learning unit. In the past year, close to 2500 students took advantage of one-to-one appointments with both professional Career Advisors and volunteer Career Peer Educators. For 2010/11, the number of Career Peer Educators trained has increased by almost 50%, dramatically impacting the service options available to students.

As research has confirmed a connection between early career education and increased student persistence, Career Services also partners with the Faculties and departments to develop targeted programming to reach students earlier in their university careers. Career Services programming is based on contemporary career development theory, most notably Happenstance Theory and The Chaos Theory of Careers.

SFU's "Symplicity" job posting system presented over 600 unique (non Co-op) job postings in 2010, and over 100 employers, graduate schools and professional schools attended the annual Career Days event to meet with thousands of potential student employees. Career Services also hosts numerous employer and school information events throughout the year.

Student employment by SFU

Being employed and able to earn an income allows many students to attend university, and the opportunity to try out options for a future career is a driving concern for most. SFU also offers students early opportunities to explore the working world and earn income through participating in its temporary labour pool. In the years 2007 – 2010, the proportion of temporary job placements at SFU filled by students through Personnel Action Requisitions (PARS) rose from 40% to almost 50%.

Although many positions require basic skills and knowledge, others engage students' higher-level skills and interests as they assist faculty and administrators, often by carrying out research that otherwise would be difficult to undertake. For example, students often collect data on operational practices working under the broad supervision of SFU's Sustainability Advisory Committee.

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178 www.cafce.ca/program_directory/151

Figure 2.10: Student temporary employment by Personnel Action Requisitions (PARs) processed

Year	Total PARs related to student jobs	Total PARs processed	Percentage of PARs related to student jobs
2007★	566	1336	42.40%
2008	634	1444	43.90%
2009	681	1367	49.80%
2010★★	472	960	49.20%

* calculated from March 12, 2000
**calculated January to October 2010

Work Study is another major opportunity for placements that provide experience and income to SFU students. The Work Study program is intended to supplement funding for Simon Fraser students with demonstrated financial need and is not restricted to BC residents, or to those receiving funding from StudentAid BC.

In 2009/10:

> Of the $475,280 in salary (includes benefits) paid to SFU undergraduate students in 2008/09, $73,351 was awarded to international undergraduate students in fee schedule A (entered SFU in Fall 2003 or later) whose work study funding was paid by the international bursary fund budget. These international undergraduate students are included in the chart below. As re–awareness about the program has grown, there was an increase in graduate students applying and accepting work–study placements. Graduate students tend to utilize other sources of funding to support their education such as fellowships and TAships which are not available to undergraduates.

> The currently hourly wage is $10.25 (plus approximately 12% in lieu of benefits and vacation—totals approximately $11.50 per hour).

> Until August 2002 the Work Study program was part of the BC Student Assistance Program, limiting the program to those BC residents who were receiving maximum government student assistance. In Fall 2003 the government program was discontinued and Simon Fraser University has since funded the Work Study program.[179]

Figure 2.11: Growth in SFU–funded work study for undergraduate students[180]

Year	Number of awards	Total $ awarded	Total $ disbursed
09/10	420	641,700	475,280
08/09	333	519,455	412,533
07/08	409	589,200	447,087
06/07	525	714,000	526,331
05/06	507	687,800	536,678
04/05	541	734,400	607,721

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179 Report to the Senate Policy Committee on Scholarships, Awards and Bursaries 2008/09: www.sfu.ca/Senate/ SenateComms/SPCSAB

180 A Work-Study student is assigned either 90 or 140 hours per semester; all must be at least 60% research-based. Students can be found doing research in faculty labs, preparing research reports for various departments at SFU, working for student radio CJSF on a communications-related issue, etc. Numbers include expenditures for the Students Aiding Students program until August 2005.

03/04	573	760,200	633,425
02/03	427	510,800	431,640
01/02	363	417,900	329,208

Figure 2.11a: Growth in SFU-funded work study for graduate students

Year	Number of awards	Total $ awarded	Total $ disbursed
09/10	60	91,425	70,970
08/09	35	54,050	46,053
07/08	39	55,755	48,696
06/07	32	42,300	33,327
05/06	24	30,100	24,345
04/05	38	41,200	34,227
03/04	40	51,000	45,528
02/03	11	13,900	11,717
01/02	5	7,000	5,362

Residence Life

For most students, their arrival at SFU corresponds with a time of other major and related life transitions, from living at home to living independently, from study in a secondary school atmosphere with commensurate expectations to work at the university level. Each of these transitions calls on new and greater levels of personal responsibility. Residence Life offers programs and services that support a student's emotional, physical and social development by establishing communities of students grounded in a common sense of responsibility, purpose, integrity, respect and openness.

Athletics and Recreation

The Athletics and Recreation department provides opportunities for students, alumni and the community at large to enrich their intellectual pursuits by participating in social and physical activities that challenge them to get active, be active and stay active.

The department adheres to SFU's values and commitments and encourages intellectual and academic freedom; celebrates discovery, diversity, and dialogue; and strives to produce good citizens for a global community. Believing that resourcefulness is a result of balance, learning and service, varsity athletes are encouraged to contribute through mandated community service.

Simon Fraser University is, first and foremost, an academic institution and strongly encourages its athletes to balance their participation in competitive sports with sustained academic performance. An Academics First office provides student athletes with access to tutors, academic counseling and workshops. As a result, half of SFU's "Clan" teams have team GPAs above 3.0.

SFU's athletes demonstrate conclusively that academic and athletic performance are profoundly compatible, with varsity teams earning 72 national championships in 11 sports, most won in US leagues in which SFU was the only Canadian competitor. Between 1996 and 2004, when many teams moved to the Canadian Interuniversity Sports league, SFU was awarded six Sears cups[181] for the

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181 en.wikipedia.org/wiki/NACDA_Directors%27_Cup

best all–around athletic program. Clan athletes and former athletes have won 10 Olympic medals.[182] In 2010, SFU teams had over 350 varsity athletes in nine men's and ten women's teams.

SFU students who do not participate in intercollegiate athletics have many other recreational opportunities to live an active, healthy lifestyle while at SFU. SFU's Gym and Fitness Centre is open seven days a week and provides access to a full range of recreational facilities and programs that promote and enhance lifelong healthy living. These include:

- *exercise machines, free and fixed weights and fitness classes;*
- *swimming and diving pools and aquatics programs;*
- *recreational and competitive intramural leagues (e.g., badminton, ultimate Frisbee);*
- *instructional programs and lessons (e.g., yoga, martial arts, kayaking, dance);*
- *recreational and competitive sports clubs (e.g., lacrosse, hockey, rowing); as well as*
- *recreational activities at the Surrey and Vancouver campuses.*

Athletics and Recreation now hosts 16 club teams, 24 intramural teams and 45 recreational programs, with over 13,000 SFU students, staff, alumni and members of the UniverCity community holding active memberships. SFU's Fitness Centre hosted 132,000 individual visits in 2010. Athletics and Recreation also hosts over 5,200 summer camp participants annually, an activity that supports families, establishes healthy habits for growing children, and employs a number of SFU students throughout the summer months.

Health, Safety and Security

Health and Counselling Services

Health and Counselling Services takes a holistic and innovative approach to health care that incorporates mind–body wellness and encompasses emotional, physical, psychological, social and environmental aspects of life. A broad range of health–related services are provided, including access to physicians and nurses, referrals to external health providers, medical labs, and other health–related resources. Travel clinics are available for students planning travel outside Canada for field schools, international exchanges, personal growth, and research semesters. Short–term access to psychiatric and psychological support and testing on a clinical basis also is available.

Campus Security

Campus Security is responsible for the safety of persons and property on SFU's three campuses, a task it performs by practicing proactive strategies to reduce risk, preparing incident response strategies and conducting post–incident investigations. In addition to its patrol activities, Security initiatives include the Safe Walk program, campus speed watch and access control operations (mechanical and electronic). Security also participates in campus events and works collaboratively with other campus departments and off campus agencies. In Fall 2010, Security operations that previously operated semi–independently at each SFU campus were integrated into a single administrative body.

Campus Security operations are continuously supervised by experienced security professionals employed by the University. Supervisors oversee certified contract security officers who conduct

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182 athletics.sfu.ca/history

campus patrols and other routine duties. Security staff are required to participate in ongoing training to ensure all members are knowledgeable, current and professional and that their training exceeds the minimum levels required by law. Under BC's Security Services Act[183] every officer engaged in a security role must take basic security training and be licensed by the government as a Security Worker. In addition to the Security Services Act, Campus Security operates under the authority of the University Act and various SFU policies and procedures.

The Criminal Code of Canada limits the powers of arrest for citizens and defines who qualifies as a "peace officer." Except for a few institutions where campus security officers are sworn as Special Constables under their province's Police Act, campus security officers operate analogously to corporate security and have the powers of citizen's arrest. They cannot carry batons, pepper spray or other "weapons," and their powers of arrest are limited to instances where they directly observe the committing of a crime. Under BC's Trespass Act,[184] Security staff acting as agents of the University can issue notices of trespass and evict persons who are conducting unauthorized and unwanted activities on SFU property.

There is no Canadian equivalent to the US Clery Act, and campus security operations carry no federal or provincial requirement to report publicly on campus crime statistics. Nonetheless, SFU's Campus Security collects, analyzes and issues regular reports for the Burnaby campus that, although self-defined, cover essentially the same kinds of incidents reported under the Clery Act.[185]

Every incident reported to and acted upon by Security on the Burnaby campus is documented in a Security Incident Report. Reporting for the Surrey and Vancouver campuses was brought into conformity with Burnaby practice when Security operations at those campuses were integrated with Burnaby in November 2010. Crime statistics are discussed with members of the community through student orientation sessions, Residence safety sessions, Residence and student staff training sessions and new employee orientations.

Campus Security staff also are the initial responders to campus emergencies and are responsible for the initial assessment of all incidents. Campus Security has incident–specific safe operating procedures, is responsible for setting–up the initial incident command, making decisions on the need for additional internal and external resources, and coordinating the request of resources. If the Campus Security Incident Commander determines that the incident is beyond Campus Security's ability to manage, the Incident Commander has the authority to activate SFU's Emergency Operations Centre (EOC) and begin the EOC staff call-out.

Campus Security has a role in carrying out the following SFU policies:

- *AD 1-3 Traffic and Parking Regulations*
- *AD 1-4 Control of Keys and Access Cards*
- *AD 1-12 Selling, Serving and Advertising Liquor*
- *GP 4 Unscheduled Cancellations of Classes*
- *GP 16 Non-Smoking Policy*
- *GP 22 Fire Safety*

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183 www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_07030_01

184 www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96462_01

185 www.sfu.ca/security/patrol_operations/incident_statistics_2008.html

- *GP 25 Response to Violence and Threatening Behaviour*
- *GP 31 Emergency Management*
- *GP 39 Working Alone or in Isolation*
- *S10.01 Code of Academic Integrity and Good Conduct*

Environmental Health and Safety

SFU fosters a safe working, research and study environment by instilling a comprehensive safety culture shaped by a coherent body of safety-related policies and programs that support and inform a participatory approach to identifying, reporting and addressing safety hazards.[186] The Environmental Health and Safety Department (EHS)[187] provides programs and services in support of safe work practices and regulatory compliance.

Compliance works best when the reasons behind safety-related rules, regulations and programs are well understood. To that end EHS makes a point of being accessible and responsive to departments, providing regulatory updates, guiding compliance, facilitating the meeting of regulatory reporting requirements, providing general safety training and coordinating collaborative EHS initiatives. EHS also reviews regulatory proposals and requirements, manages relationships with regulatory agencies, and oversees compliance at SFU.

The EHS Management System is composed of policies and programs that build legislative and regulatory compliance, minimize loss, train employees, coordinate contractor activities, and monitor and review program effectiveness. Responsibility is assigned to line management to comply with University and legislative requirements, and emphasizes the need to create an environment conducive to collaboration in addressing environmental health and safety issues. EHS prepares an annual report that documents safety-related activities.

To assist departments with practicing the Safety Management System, EHS has developed a Departmental Safety Program Outline[188] that can be customized to the needs of individual departments and safety committees.

Hazardous materials management

Hazardous waste disposal is regulated federally through Environment Canada, provincially through the Ministry of the Environment, and locally through the Greater Vancouver Regional District's Sewer-Use Bylaw. It is SFU's policy to comply with all legislation to protect the environment.

By regulation, hazardous materials cannot be disposed of down the drain, must be properly labeled and packaged in suitable containers, and those who handle, use or dispose of them must know how to do so properly. Federal regulations outline general policies and procedures for safe disposal of hazardous or toxic materials, and EHS has developed internal policies to ensure that chemicals, biohazardous, radioactive and other toxic materials are safely managed.

EHS' Hazardous Materials Management Program sets four objectives directed at ensuring that:

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186 www.sfu.ca/ehs.html

187 www.sfu.ca/ehs.html

188 www.ehs.sfu.ca/safety/safety_programs/departmental.html

- *all University faculty, staff and students working with hazardous materials do so safely and that their health is protected;*
- *applicable legislation is complied with;*
- *the University's requirements for procuring, handling, storing, transporting and disposing of hazardous materials are successfully communicated; and*
- *faculty, staff and students who must handle hazardous materials on campus receive proper training for doing so.[189]*

EHS has a role in carrying out the following policies:

- *GP 13 Ergonomics*
- *GP 17 University Occupational Health and Safety*
- *GP 21 Disposal of Broken Glass and Sharps*
- *GP 22 Fire Procedures*
- *GP 25 Response to Violence and Threatening Behaviour*
- *GP 31 Emergency Management*
- *GP 39 Working Alone or in Isolation*
- *R 20.02 Bio-Safety*
- *R 20.04 Radiological Safety*
- *R 20.05 Non-Ionizing Radiation Safety*

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189 Refer to www.sfu.ca/ehs.html for examples of procedures, reports and training manuals relating to the management of hazardous materials.

Chapter 2, Standard 2.E
Library and Information Resources

SFU's Library provides access to Library and information resources with an appropriate level of currency, depth and breadth to support members of the SFU community in their academic activities, wherever offered and however delivered. Performance in these areas is reported annually in the Library's Annual Report. Identified indicators align with the University's mission and core themes and underscore the Library's role in SFU's academic culture.

The SFU Library is guided by its commitment to equal access. While this commitment has been in place for decades, the opening of libraries at the Vancouver (Belzberg Library) and Surrey (Fraser Valley Real Estate Board Academic Library) campuses, and the increasing number of distance education students, have resulted in the Library adopting specific policies and practices to carry it out.

Maintaining this commitment has required ongoing consultation and planning, particularly with regard to the resource needs of students and faculty using distance education programs and those at the Vancouver and Surrey campuses. Library representatives meet each semester with distance education coordinators to review resources and materials and discuss access issues. Staff who work at the Vancouver and Surrey campuses are fully integrated with the Library's administrative and planning structure and sit, for example, on internal Library committees such as the Library Council and the Library Planning Committee.

Figure 2.12: Library subscriptions
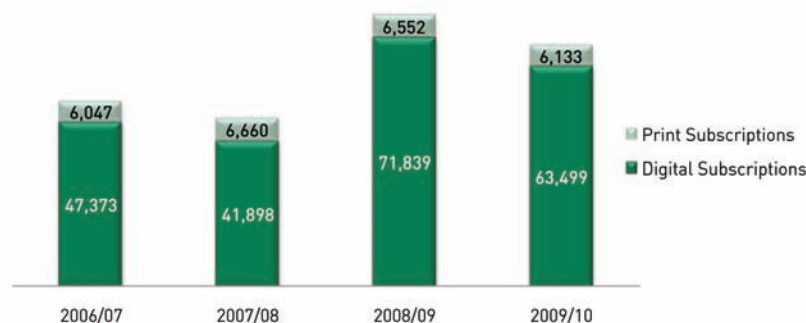
2006-2010, 1% change in print subscriptions, 34% change in digital subscriptions

More importantly, the Library's commitment to equal access has significantly affected how Library resources are acquired and access is provided. The SFU Library guides its allocations of resources and capacity based on student (and, increasingly, faculty and staff) preference for electronic over print resources. Most current undergraduate students were born in the computer age, educated in the Internet age, and are most comfortable seeking and finding material electronically, a preference mirrored in changes to how Library collections are used. In the past ten years, SFU's Library has invested more of its collections budget in electronic resources that can be made available to students and faculty with Internet access anytime and from anywhere. For example, over the period 2006 – 2010, the number of print subscriptions grew by only 1%, while the number of electronic subscriptions has increased by 34%.

Figure 2.13: Library loaned equipment, individual use
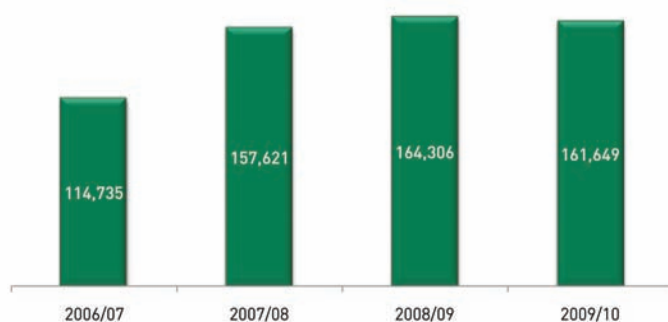
2006-2010, 41% increase

To stay ahead of the curve in the rapidly changing information environment, the Library actively pursues avenues for staff development. Professional development sessions are regularly held in-house, and Library staff are supported to attend professional development conferences, workshops and courses. Library staff are also active publishers and presenters. In 2010, 22 staff published articles or presented at conferences.

Library Planning

The Library's core planning document is its Three-Year Plan.[190] The Plan is developed in the context of the University's vision and is strongly aligned with the University's core themes: teaching and learning, research, student success and experience, and community and citizenship.

Three-Year Plans are developed in consultation with and through the Senate Library Committee, Liaison Librarians, department Library Representatives and Faculty representatives on Library committees. Planning includes selected members of the University administration and Library staff and is carried out through a series of meetings and workshops. Student input and opinions are gathered via an online survey.

Quantitative data also are considered, including indicators of collection, service and program use. Data tracks online and in-person use and is collected for all three libraries. Finally, the Three-Year Plan considers current and emerging trends affecting academic libraries as, for example, trends in scholarly communications and open source software. When complete, the Library Three-Year Plan is shared broadly with the University community through presentations and via the Library website.

The most recent Three-Year Plan covers the period 2007-2010. Upon his arrival on in September 2010, the new Dean of Library Services initiated a strategic planning process beginning with an environmental scan. The environmental scan included: (1) a Library staff survey; (2) preparation of Library Division head reports outlining current issues and future needs; (3) two Library Planning Committee retreats; (4) stakeholder consultations with faculty, deans and graduate students. In May 2011, the Library Council met in a professionally facilitated retreat that resulted in a five-year vision and high-impact strategic planning objectives. This document was shared with Library at an all-staff meeting in June and was published shortly thereafter in the form of a Three-Year plan for 2011-2014.

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190 www.lib.sfu.ca/about/reports

While the Three-Year Plan is SFU Library's core planning document, the Library carries out continuous and ad hoc planning. Ad hoc planning initiatives generally are time limited, involve faculty, students and Library staff, and consider quantitative indicators in the planning and decision-making process. Recent ad hoc initiatives include planning an expansion of programs and services offered through the Student Learning Commons while managing a contraction in the Library's collection budget.

Ongoing planning initiatives include those that ensure day-to-day operations meet current needs. For instance, the Library Planning Committee meets twice monthly to discuss budget priorities, contact with external organizations, priorities for services and projects requiring significant budget or personnel resources, and coordinating cross-divisional or inter-campus Library initiatives.

In keeping with best practice, SFU conducts an External Review of the Library every six years. The review is performed by an External Review Committee, normally comprised of three librarians from universities of similar size and one SFU faculty member. The Library submits extensive documentation to the Committee, including a Self-Study that outlines current issues and future challenges. An External Review Committee conducted a site visit and delivered a report to the Vice President, Research (VPR) in spring 2011. The overall tenor of the report was positive. Both the Report and the Library's response to the eleven recommendations were reviewed by the VPR and forwarded to Senate in summer 2011.[191]

Using the SFU Library

SFU Library provides instruction and support to a wide range of individuals and groups to inform them how to use the Library and its resources effectively and efficiently. While the primary focus is on use by students and faculty, the Library also supports administrators, staff and other community members.

Figure 2.14: Library classes/instruction student attendance
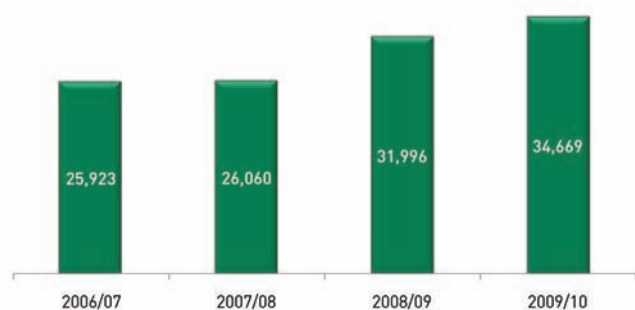
2006-2010, 34% increase

SFU undergraduate and graduate students can access instruction and support programs and services online or in-person through the Library and the Student Learning Commons. In-person sessions are available at all three campuses, while online tutorials are available 24 hours a day, 7 days a week

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191 Should links to the final Report and Response be provided here, following Senate?

through the Library's website.[192] The number of students benefitting from classes and workshops offered by the Library grew by 34% from 2006–2010.

The Student Learning Commons (SLC) was established in 2005 and today operates on all three campuses.[193] Its mandate is to support SFU students in their academic pursuits, with emphases on writing and learning support. Over the past few years, the SLC has been asked to participate in a number of University partnerships and integrated programs, including the Academic Enhancement Program (AEP) with Computing Science and the large-scale Back on Track (BOT) program with Student Services. The latter has had notable success in improving the academic performance and retention of students who would otherwise be required to withdraw

A list of other in-person and online programs and services can be found on the Library's website. In many cases, students can register online for these. Some of the most popular past workshops have included On Your Way to an A, Top Ten Things to Know About University Writing, Creating an Effective Study Schedule, and Exam Strategies. Workshops specific to graduate students have included Publish, Don't Perish and the Grad Salon, a writing and discussion series.

SFU librarians are increasingly asked by faculty to provide in-class presentations on Library resources and services. For these, librarians customize the presentation and material so students get information directly relevant to their course. Information and help sheets for both graduate and undergraduate students cover a range of topics and are available online and in print.

SFU faculty can access instruction and support from the Library in several ways. Liaison Librarians are the primary point of contact for faculty and will assist them to access Library information, programs and services for themselves or their classes. Through the Library website, faculty can access information regarding the collection, teaching support and other faculty-related services.

The Library also is actively involved in discussions and new initiatives in scholarly communication and academic publishing. In February 2010 the Library created an Open Access Fund to subsidize author charges for faculty who chose to publish articles in open access journals produced by publishers such as BMC, PLoS and Hindawi.

The Library has been a leader in the Public Knowledge Project, bringing together faculty, librarians and graduate students to explore whether and how new technologies can be used to improve the professional and public value of scholarly research. The Library has been a leading "node" in the Synergies project, a not-for-profit platform for the publication and dissemination of research results in the social sciences and humanities. Finally, the Library manages a Scholarly Digitization Fund of $50,000/year that annually supports 8 to 12 faculty-led projects to digitize collections of research materials housed in the Library or elsewhere.

Although there are no programs and services specifically for administrators and staff, as members of the SFU community they are welcome to access the programs and services designed for students.

Over the past decade, SFU has been involved in the development of the UniverCity residential community adjacent to the campus. Residents of UniverCity are eligible to use the Burnaby Public Library; however, the nearest branch is about eight kilometers away and off the Mountain. As a result,

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192 www.lib.sfu.ca

193 learningcommons.sfu.ca

the SFU Library partners with the Burnaby Public Library to make a small collection of public library materials available through the Bennett Library.

Security of Library Resources

The Library early recognized the need to authenticate online user identities in order to manage access to its resources, and was an early adopter of security protocols for this purpose. In the late 1990s, the Library was one of the first libraries to adopt EZproxy and, in 2004/05, developed security support for the provincial entity BC Campus.

Today, the Library is partnering with SFU's IT Services on a national trial of Shibboleth, a standards-based open source software package. Shibboleth permits a single web sign-on and allows sites to make informed authorization decisions controlling individual access to protected online resources in a way that preserves privacy across or within organizational boundaries. Shibboleth will allow users to move seamlessly among federated library resources. Security of electronic resources, particularly the identification of users, is of utmost importance to the Library and is critical to maintaining relationships with vendors.

In the broadest context, SFU Library's policies support the University's mission and core themes, particularly teaching and learning, research, and student success and experience. At a high level, the intended outcomes of SFU Library policies are to provide equitable access to the Library's resources, to maintain a respectful Library environment, and to protect the Library's resources and assets.

Figure 2.15: Library digital and audiovisual collections
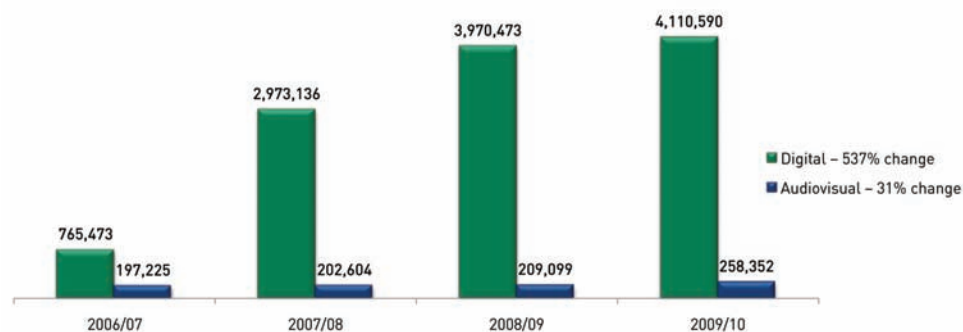
In 2011 the SFU Library is as much a virtual Library as a physical one. The policies that govern the virtual Library ensure that the Library's resources are secure while remaining easily accessible to those authorized to use them. Importantly, the policies also ensure that the agreements with vendors, particularly with regard to user access, are respected. The Library's policies in this regard are also in keeping with SFU's policies governing information and communications technology.

The security of the Library's electronic resources is governed by a set of complementary policies: a University-wide policy on Fair Use of Information and Communications Technology[194] and Library policies, including the Public Computer Policy,[195] and Guidelines on the Use of Library Computer Equipment and Software by Library Staff.[196]

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194 www.sfu.ca/content/sfu/policies/gazette/general/gp24.html

195 www.lib.sfu.ca/about/policies/public-computers

196 www.lib.sfu.ca/about/policies

The security of the print and special collections is also of ongoing concern to the Library. SFU has had for many years an alarm system to prevent people from leaving the Library with materials that have not been checked out. The Library's Special Collections and Rare Books are subject to special provisions governing the use of its materials and its space: The Special Collections and Rare Books Security Policy.[197]

The policies that govern the physical Library ensure the highest and best use of both the space and the collection. They recognize that, for many on campus, the Library is their "academic home," and strive to create a welcoming environment that is nonetheless focused on learning and research.

197 www.lib.sfu.ca/special-collections/security

Chapter 2, Standard 2.F
Financial Resources

Simon Fraser University manages its financial resources using sound principles based on government legislation, University policy and professional best practices., financial reporting and capital planning are integrated within the portfolio of the Vice President, Finance and Administration, and all University budgets and capital plans are subject to approval by the Board of Governors.

Budgeting

Public post–secondary institutions in British Columbia now receive roughly half of their total revenue from the provincial government in the form of grants from the Ministry of Advanced Eduction (AVED). The rest is generated from tuition and student fees, ancillary services, federal grants, donations, endowments, investments and research grants. A copy of the Annual Budget for 2011/12 is appended to this Report.

The amount of the annual operating grant from the Province is determined primarily by what it received the previous year, referred to as "the base." Government decides whether and by how much it will increase funding to institutions to help offset such inflationary pressures as salary increases and utility costs. BC institutions have long sought a funding formula that takes account of the impact of inflation as measured by the US Higher Education Price Index[198] and the cost of salary increases caused by "progress through the ranks."

In addition to the base, the Province may increase the University's funding by allocating to it additional "program FTEs."[199] Funding rates for undergraduates differ from those for graduate students. In fiscal 2008/09 the Province funded undergraduate FTEs at approximately $7,200 (general growth rate) and graduate FTEs at $20,000. In 2009/10 the University was funded for an additional 532 undergraduates and 109 graduate students; however, growth funding from the Province for undergraduates ceased in 2010/11.

Information on total government operating grants is contained in an annual Budget Letter from the Ministry of Advanced Education. The Letter notes any increase to the grant for new program FTEs that the government intends to fund and provides operating grant projections for three years, which is intended to permit long term planning.[200]

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198 en.wikipedia.org/wiki/Higher_Education_Price_Index

199 An undergraduate program FTE is equivalent to a normal annual full-time load. Except for Engineering students, at SFU this is 30 credits. Graduate student program FTEs are calculated as (the # of Full time students + the # of part-time students) ÷ 3).

200 2010/11 Budget letter: www.aved.gov.bc.ca/budget/10_11/SFU.pdf

Figure 2.16 Provincial funding per FTE

In 2009/10, General Growth included: Previously Planned Growth, Growth Added and General Growth Adjustment using funding rates of $7,200, $9,000 and $1,800 per FTE respectively.
Source: Ministry of Advanced Education Budget Letters

Planning for tuition revenues at SFU begins with the institution's Strategic Enrolment Management Plan,[201] managed by the Office of the Vice President, Academic. Revenues are projected based on expected enrolments and increases to fees. The current rate of tuition fee increases is capped by the Province at 2% for 2010/11. Proposed fee increases form a part of the annual operating budget and must be approved by the Board of Governors.

Figure 2.17 Tuition and provincial funding as percentages of total revenues, 2004 – 2010
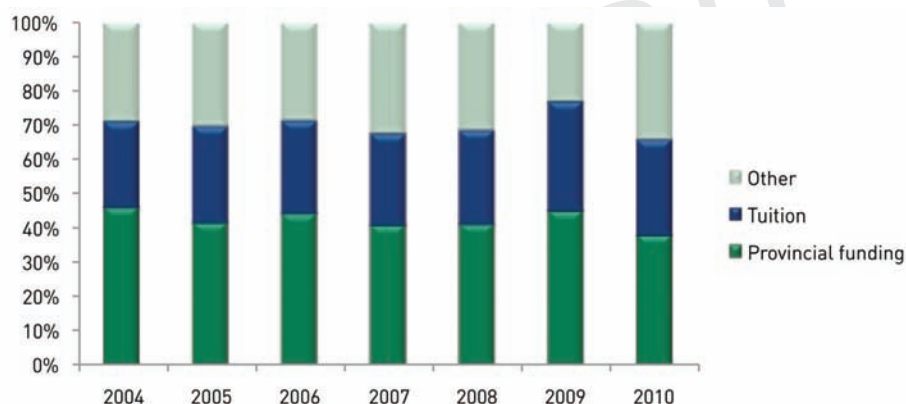
Under legislation BC's publicly funded post–secondary institutions are required to provide a balanced operating budget. Budgets are not similarly mandated for non–operating donations, external grants or other non–tuition revenue sources; however, SFU has a host of other internal controls and processes in place to ensure sound fiscal management over these activities.[202] Annual targets for fundraising and research revenues are incorporated into the budget model to allow the allocation of expense budgets to support these activities.

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201 www.sfu.ca/irp/enrolment

202 Typical internal controls include accounting practices that monitor spending and ensure revenues and expenses are appropriately matched (especially for restricted funds), policies controlling how endowment funds are managed and setting spending limits, clarity around proper signing authority.

Day-to-Day Operations

In managing its capital assets (i.e., the totality of its financial and physical resources), SFU's object is to safeguard its ability to fulfill its institutional mission. To that purpose it internally restricts a portion of its net financial assets to fund such future commitments as long–term lease obligations and self–insurance liabilities. The University also holds funds for the ongoing development of ancillary businesses and for specific activities funded from various external sources (e.g., multi–year research grants).

The University supports its programs and services with cash flow generated through two principal revenue sources: its provincial operating grant provided in monthly installments in accordance with an annual schedule set by government; and student tuition and ancillary fees collected prior to the start of each semester.

Most of its funding flows into the University in two ways: its Provincial operating grant arrives in monthly installments, while tuition revenues are collected each semester. Cash flows are managed by SFU's Treasury department, which monitors daily cash receipts and disbursements and performs monthly forecasts. A line of credit with SFU's bank provides operating funds to bridge short–term cash flow requirements, and the University also has access to an emergency line of credit through the Province. Excess operating funds are invested consistent with guidelines established in the University's Investment Policy.[203] SFU maintains a debt rating of Aa1 with a stable outlook as of August 2010.

Between fiscal 2005 and 2009, the operating net assets of the University declined to a deficit of $19.5 million.[204] This deficit stemmed from impacts on the market value of operating investments during the worldwide decline of financial markets in 2009, and from several years in which operating budgets were supplemented by drawing down excess reserves. The University has since made a concerted effort to return its operating net assets to surplus, leading to a restored surplus of $13.1 million at the end of fiscal 2009/2010. The University has also changed its budgeting processes to mitigate the risk of future impacts to reserves.

The University budget is developed annually using a process established in policy[205] and managed by the Budget Office. Budgets are developed in and informed by extensive consultation throughout the University community.[206] That process begins each summer with forecasting and modeling based on planning assumptions for enrolment, government grants and known inflation for costs.

The Budget Guiding Principles developed in 2009[207] are used to inform allocations. They ensure the budget model preserves funding for specific strategic and operational areas; areas with non–discretionary costs (e.g., contractual agreements, utilities, and expenses related to specific grants); and areas of strategic importance to the University.

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203 www.sfu.ca/content/sfu/policies/gazette/board/B10-09.html

204 See Page 7 in the 2010-11 Operating Budget and Financial Plan: www.sfu.ca/finance/uploads/page/11/2010-11_Budget_APPROVED_Mar_25_10.pdf

205 www.sfu.ca/uploads/page/16/2010-11_Budget_Guidelines_0910-1213_Updated_Nov_13_20091.pdf

206 Community Budget Presentation 2010/11 schedule: www.sfu.ca/uploads/page/05/2010-11_Consultations_v11A_Public.pdf

207 Budget guidelines can be found at www.sfu.ca/finance/budget/budget_guidelines.

A draft budget is prepared and reviewed by the Vice Presidents and presented for information and comment to stakeholder groups in open forums that include students, faculty and staff. Feedback is incorporated into the budget model. A final draft of the operating budget is reviewed by the Vice Presidents and forwarded in March to a Board of Governors Budget Workshop prior to its review by the whole Board.

Spending is monitored throughout the year, with significant budget variances reported to the Board through its Finance and Administration Committee.

Financial Reporting

SFU rigorously monitors its finances using monthly reporting and vairiance analysis through data provided from Peoplesoft. The same integrated system is used to manage staff and faculty positions and SFU's student records. The system is configured to provide the appropriate level of internal control while facilitating accurate and timely financial reporting.

A web-based financial reporting tool distributed to faculty and departments allows decentralized access to financial information and enables academic and administrative units to track and monitor costs in their departments and projects. The tool is flexible and easy to use and provides real-time reporting and "drill down" access to supporting information (e.g., vendor invoices, journal entries and payroll information). Training sessions are offered on an ongoing basis and accounting month-end is closed five working days after each calendar month-end.

As part of BC's Government Reporting Entity (GRE), SFU is required to issue quarterly financial reports and forecasts to the Ministry of Advanced Education to be consolidated with government financial reports. Audited annual financial statements are required by government in late May, approximately two months following the March 31st fiscal year-end.

Finance also prepares and releases to senior managers a Monthly Financial Review that highlights key fiscal data and transactions over the past month. Monthly reports are distributed to SFU's Vice Presidents, Deans and other senior and financial administrators to ensure they have access to a current and comprehensive overview of the University's financial status.

Capital Finances

Budgets for capital projects are established at the time the project is approved. Funding comes from various sources, including provincial or federal governments and private donations. The University also incurs debt to fund portions of some capital projects. Debt issuance is carefully controlled and requires Provincial approval.

In June 2003, SFU issued a 40-year bond to generate funds for key capital projects for which other funding could not be acquired. Projects included the construction of new student residences and academic buildings. The bond was issued for a total of $150 million at an interest rate of 5.613%. Interest is paid to bondholders semi-annually. The bonds are neither obligations of, nor guaranteed by, the Province of BC. Financing is provided through annual charges to the Ancillary and Operating

Funds and includes interest payments and a provision for sinking funds. The bond is scheduled to be retired in 2043.

Capital projects funded in whole or in part by the bond include:

- *$ 6.4M, Refinanced existing residence debenture debt at a lower rate;*
- *$ 0.8M, Refinanced existing parking lot debenture debt at a lower rate;*
- *$ 2.5M, Fully financed energy efficiency projects;*
- *$39.9M, Fully financed the construction of three new residence towers and a residence dining hall;*
- *$ 5.6M, Fully financed an upgrade of Hamilton Hall Residence building;*
- *$11.6M, Financed approximately 73% of a gym expansion and new fitness centre;*
- *$11.9M, Financed approximately 60% of the new Segal Graduate School for Business building;*
- *$26.4M, Financed 75% of the new Saywell Hall building;*
- *$ 1.5M, Financed almost 6% of the TASC1 building;*
- *$45.2M, Financed 63% of the TASC2 building.*

All capital projects funded in whole or in part by the bond issue are located on the Burnaby campus except for the Segal Graduate School of Business located on the Vancouver campus.

Ancillary Services

The University's policy on budget objectives[208] requires that ancillary operations must be operated to cover their own direct and indirect operating costs. The University manages the budgeting and financial reporting of its ancillaries through separate funds. Revenues are generated to cover operating expenses and debt service payments and to provide the reinvestment necessary to ensure long-term financial viability of those operations.

SFU's ancillary services units provide goods and services to the University community and support the University's mission and core themes. They are:

- *SFU Bookstores are located at each of SFU's three campuses in Burnaby, Vancouver and Surrey. The Bookstore includes a Tech Shop that sells personal computers and supplies to the SFU community.*
- *Residence and Housing accommodates over 1,800 students, with an additional 14 hotel rooms available for casual use. Several Residence buildings generate summer revenue by providing accommodation that supports meeting and conference business, summer camps and other events or activities.*
- *Parking Services operates all Burnaby campus parking lots and repays debt on the Parkade. Parking at the Surrey and Vancouver campuses is managed by external parking vendors.*
- *Food Services are provided through a contractor at seven locations on the Burnaby campus.*
- *Document Solutions provides both digital and traditional printing services.*

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208 www.sfu.ca/policies/gazette/board/B10-05.html

- *Meeting, Event and Conference Services (MECS) manages casual and external room bookings at SFU's Vancouver and, to a lesser degree, Burnaby campuses.*

In exceptional circumstances, ancillary operations can be supported by the operating fund. Residence and Housing is the only ancillary now receiving operating funds, which offset some of its deferred maintenance costs.

Audits

BC's Auditor General issues a Financial Statement Audit Coverage Plan that outlines which GREs will be audited. SFU's auditor of record is currently the Auditor General; however, government has contracted out its audits to a third-party auditing firm, BDO Dunwoody. The University received a clean audit opinion for 2009/10.[209]

SFU's external financial audit takes place within the two months following its fiscal year-end. Results are submitted to the Audit Committee of the Board of Governors and, thereafter, to the full Board at its May meeting. The Management Letter accompanies the audit opinion and identifies minor deficiencies in management procedures or controls. It is reviewed at each meeting to satisfy the Committee that management is making progress on addressing items noted in the Letter.

Fundraising

Fundraising for SFU is carried out under the leadership of the Vice President, Advancement and Alumni Engagement (VPAAE), who receives all Canadian and many international donations. SFU has been a registered charity in Canada since 1967. The SFU Foundation also receives gifts to the University, although the Foundation Board now serves largely as a volunteer advisory group to the University.

SFU is a member of the Canadian Council for the Advancement of Education (CCAE), the Council for Advancement and Support of Education (CASE), a US-based organization of institutions focusing on post-secondary fundraising, and of IMAGINE Canada, a similar, Canadian organization. Individual staff members have CFRE (Certified Fundraising Executive) accreditation from the US-based CFRE International; from the Association of Professional Researchers for Advancement (APRA); from the US-based Association of Fundraising Professionals (AFP); and from the Canadian Association of Gift Planners (CAGP).

VPAAE staff are well acquainted with Canada Revenue Agency and US Internal Revenue Service regulations, and ensure that all donations and tax-receipts adhere to both laws and recommendations. External audits to ensure compliance with Canadian GAAP and US OMB Circular A-133 are performed annually. Staff members are familiar with, and adhere to, the Association of Fundraising Professional's Donor's Bill of Rights and Ethical Fundraising guide for nonprofit boards and fundraisers.

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209 www.sfu.ca/finance/uploads/page/11/2010-11_Budget_APPROVED_Mar_25_10.pdf

Friends of SFU, a Washington 501(C) 3 organization established in 1974, receives donations from US organizations and individuals who wish to receive a US tax receipt for their gifts. The stated purpose of Friends of SFU is to support "academic activities and scientific research at Simon Fraser University." Both SFU and Friends of SFU are listed as organizations eligible to receive charitable donations in IRS Publication 78.

University Advancement complies with systems and requirements set by Finance for departmental budgeting and in the proper designation of gifts and the correct application of Canada Revenue Agency rules and guidelines for gift receipting. Advancement liaises regularly with Finance regarding bank reconciliations, new account setups and correct procedures for account management and oversight. It reports annually to Finance on tax-receipted donations, gifts in kind, and gifts to SFU's US foundation. As they form a part of the University's comprehensive financial records, the financial records of the VPAAE's office are subject to annual audits by the Province.

Finance Policies

The following Board-approved policies govern the management of financial resources; all are available on the University's Policy Gazette:[210]

AD 3.01 *Petty Cash*
AD 3.02 *Travel and Business Expenses*
AD 3.03 *Direct Acquisition of Goods and Services*
AD 3.05 *Credit and Collection*
AD 3.11 *Employee/Independent Contractor Policy*
AD 3.12 *Supplementary Course Fees*
AD 3.14 *Indemnity Approval Policy*
GP 20   *Endowment Management Policy*
B 10.05 *Budget Policy Objectives*
B 10.09 *Investment Governance Policy*
B 10.11 *Signing Authorizations Policy*
AD 11.01 *Purchasing Policy*
AD 11.10 *Reporting And Disposal of Surplus Equipment And Material*
AD 11.13 *Purchase or Lease of Land*
AD 11.21 *Ethical Procurement*

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210 www.sfu.ca/policies.html

Chapter 2, Standard 2.G
Physical and Technological Infrastructure

Physical Infrastructure

Physical facilities at SFU are accessible, safe, secure, and sufficient in quantity and quality to ensure the healthy learning and working environments that support SFU's mission, programs and services.

SFU has three campuses, one in each of BC's three largest municipalities, all located within the Greater Vancouver Regional District. Together, the Burnaby, Vancouver and Surrey campuses contain approximately 24,000sm (258,336sf) of classroom space, 15,000sm (161,459sf) of teaching laboratories, and 33,000sm (355,209sf) of research laboratories.

SFU's original campus in Burnaby combines striking architecture with a panoramic view of BC's Lower Mainland. In 2007, the Burnaby campus was awarded the Prix du XXe siècle by the Royal Architectural Institute of Canada for architectural excellence.

The Burnaby campus opened in 1965 with over 405 hectares (1,000 acres) of land donated by the City of Burnaby. In 1996, over 320 hectares was returned by SFU to Burnaby in exchange for saleable property elsewhere and for development rights within the remaining campus. The University, acting through the SFU Community Trust, has since used a portion of its remaining lands to create UniverCity, an award-winning model of sustainable urban development.

The downtown Vancouver campus offered its first courses in rented office space in 1980 and has since grown to become the "academic heart of Vancouver." [211] Success led in 1989 to the expansion of its initial "storefront" operations into leased space at the Harbour Centre building. SFU's Vancouver campus has since grown to four buildings located within blocks of each other, plus a leased visual arts studio facility nearby. Three of SFU's four downtown buildings carry "heritage" status.

Space at the Morris J. Wosk Centre for Dialogue (2000), the Segal School of Graduate Studies building (2007) and the Goldcorp Centre for the Arts (2010) is owned by SFU. The Harbour Centre facility is leased until 2017, at which time it will need renewal or a suitable alternate space identified. Since 1989, SFU has committed approximately $150 million to developing and improving the Vancouver campus.

The Vancouver campus now serves over 70,000 people annually, and the recent move of the School for the Contemporary Arts from Burnaby to Vancouver's Goldcorp Centre for the Arts downtown is expected to significantly increase SFU's already considerable outreach and impact in Vancouver.

The Surrey campus was established in 2002 and now has 29,060sm (312,800sf) of space located in one of Canada's biggest and fastest growing cities. The building, designed by acclaimed architect Bing Thom, has won numerous national and international awards. SFU owns the interior space that comprises the Surrey campus. The balance of the building complex is owned by a third party and managed by a professional management company. SFU leases additional space at Surrey to house its Mechatronics Laboratory and the Surrey City Library classrooms.

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211 Vancouver Sun, May 5, 2009: www.canada.com/vancouversun/news/editorial/story.html?id=3b37eabe-3c03-4af2-b449-6e4c3f7f5e3e

Campus Planning and Facilities Management

Planning the development of the University's physical growth and maintaining and renewing its various lands and buildings is the responsibility of the departments of Facilities Development and Facilities Operations, both of which report to SFU's Chief Facilities Officer and University Architect.

Day-to-day management of campus operations and maintenance is the task of Facilities Operations.[212] Facilities' mission is:

> to effectively and efficiently provide stewardship of buildings and lands to support the faculty, staff, and students in pursuit of excellence in their individual and institutional, academic teaching, research, and community objectives.

The Facilities unit reports to the Vice President Finance and Administration and incorporates and coordinates the work of three units, Development, Operations and Administration. Given their different operating requirements, Facilities' responsibilities vary from campus to campus, with activity preponderantly focused on the Burnaby campus.

Facilities is charged with campus planning, managing real estate and property, developing new buildings, maintaining, operating and renovating buildings and utility systems, overseeing the landscaping of grounds, keeping an inventory of space and operational systems, and supporting sustainability initiatives.

Staffed by over 150 University employees, with assistance from approximately 140 external contract employees, Facilities provides general maintenance and operational services on a fee or cost recovery basis to student residences, food services and other auxiliary units. In all, Facilities services more than 432,000sm of built space and 156 hectares of land. Staff employed or supervised by Facilities include skilled technicians and tradespeople, custodians, groundskeepers, mechanics, electricians, carpenters, operating engineers, maintenance professionals, clerical assistants, engineers, architects, technologists, managers, administrators and others.

Vancouver campus and Surrey campus have managers who supervise building maintenance on-site and oversee the external contractors who perform some maintenance duties. The Vancouver and Surrey campuses each have a small Facilities office that works directly with the campus' Executive Director; to maintain operational continuity the Vancouver and Surrey managers report to the Chief Facilities Officer at Burnaby campus on Facilities-related matters.

Maintenance

Annual funding for operational maintenance comes from a combination of base operating budget and revenues recovered for services provided to clients. Funding in 2010/11 amounted to approximately $22.2 million, or approximately 6.1% of the SFU's operating budget. This represented the lowest percentage reported among the Canadian Association of University Business Officers (CAUBO). Approximately $6.3 million was for utilities, with another $3.2 million for custodial maintenance. SFU's average cost of maintenance is $65/sm.

At Burnaby, maintenance and operational services for some entities is provided on a fee or cost recovery basis. These include revenue-producing ancillaries such as the student residences, food

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212 More information about the department can be found at www.sfu.ca/fs.

services and bookstore; space occupied by the two student societies and several businesses sub-leasing space from the Simon Fraser Student Society also pay a fee for maintenance services.

The Province also provides targeted funding as an Annual Capital Allowance (ACA) for cyclical maintenance, renovations and upgrades to buildings (e.g., replacement roofing, piping and equipment). ACA funding was originally assessed at $6.6 million to SFU in 2008/09, but was reduced to $4.5 million midway through fiscal 2009/10. It was drastically reduced to $501,031 in fiscal 2010/11. Of this amount, $200,000 has been allocated to environmental requirements, and $301,031 has been allocated to the central heating plant rehabilitation. As a result of these steep reductions, some required maintenance and upkeep are being deferred, with SFU self-funding some essential maintenance from its operating funds.

An ongoing challenge in funding and constructing new buildings is the absence of funding from the Province for key student and public space. The BC University Space Manual[213] used to establish standards for how space is configured in new projects recognizes "common use and student activity space" as a category. In practice, however, government only partially funds many buildings and typically restricts funding to space used for direct instructional or research purposes. As a result, universities must find creative ways to provide public space within the space allotted for "circulation." This circumstance accounts for why so much student study and leisure space at SFU is located within its major corridors and atria. Other common areas and student activity spaces used for purposes such as student government and clubs, lounges and recreation are funded by students through fees levied to a capital fund. SFU presently has approximately 9290sm (100,000sf) of "student activity" space making up 3% of the total net area of the campus.

Canadian post-secondary institutions carry substantial inventories of deferred maintenance, and funding to support the renovation or replacement of public buildings constructed during the boom of the 60s and 70s is urgently needed. The industry "rule of thumb" for annual maintenance requirements is 2% of the current replacement value of the building. This is the amount that should be budgeted for building maintenance. For SFU, this would require a maintenance budget of $40 million annually, approximately twice the size of SFU's current maintenance budget.

Deferred maintenance is a significant issue for the Burnaby Mountain campus. With the original structures and utility systems now approaching 50 years in operation, the total amount of deferred maintenance is approximately $717 million, with a replacement value of $1.957 billion. A commonly used method for measuring deferred maintenance is the Facility Condition Index (FCI). This measure indicates the deferred maintenance and capital renewal requirements compared to the current replacement value. SFU's most recent data show 11 buildings with an FCI above 50%:

- *Shrum Science Building P*
- *Shrum Science Building B*
- *Academic Quadrangle*
- *Strand Hall*
- *Facilities Services*
- *University Theatre*
- *Shrum Science Building K*

213 www.aved.gov.bc.ca/cppm/space.htm. Space here is defined as "internal" space and does not include open air spaces such as SFU's Convocation Mall.

- *Education Building*
- *Robert C. Brown Hall*
- *Childcare Centre 2*
- *Bee Research Building*

SFU is currently working with VFA Canada Corporation to implement software that will strategically manage capital assets and identify critical maintenance needs across what has become a large institution with various and complex operating requirements. SFU will be one of the first universities in BC to complete this assessment.

Capital Planning

A Five-Year Capital Plan covering 2010—2015 was approved by the Board of Governors.[214] In prioritizing the goals and objectives, the Plan directly supports the President's Agenda, the Academic Plan and the Strategic Research Plan. Relationships among the Capital Plan and other major University plans are documented and clarified in the University Planning Framework.

Nineteen projects with an estimated cumulative value of more than $549,500,000 are proposed for the period covered under the Plan. Of the 19 proposed projects, first priority goes to the rehabilitation of space to accommodate an expanded Data Centre. Under BC law all new construction and major renovations must now be executed to LEED Gold standard or its equivalent.

Other Burnaby campus priorities include the rehabilitation of Burnaby campus roads, efforts to upgrade water and sewer services and extend their distribution to new sites. Two major expansion projects are proposed for Surrey campus to accommodate a surge in demographic growth of university-aged students in the South Fraser Valley and Surrey areas in the coming decade.

In the last 10 years SFU has carried out $500 million in major capital projects at an average rate of approximately $50 million/year. Of this total, one third has been self-funded. Property acquisition and leasing is an ongoing activity as opportunities arise. Approximately $55 million in acquisition costs have been incurred in the last 10 years and 100 current leases are now managed through Facilities Services.

Active and Recent Capital Projects

Upgrades to SFU's Chemistry facilities

As a part of their economic stimulus programs, the federal and provincial governments invested $49.4 million under the Knowledge Infrastructure Program to renovate the chemistry building at SFU's Burnaby campus. Existing labs were restored to address deferred maintenance problems and to bring the facility up to current disciplinary and environmental standards. The renewal project was completed in spring 2011 and will further SFU's contribution to research and development in key areas of health and life sciences, environmental science, and information and communication technologies.

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214 www.sfu.ca/fs/Campus-Planning/5-Year-Capital-Plan.html

Surrey Podium 2

Podium 2 was acquired with $10 million in funding from the Knowledge Infrastructure Program (Ministry of Advanced Education [$5.3M] and the federal government [$4.7M]) to provide additional space for wet labs, classrooms, offices and support activities at the Surrey campus.

Overview of Equipment at SFU

Equipment at SFU includes computing, research and instructional equipment and is deemed to be sufficient in quantity and quality to meet the institution's mission, accomplishment of core theme objectives, and achievement of goals and intended outcomes.

Facilities is responsible for the initial furnishings in new buildings, which are provided from capital funds. All other equipment, including the replacement of equipment, is purchased by individual departments and faculties and funded internally. This decentralized system allows each department and faculty to monitor its requirements and purchase accordingly.

University policy provides for the disposition of equipment that has been replaced.[215] Equipment purchased using grants obtained by individual faculty members who later leave SFU is addressed in the A policies.[216]

In fiscal 2010, the net book value of equipment and furnishings was $72,678,000, with the net book value of computing equipment totaling $15,171,000. All equipment and furnishings are depreciated over eight years using a straight-line amortization method; all computing equipment is depreciated over three years using the straight-line method.

Technological Infrastructure

The technological infrastructure at SFU is well-developed, functional, up-to-date, stable and adequate to support the functions, programs and services delivered by the University. Information Technology (IT) changes over the last decade have been massive, pervasive and successful, and SFU's IT environment continues to evolve in response to the intense demands and needs of the SFU community and within the context of a complex funding landscape.

IT Service Delivery

SFU has a Chief Information Officer (CIO) for Information Technology, who serves as SFU's senior IT executive. The IT Services organization (ITS) is organized as a single, multi-functional department. The department is comprised of about 130 full-time professional positions and 20 part-time student employees and is organized into five functional divisions, each with its own director.

Network Services is responsible for the campus network on all campuses, for University telephone services, and for the operation of the data centre.

IT Infrastructure (ITI) supplies and operates all central servers and data stores and provides both system administration and system database support for these systems.

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215 www.sfu.ca/content/sfu/policies/gazette/administrative/ad11-10.html

216 www.sfu.ca/content/sfu/policies/gazette/academic/a30-08.html

The Institutional, Collaborative, and Academic Technologies (ICAT) group is responsible for core institutional systems such as email, authentication, and learning management systems (Blackboard's WebCT).

The Enterprise Systems/Project Management Office (ESPM) maintains the Oracle Peoplesoft suite and non-ERP applications and provides project-management services. The Client and Research Services (CaRS) group provides desktop support, research support and computer lab support.

Instruction and Support for Technology Use

ITS provides some project-based training, but ongoing training for specific systems is a functional responsibility of the various departments. ITS also creates and maintains several web sites containing tutorial material for major systems.

Campus Networks

Each of SFU's three campuses operates a converged campus network, with the Burnaby campus network being the largest and most complex. The three campuses are interconnected by high-speed links (10 Gb/s) creating the unified SFU network. In turn, SFU's network connects to the province-wide BCNET, and from there into CANARIE (Canada's research and education network) and the commodity Internet.

Managed by BCNET and CANARIE, this upgraded Optical Regional Advanced Network provides universities, hospitals and researchers in BC with access to 10 Gb/s bandwidth over more than 72 optical wavelengths. This new high-speed link provides the telecommunications backbone for many research and educational initiatives.[217]

The Burnaby campus maintains a 10Gb/s backbone and makes available 100 Mb/s and 1Gb/s port connectivity for users. The Surrey and Vancouver campuses have limited 1Gb/s availability, but universal 100Mb/s availability. The Burnaby campus network currently services over 20,000 ports, Surrey 3000 and Vancouver another 2000.

Telephone communication systems for Burnaby and Vancouver campuses are currently serviced by traditional PBX technology, with plans to migrate to Voice-over IP (VoIP) by 2015. The Surrey campus migrated from a traditional PBX technology to VoIP unified communications in 2008.

Campus Wireless

Wireless mobility is an important aspect of the IT environment at SFU. The University operates an SFUNet WiFi service at all campuses. Two SFU wireless services are available (SFUNet and SFUNet-Secure) as well as Eduroam. SFUNet is the standard SFU wireless network on campus, supporting 802.11a/b/g with no encryption, with a web portal for authentication using a unique SFU ID and password.

There are currently no on-campus traffic restrictions for SFUNet, which supports all wireless devices. SFUNet-SECURE is the secure wireless network on campus, supporting 802.11a/b/g protocols as well as full WPA2/AES encryption. It requires an 802.1x EAP/TTLS client for authentication

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217 canarie.ca/en/about/aboutus

rather than a web portal. AEL 700 access points on all three campuses have recently been upgraded to 802.11a/b/g/n.

Eduroam is an international initiative that allows students, staff and faculty access to wireless services at cooperating universities without the need to obtain a guest account. This means a user visiting from another institution can log-in using the same credentials they would at home. Support for Eduroam is currently available from member institutions in Canada, Asia, Europe and the United States. An important aspect of SFU campus wireless, which is especially critical for students, staff and faculty who move from campus to campus, is the consistency of the networks and their availability regardless of campus location.

Data Centres

SFU's primary data centre (BDC) is located on the Burnaby campus, with a secondary data centre on the Surrey campus. The Vancouver campus co-locates any required server and storage technology with communications equipment. The BDC operates as an ASHRAE Class 1 compliant facility with full emergency power and HVAC. All network and data centre equipment is monitored and managed using advanced monitoring and surveillance tools.

Computing Infrastructure

SFU server technology uses blade technology, adopting virtualization to improve efficiency and resilience in the data centre. SUN technology is used for efficiency and VMware ESX technology for resilience. SFU data are protected with a robust backup and off-site storage rotation, and major systems can be restored rapidly should a catastrophic loss occur. Valuable experience was gained in 2010 when the laying of new power lines to the Burnaby campus required a controlled shutdown and reboot of all IT systems.

Formal disaster recovery planning has just begun and progress is being made in providing hot redundancy for core services in the Surrey campus data centre.

Computer Labs

SFU has computer labs at all three campuses. The Burnaby campus has seven open labs available for general use to anyone with a valid SFU computing ID. These are managed by IT Services and feature standardized equipment with three-year lifecycle equipment replacement, and standardized availability and operation. The Surrey Campus has two drop-in labs and seven instructional computer labs available for drop-in use when they are not scheduled for instructional use. The Vancouver campus has three labs available for general use.

Identity Management

IT Services runs an Identity Management System (Amaint) that automatically provides computing IDs to each of SFU's 55,000 faculty, staff and students at the time they are hired or admitted. The Oracle/PeopleSoft student information and human resource/payroll systems are linked to Amaint automatically to determine the validity and status of all employee and student computing IDs. Once these data sources indicate a student or employee has graduated or left, Amaint automatically expires the SFU computing ID after an appropriate grace period.

Single Sign-on

LDAP and Active Directory-based shared authentication services are populated automatically with SFU computing IDs and integrated with the open-source Central Authentication Service (CAS) to provide a ubiquitous single-sign-on infrastructure. All major technologies and services use single sign-on, including the Oracle/PeopleSoft-based financial and student information systems, Blackboard learning management system, Zimbra-based email and calendaring system, library systems, campus labs, wireless access, numerous collaboration systems and departmental business systems.

Email Service

IT Services runs a web-based email system based on Zimbra for all SFU faculty, staff and students and for functional business purposes. The system contains 55,000 mailboxes, 20,000 email distribution lists, uses single sign-on, and is automatically provided to all faculty, staff and students while their SFU computing IDs are active.

Learning Management System

Since 2000, IT Services has operated a learning management system to support all courses offered at all campuses. Using enrolment data from the student information system, the Blackboard-based system, WebCT, populates course shells automatically with enroled students upon instructor request via a web-based request form. The number of unique students using WebCT has quadrupled since 2002.

Administrative Applications

SFU's PeopleSoft administrative applications (student information, finance, and HR/payroll) are managed for the University by the ESPM division of ITS. All technology infrastructure associated with these applications is located on the Burnaby campus. The SFU/ITS call centre provides user support to SFU users of these applications with the assistance of the Registrar's Office and Student Services.

Planning Input

LAN administrators in Faculties and administrative departments meet regularly with ITS staff to exchange planning information. Project teams consult widely with affected constituencies as part of implementation and upgrade projects. Departmental LAN administrators meet roughly monthly with ITS staff to discuss infrastructure issues of shared interest. Smaller working groups or project teams are created as necessary, either to develop or to execute plans. For larger application-based projects, functional and technical staff from relevant units are on the project team or consulted as necessary. Most major infrastructure upgrades are related to underlying application implementations or upgrades.

Technology Updates

Development, implementation and review of technology updates and replacement have mainly been the responsibility of ITS. As part of the annual budgeting process, the CIO requests increases to recurring funding and funding for one-time projects. Internal planning to update and replace technology becomes visible in this way at the University-wide level. In summer 2010 the CIO

implemented a new framework for IT governance that will enable more intentional and transparent technology planning.

draft

vancouver campus

urban

Downtown campus

"Thanks to a remarkable group of public-spirited and education-minded individuals, corporations and organizations, we were able to create a downtown university campus for Vancouver without a dime of public money being used for capital costs."
Jack Blaney, vice-president for Simon Fraser University at Harbour Centre

In the 1980s Vancouver was the only North American city of its size without a permanent university presence downtown. And so the rebuilt and revitalized 1920s Spencer building officially opened as Simon Fraser University's downtown campus on May 5, 1989. With the completion in 2010 of a new teaching and performance facility in a heritage building for its School for the Contemporary Arts, and with two other previously restored heritage buildings—the Segal Graduate School of Business and the Wosk Centre for Dialogue—Simon Fraser University has committed $150 million to the establishment and improvement of its downtown campus.

active

Serving the community

Offering both undergraduate and graduate courses, as well as non-credit courses for the general public, the Vancouver campus serves more than 70,000 people each year in its several facilities, including major urban events organized by external international groups.

Professional graduate degrees are available in business, gerontology, international studies, liberal studies, public policy, publishing and urban studies, and a unique program in liberal and business studies offers the opportunity for undergraduate degree completion to those already in the work force. Other programs designed for those who want to study in mid-career are SFU NOW and an Executive MBA, both offered on weekends and in the evenings.

Meeting urban needs

The mandate to serve the needs of the City of Vancouver and its citizens has made the Vancouver campus a hub of intellectual and cultural activity, with a goal of assessing the need for advanced recurring, mid-career, and life-long education and responding to the rapidly changing professional education needs of the urban population.

Making university study available after business hours and on weekends allows students access to the expertise of career professionals as well as insight into the workings of a major city and its public policy-making.

With gathering places like the Wosk Centre, the David See-Chai Lam Centre for International Communication, the library and two art galleries on campus, as well as the wildly popular Philosopher's Cafés moderated by faculty, and events throughout the year, the Vancouver campus is as busy as the downtown core it serves.

involved

Vancouver campus quick facts

Established 1989, current operating budget $8,179,000

70,000 people served annually, approximately 10,000 of whom are students in credit and non-credit courses

5 major locations, including 3 heritage buildings

6 distinct degree programs, including 5 Master degrees

www.vancouver.sfu.ca

draft

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD
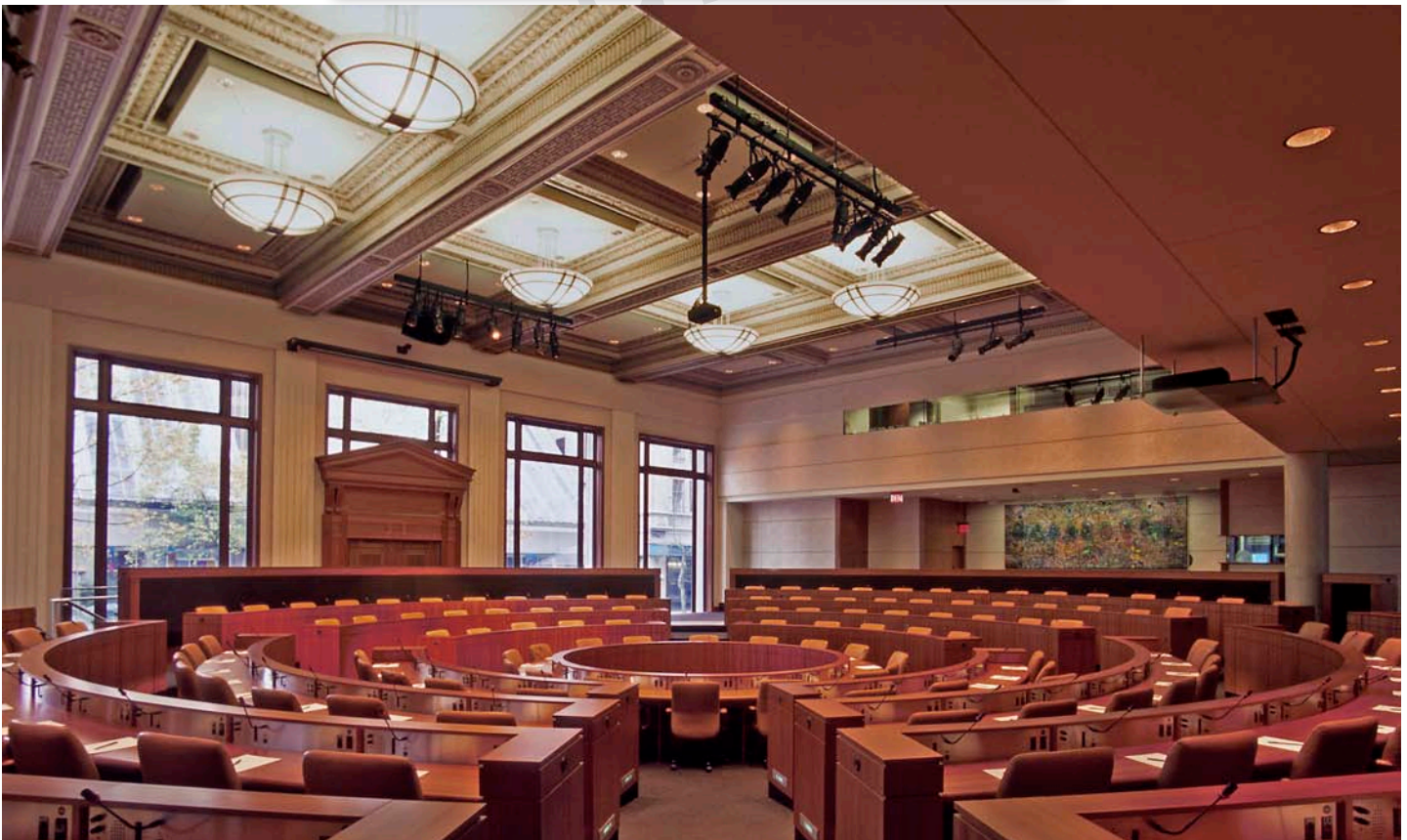
Self Evaluation Study

Chapter 3

Planning and Implementation

The institution engages in ongoing participatory planning that provides direction for the institution and leads to fulfillment of its mission, accomplishment of its core theme objectives, and achievement of the identified goals or intended outcomes of its programs and services. The resulting plans reflect the interdependent nature of its operations, functions, and resources in achieving intended results. The institution demonstrates that its planning and implementation processes are sufficiently flexible to address unexpected circumstances with the potential to impact the institution's capacity to accomplish its core theme objectives and fulfill its mission. It demonstrates that its plans are implemented and influence practice, resource allocation, and application of institutional capacity.

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Chapter 3 Contents

draft

Chapter 3, Standard 3A
Institutional Planning

Simon Fraser University engages in ongoing, purposeful, systematic, integrated and comprehensive planning intended to achieve its core theme objectives and lead to the fulfillment of its mission. Major institutional plans are developed, refined and updated on a regular basis, with ancillary or contributory plans produced and renewed at various intervals as appropriate.

Involvement in the development of major plans is broad and tailored to gather useful and practical input while also communicating the institution's larger goals and values to the University's diverse communities. Preparations for planning are announced at meetings and via a host of media, among which are email lists, websites and internal newsletters. Early and penultimate drafts typically are posted on websites for comment, and comments received are considered in producing subsequent drafts. Approved plans include detailed information about the process by which they were produced, and final versions of all major plans are posted for public view on the appropriate University websites.

Plans identify goals and, where possible, indicators to monitor institutional progress toward achieving them. Plans are amended when changing circumstances or growing experience suggest the implementation would be improved by adjusting a plan's original goals, strategies or indicators. Overall, planning and assessments at Simon Fraser University are appropriate in scope and sufficient in detail to allow the University to conduct its operations and fulfill its mission successfully. Ultimately, plans identify institutional priorities and guide the allocation of the University's resources and capacities, whether the resources are human, financial or physical.

SFU's ongoing, primary planning documents include the:

- *Three Year Academic Plan (the current Plan covers 2010-2013);*
- *Five Year Strategic Research Plan (the current Plan covers 2010-2015); and*
- *Annual Budget.*

Each of these Plans is embedded within SFU's new University Planning Framework.

The University Planning Framework (President/Vice Presidents)

In 2009, responding to a request from the Board of Governors, SFU's senior administrators began the development of a new document that would bring greater clarity and cohesiveness to the University's planning processes by providing a single integrated overview of major University plans. The new University Planning Framework (UPF) became the means by which goals, strategies and indicators drawn from the growing number of major planning documents could be concisely brought together and the alignments among them easily reviewed. Where ambiguities and misalignments are discovered, steps can be taken to recast goals and strategies in ways that make their interrelationships more clear.

In November 2009, a first draft of the UPF was presented to the Board; its intended purpose, it was noted, "is to provide a structure for guiding management decisions, strategically allocating resources,

and communicating the University's priorities." Using the UPF, major plans would be continually aligned to promote key goals and priorities and, ultimately, to inform the budget process.[1]

In its short life, the UPF already has proven very useful as a means to test and to illustrate the alignments among SFU's major planning processes and documents, to elevate University-wide goals and themes, and to define the high-level strategies required to achieve the University's core themes and strategic goals. It does not replace existing plans, but is intended to provide a benchmark against which to measure progress, a vehicle to manage the overall planning process, a foundation for resourcing and an aid for decision-making.

Goals, strategies and indicators from the UPF were used by the Core Theme Teams as the basis for carrying out their first comprehensive assessment of SFU's progress in achieving its core theme goals and fulfilling its mission. As a corollary, feedback from the Core Theme Teams has been instrumental in revising some of those goals and the indicators used to measure their progress.

The UPF represents all of the existing major and ancillary plans, and has placeholders for ancillary plans yet to be developed. At its heart are the University's values and commitments, radiating outward through institutional priorities to the Academic and Strategic Research Plan, on to ancillary plans, with all circumscribed by the Financial and Governance Models.

Figure 3.1: Planning Wheel at May 18, 2011

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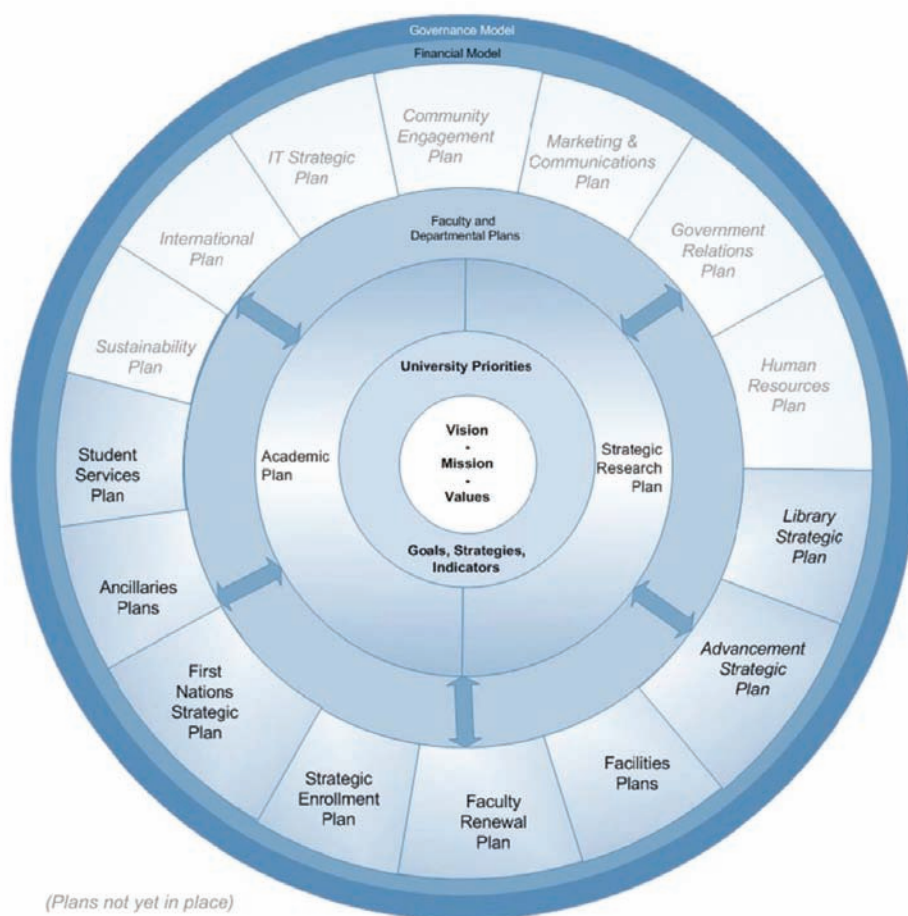
1   **Link to November 9, 2009 memo to the Board of Governors.**

A number of other major University plans exist and undergo planning, implementation and renewal processes similar to the ones discussed here. Those included in the University Planning Framework are the:

- *Strategic Enrolment Plan*
- *Ten Year Capital Plan (2007-2008 to 2016-2017);*
- *Student Services Plan.*
- *Library Strategic Plan;*
- *Faculty Renewal Plan;*
- *First Nations University-Wide Strategic Plan;*
- *Enterprise Risk Management Plan;*
- *Advancement Strategic Plan; and*
- *Ancillaries Plan.*

Other plans reflect and contribute to the goals, strategies and indicators of the major plans and develop in greater detail and specificity how larger goals will be achieved in practice. For the Academic Plan, this role is fulfilled by the plans of individual Faculties, themselves informed by departmental plans and by the Strategic Enrolment Plan. Administrative and operational strategic plans also cover such diverse business as fundraising, ancillaries and University facilities.

The following sections show in more detail how SFU's major planning documents are developed, and how they are used to allocate resources to achieve goals and support strategies they establish.

The Strategic Vision and Goals 2011 (President)

In the last decade a fourth document, the President's Agenda, was added by the President in consultation with the Board of Governors. The President's Agenda set out high-level priorities for the University, described its desired future and indicated how that future could be achieved. In that sense, the President's Agenda served for ten years as both an institutional "vision" and a strategic planning document that articulated high-level goals to be reflected in and implemented through other plans.

President Andrew Petter was inaugurated in September 2010 and, in February 2011, launched an extensive community visioning process with two desired outcomes:

- *to develop a Strategic Vision statement that would articulate the University's strengths and set its direction; and*
- *to establish a set of Strategic Goals that would express what the University wants and expects to accomplish over the next five years in support of its vision.*

Input to the development of the Vision and Strategic Goals would be both broad and deep, and community participation would be solicited through the local, provincial and national media as well as through multiple channels on SFU's campuses.

The process, called "enVision > SFU," was designed to build upon the University's core commitments to being student centred, research driven, and community engaged. SFU's strengths in undergraduate education, advanced research, graduate studies, and community betterment reflect the University's deep commitment to a comprehensive model of university education. In fostering an environment of

positive and productive interplay amongst these strengths, it is expected that intellectual engagement and academic enquiry will be energized by motivated undergraduate students who, in turn, will benefit from their exposure to accomplished scholars, talented graduate student mentors, and advanced research practices.

enVision > SFU was also intended to foster a culture of collaboration and inclusion, align priorities, develop widely supported criteria for success, encourage initiative and celebrate achievement. Key outcomes would be to identify a common ground and discover synergies to help SFU concentrate its efforts where it can be most successful. The enVision > SFU process is expected to issue in a White Paper in summer 2011, with approval and adoption of the new strategic vision in fall 2011.

Figure 3.2: Planning from vision/mission to performance-based budget

Also illustrated is how the Ministry of Advanced Education influences the planning process through levels of grant funding and funded student enrolment.
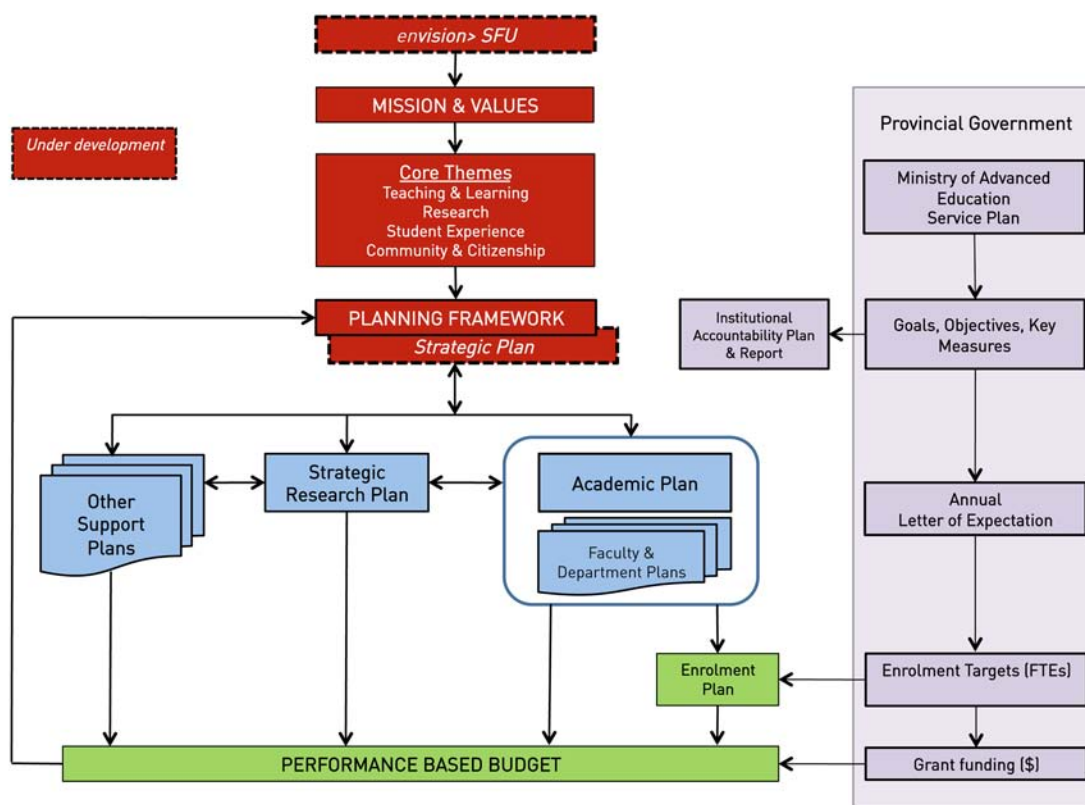
The Three Year Academic Plan: 2010-2013 (Vice President, Academic)

The University's first and foremost tasks are to educate students, to provide continuing opportunities within its communities to pursue learning over a lifetime, and to contribute new knowledge for the common good. The Academic Plan, together with the Strategic Research Plan, guides the academic development and activities at the heart of SFU's mission.

The Academic Plan offers the President and Vice Presidents a basis on which to allocate resources and assess performance, and provides a broad, clear yet flexible structure within which academic and

operational supports can be positioned to achieve the University's goals. Indeed, the allocation of most of SFU's human, financial and physical resources is based on objectives set out in the Academic Plan. Although SFU's work toward achieving its core theme goals is woven through all of its major planning documents, these objectives are most fully expressed and delineated in the Academic Plan.

The centrality of the Academic Plan to the University's success in achieving its core themes and fulfilling its mission requires that its development be both highly transparent and consultative, and that communications during planning and implementation be widespread and full. Broad consultation ensures that the strengths offered and challenges faced by individual units are taken into account during the planning process. It also helps everyone to understand the role their Faculty, department, school or administrative unit must play in carrying out SFU's mission and how they can contribute personally to achieving the Vice President, Academic's strategic goals.

The Academic Planning Process

SFU's academic planning horizon is three years, with planning timelines, participants and contents formally set in the Senate Guidelines for Academic Plans.[2] Guidelines call for each academic unit to prepare a three-year academic plan of its own, with departments and schools feeding plans to their Faculty, where they are integrated into a Faculty Plan and, from there, to the University's Academic Plan. Only Faculty Plans are submitted to the Vice President, Academic.

Academic planning at SFU begins with identifying key strategic themes and developing guidelines to direct the next three-year planning cycle. As the most recent cycle coincided with the appointment of a new Vice President, Academic, an external consultant was retained to begin the process by leading discussions with 16 focus groups on various questions pertaining to SFU's academic future. Findings were used to assist in the development of the Plan and an Academic Vision of what SFU should be in 2013.[3] As a prelude to the planning exercise, an annual assessment of the University's success in meeting the goals set out in the preceding Plan was carried out by the Vice President, Academic and Deans using data provided by the Office of Institutional Research and Planning.

Planning continued through a sequence of "retreats" lead by the Vice President, Academic working with the Faculty Deans. Consensus developed around institutional goals and strategies, leading to first drafts of the Planning Guidelines and Academic Plan, both prepared by the Vice President, Academic. Distribution of the draft Vision and Plan was used to initiate the planning process within departments and Faculties.

Faculty and departmental plans take account of the Academic Vision and respond to goals and objectives identified in the larger Plan, but do so with a more granular view commensurate with their direct involvement in delivering programs and services.

The processes of Faculty and Department planning are often merged and overlap with one another.

Other inputs to the academic planning process include a review of the post-secondary environment in Canada, the Provincial goals communicated by the Ministry, the results of the external reviews of academic departments, the Strategic Enrolment Plan, financial prospects and the President's

2   www.sfu.ca/content/dam/sfu/vpacademic/files/vp_academic_docs/pdfs/SENATE_GUIDELINES_Acad_plans_Rev_3.pdf

3   The Academic Vision appears on page 4 of the current Academic Plan at www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Agenda. All Faculty plans, as well as the Plans for the Dean of Graduate Studies, the Dean of Lifelong Learning and the Associate Vice President, Student Services are posted on the Vice President, Academic's website.[4]

Academic plans at all levels are expected to assess achievements against previous plans and state objectives for the current plan. Programs, research activity, student recruitment and retention, support issues and the adequacy of resources are addressed. An outline of communications on the planning process within the unit is included to ensure all members have been informed of the objectives and content of the plan. This process is replicated at each level of planning. To provide consistency, a template is provided for units to use in planning. The final Academic Plan is presented to the Senate Committee on University Priorities (SCUP), Senate and the Board of Governors for information.

The current Academic Plan identifies five themes at the heart of SFU's academic mission and activities. Themes for 2010 – 2013 are:

- *High quality student experience;*
- *Teaching and learning in a research university;*
- *Research intensity;*
- *The University's role in the community; and*
- *Financial sustainability and institutional strength.*

Four of these mirror the University's identified core themes. The fifth, financial sustainability and institutional strength, speaks to the need to manage the University's resources in a way that enables SFU to continue to achieve its mission as expressed through its core themes.

The academic planning process is timed to produce information useful in carrying out the annual budgeting process. A complete account of the steps leading to the current Academic Plan is included in the Plan.[5]

The Use of Metrics as Indicators in Academic Plans

Annual assessments of progress toward Plan objectives are carried out by the Faculties and forwarded to the Vice President, Academic, who updates the University's Academic Plan and submits it to SCUP for review. Annual assessments are discussed at Deans' Council[6] and SCUP. These processes are intended to ensure the plan remains relevant and focused on current demands; where necessary, the goals and objectives may be amended to better reflect the changing environment.

SFU employs a number of operational indicators and key performance measures to assess and manage its activities. Data are collected, analyzed and published by the Office of Institutional Research and Planning, which provides the results of these indicators, as well as a wealth of other institutional data, on its website.[7]

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4   www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

5   www.sfu.ca/vpacademic/academic_planning/academic_plans/current_three_yearplans.html. This site also includes copies of all of the individual Faculty plans contributing to the Plan.

6   The Deans' Council includes the deans of the eight academic Faculties, Graduate Studies, Lifelong Learning and the Library.

7   www.sfu.ca/irp

Until a few years ago, SFU's assessment processes were primarily qualitative. Considerable work has been done over the past year by the accreditation Core Theme Teams to refine indicators and, through a suitable balance of quantitative and qualitative measures, make them provide a clearer index of meaningful activity. This work continues and will expand throughout the accreditation process and in future planning documents. More quantitative metrics for each goal have been introduced in the last two planning cycles, and the search continues for indicators that will help to capture the full picture of institutional performance.

In recent years, data from student surveys have also been considered in drafting the Academic Plan. While some survey methodologies are controversial and, because students who respond are self-selected, biased samples are common, the available data suggest broad student satisfaction with the quality of classroom teaching at SFU. For instance, in the 2010 CUSC survey, 86% of SFU's first-year students who responded expressed satisfaction with the quality of teaching received at SFU. In 2009, 93% of graduating students who responded were satisfied with the teaching they received at SFU.

The same surveys have consistently indicated a level of student dissatisfaction with a few elements of the experience at SFU. For example, student access to courses required to complete degree programs has been a persistent and well-recognized challenge, and action continues to improve timely access to core courses.

The Five Year Strategic Research Plan: 2010–2015 (Vice President, Research)

Research intensity is a core theme at SFU and drives much of its scholarly activity. Knowledge generation and knowledge transfer through research are fundamental to SFU's mission, and the advancement of excellence in research is one of the University's defining characteristics and core theme objectives. Research is a major instructional activity involving close work with both graduate and undergraduate students in a wide variety of research settings. Because students benefit significantly from direct exposure to, and participating in, research activity, SFU has made it an explicit goal to engage more undergraduate students in its diverse research activities.

At SFU, research matters.[8] Research is essential to the advancement of knowledge and is a fundamental part of our mission. As a core theme, research strengthens the success of SFU's efforts around its other themes. Multi-disciplinary research collaborations are facilitated through research centres and institutes, and include many projects carried out jointly with business and industry, community organizations and agencies in all levels of government.

SFU's Strategic Research Plan (SRP) guides the University in responding effectively to the changing environment in research opportunities, and provides a platform for University participation in collaborative research–related initiatives. The document is also a means for informing and promoting SFU's research strengths to government, community partner and funding organizations.

A condensed SRP and summary also is required when working with the Canada Research Chairs (CRC) program, the Canada Foundation for Innovation (CFI), and any federal granting agency program that requires an SRP: for example, the Canada Excellence Research Chairs (CERC) program. The condensed plan is linked to the full SRP and contains an overview of our seven major

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8   www.sfu.ca/vpresearch/research+matters.html

research themes and associated sub–themes, as well as information specific to the CRC program. Once a university has filed the condensed SRP and SRP Summary, it may submit nominations for the Chair positions identified in the plan.

The Strategic Research Planning Process

The longer lead times characteristic of research planning, funding, executing and reporting, require that the SRP takes a longer view than the Academic Plan. To that end, the SRP is a five-year plan. As with other major planning documents, the development of the SRP is a widely consultative process that strives to engage all University communities in the identification of research strengths and priority areas. Because interest in the SRP is greatest among active researchers, they tend to be very active contributors to the planning process.

The 2010-2015 SRP builds on the SRP for 2005-2010. Development of the new Plan began in 2009 with a six-month University-wide consultation lead by the Vice President. All community members were invited to provide input in writing and via a series of public forums at each campus. The resulting draft articulated the University's strengths by amplifying the original five integrative research themes and by adding two new ones: Origins and Pedagogy. The critical role of fundamental research is emphasized in the new Plan.

A draft of the SRP was posted on the Vice President, Research website for a second round of public consultations. An amended "final" draft was posted for a third round of consultations before being submitted to the President and Vice Presidents. The approved Plan went to SCUP, Senate and the Board for information.

The 2010-2015 SRP and the condensed CFI/CRC version are posted on the Vice-President, Research website.[9]

Major Objectives of the SRP

The SRP is intended to serve as a road map for establishing the focus, infrastructure, and capability needed to improve the research performance of the University. The major objectives of the SRP are to:

- *Make the best use of opportunities for discovery and innovation;*
- *Promote internationally competitive research and scholarship;*
- *Cultivate excellence through selective investment in emerging areas of research;*
- *Facilitate collaborations across disciplinary and institutional boundaries;*
- *Recruit and retain outstanding students, research fellows and faculty;*
- *Encourage effective communication and dissemination of research results;*
- *Encourage the most efficient use of our research and scholarship resources;*
- *Recognize the full value of intellectual property;*
- *Achieve thematic coherence in the expression of SFU's research interests;*
- *Engage all our communities for the benefit of society; and*
- *Integrate SFU's research activity with federal and provincial strategies and priorities.*

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9   www.sfu.ca/vpresearch/message.html

Strategic Research Themes

The SRP articulates SFU's strengths within a matrix of themes that integrate research activity by crossing disciplinary and administrative boundaries. In defining strategic research themes, the University intends to facilitate and encourage individual initiatives and new collaborations within its existing structures. This allows SFU to invest its resources efficiently, which gives SFU a distinctive edge and competitive advantage and helps it to achieve its core theme goals of becoming the most research–intensive comprehensive university in Canada, and competing more effectively in selected areas internationally.[10]

The SRP also strives to align SFU's research activity with priority areas for research identified by the federal granting agencies. Such an alignment can help maximize the University's access to federal funding.[11]

Implementation and Assessment

The Vice–President, Research, in collaboration with the Vice–President, Academic and the Faculty deans, coordinates strategic investment in identified thematic areas using major granting opportunities such as those provided by the Canada Foundation for Innovation, Major Collaborative Research Institutes Grants, Community University Research Alliance Grants, National Centres of Excellence, CIHR Team Grants, and Genome BC.

Investments may also take the form of strategic faculty positions, seed funding for workshops and conferences, distinguished scholar visits, research support for undergraduate students, and other initiatives as opportunities arise. Initiatives that are demonstrably cross–disciplinary receive high priority.

Periodic evaluations of research outputs are carried out in consultation with Faculty deans using metrics deemed appropriate to the diverse array of individual and collaborative research activities and projects undertaken at SFU. Performance assessments are based on publications, conference proceedings, books, monographs, patents, government and public panel contributions, workshops, policy papers, artistic and cultural performances, exhibitions, other forms of research, and awards and distinctions. This task is accomplished by soliciting data from faculty through the Deans' offices once a year at the time of sakart review of faculty.

A common reporting framework is used to establish a baseline from which progress in a discipline can be gauged. Measures of output are obtained through the use of bibliometric analysis tools. Annual data from Re\$earch Infosource and the Canadian Association of University Business Officers (CAUBO) are used to evaluate SFU's research performance relative to other Canadian universities, including measures of research income, publication intensity and publication impact.

Data are also solicited to evaluate the growth of SFU's internationalization efforts as they pertain to research.

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10   A matrix of the seven strategic research themes and associated perspectives appears on page 5 of the current Strategic Research Plan. Individual faculty members are expected to locate their research interests within the matrix.

11   Federal research funding priorities are identified in "State of the Nation 2008: Canada's Science, Technology and Innovation System" at www.stic-csti.ca/eic/site/stic-csti.nsf/eng/h_00011.html

The Annual Budget (Vice President, Finance and Administration)

Annual budgets are the most direct expression of an institution's priorities and commitments. Funding is the most sensitive resource a university has, and its flow determines what courses are taught and who is hired to teach and support them; what buildings are built and how they are equipped and maintained; and what technology is available to carry out the mission. This has rarely been truer than in the past three years, when post-secondary institutions' public and private funding sources, including their endowments, have been significantly constrained by poor global economic conditions. SFU has addressed this challenge by moving to a performance-based budget model beginning with fiscal 2011–2012.

The Budgeting Process

The University budget is developed annually following a process set out in the Budget Guidelines[12] and managed by the Budget Office. As with all major SFU plans, budgets are developed in, and informed by, extensive consultation with the University community.[13] Budgeting begins each summer with forecasting and modeling based on planning assumptions for enrolment, government grants, research performance and known inflation for costs. The budget model is discussed and reviewed by the Vice Presidents and a proposed budget is presented to the University community. The President, Vice President, Academic, and Vice President, Finance and Administration hold several open sessions to explain the model. Feedback arising from consultations is incorporated into the final budget model.

The Vice President, Finance and Administration also meets with members of the Senate Committee on University Priorities (SCUP) to discuss budget issues; two such meetings were held as the 2010/11 Budget was being developed. SCUP expressed serious concerns about the failure of government to fund the true cost of running a university, and recommended to the President that:

- *frozen carry forward funds should be released for immediate use; and*
- *consideration be given to producing a multi-year rolling budget that would encourage a longer view of the relationship between activities and funding and to enhance the involvement of chairs and directors in budget development and planning.*

An information session with the Finance and Administration Committee of the Board of Governors is held prior to the presentation of the Budget for approval at the fall Board meeting. This enables questions and feedback to be considered prior to the Board meeting. The Operating Budget is presented to the Board of Governors for approval in March.

The Guiding Principles were developed in 2009, with revisions approved by the Board in March 2011. The Guiding Principles are used to inform budget allocation decisions. They are intended to ensure the budget model preserves funding for specific strategic and operational areas, as well as those that have non-discretionary obligations such as contractual agreements, utilities, and expenses related to specific grants.

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12   www.sfu.ca/uploads/page/16/2010-11_Budget_Guidelines_0910-1213_Updated_Nov_13_20091.pdf

13   www.sfu.ca/uploads/page/05/2010-11_Consultations_v11A_Public.pdf

The 2011-2012 Budget Model

Like many Canadian universities, SFU traditionally used a method of incremental budgeting to fund University operations and initiatives. Projected revenues were allocated to the Vice Presidents' portfolios based on prior budget years. These "expense-based" budgets were decentralized and each Vice President apportioned budget adjustments within his or her own portfolio. In practice, increases and reductions were typically rolled out on an "across the board" basis, with all units gaining or losing a more or less equal percentage. In recent years, the combination of increasing constraints on funding and rising operating costs resulted in an annual financial gap of approximately $9 million. This situation lead to a series of budget cuts and cash calls on reserves each year since 2004-05.

While incremental budgeting can provide limited short-term stability and adaptability during times of growth or restraint, it precludes the reallocation of base budgets to respond to changing priorities and circumstances. Incremental budgeting also offers no equitable method by which funding levels can be realigned to take account of changes in organizational structure or size. Finally, it creates little incentive to seek out or create revenue-generating opportunities. To remedy these shortcomings, support its focus on continuous improvement, and respond to feedback from stakeholder groups, SFU introduced a performance-based budget in fiscal 2011-12.

SFU's performance-based budget allocates University-wide revenues based on formulas that capture various revenues and flows. SFU's Provincial grant, tuition revenues and federal funding to cover the indirect costs of research are now allocated to Faculties based on their enrolments. This model is employed by a variety of universities, with each modifying the approach to suit its specific needs. SFU converted to performance-based budgeting because it more directly aligns with the Guiding Principles. How funding is tied to enrolments is discussed in more detail in the Enrolment Management section below.

The budget model for 2011-2012 identifies four budget centres, three of which are performance-based:

- *Faculties, whose budgets are based on the enrolment plan, provincial grant and funding to cover the indirect costs of research;*
- *Research, whose budget is based on a three-year historical trend in research funding;*
- *Advancement, whose budget is tied to success in meeting fundraising targets; and*
- *Support units, whose budgets are incremental, but are now explicitly tied to the overall growth of the University and subject to annual reviews.*

A contingency fund also was established in the 2009-2010 budget to cover unavoidable costs that arise during the course of the year as a result of activities that were either unknown or could not have been anticipated during the budget planning cycle. In 2009-2010 the emergency reserve level was established at 1% of the University's operating revenues; this was doubled to 2% in fiscal 2010-2011.

Budget Alignment with Strategic Plans and Core Themes

Financial resources are directed to support strategic priorities and, more specifically, core themes through the usual allocation of operating budgets or via special "grants" from the University Priority Fund (UPF). The University funds the UPF by special allocation each year to support worthy projects on a one-time basis. The "one-time" may be short-term or may entail funding over multiple years, but is specific to a project and is not rolled into base budgets. The UPF was funded for $4.3 million

in fiscal 2011-2012, which represents 1% of the University's Operating Budget. This will increase to 2% over the next two years.

Budget Review Committee

A Budget Review Committee (BRC) conducts budget cycle reviews of various portfolios to ensure that there is a process in place to annually review and recommend budget adjustments for specific portfolios that are not performance-based. The BRC is comprised of the Vice President, Academic, a Faculty Dean, and the Vice President, Finance and Administration. The Budget Review Committee provides SFU with an equitable process that is responsive, transparent and maintains the stability required to advance SFU's institutional goals.

The Strategic Enrolment Plan (Associate Vice President, Academic)

A major link between the Academic Plan and the annual budget is provided by SFU's Strategic Enrolment Plan, which establishes specific enrolment targets for individual Faculties.

Enrolment planning begins with receipt of the Letter of Expectations from BC's Ministry of Advanced Education (AVED). The Letter notes the number of Full Time Equivalent undergraduate and graduate students (FTEs) SFU is expected to enroll in the coming year and the Provincial funding rate for each.[14] These figures form the basis of SFU's Enrolment Plan.

The Enrolment Plan covers seven years (current year plus six years), with the current Plan extending to 2018/19. Enrolment Plans are also influenced by institutional decisions on the distribution of undergraduate and graduate students; the desired split between graduate and undergraduate student capacity; the targeted proportion of international enrolments relative to domestic; and identified areas of growth and strategic importance. Official enrolment targets for each Faculty are recommended by the Senate Committee on Enrolment Management Planning (SCEMP) to Senate for consideration and approval.[15] SCEMP is chaired by the Vice President, Academic and includes representatives of all Faculties, other senior University officers and two students.

With past incremental budgets, no direct relationship existed between enrolment targets and budget allocations. Faculty base budgets generally rolled over from year-to-year, with percentage increments added or subtracted based on whether the University's funding increased or decreased.

The new performance-based budget model links Faculty allocations to "course activity," specifically how many students are taking how many credits offered by various programs within the Faculty. This figure (# of students in a course [times] the # of credit hours in Faculty programs [divided by] 30) provides a figure referred to as an "AFTE" (Activity FTE).

AFTE calculations set the foundation for a more complex determination of each Faculty's "Weighted Activity FTE," or WAFTE. Weights take into account factors that affect the cost of academic programming by a Faculty but cannot be accurately assessed solely on the basis of an AFTE. Included in the calculation of WAFTEs are such factors as: whether students are graduate or undergraduate;

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14   Letters identify FTE funding for three years, but funding commitments for future years have proven to be more suggestive than definitive.

15   www.sfu.ca/Senate/SenateComms/SCEMP

whether a course can accommodate large lectures or small classes; whether courses require labs and technical equipment; and so on. WAFTEs attempt to capture the relative costs of providing different kinds of courses and programs to students and reflect those costs in Faculty allocations.

The Enrolment Plan sets targets for each Faculty for domestic and international undergraduate and graduate students; enrolment targets are also set for each campus to manage the distribution of students and capacity. Planning at the Faculty level considers program capacity, faculty workload and student demand in conjunction with local and global economic conditions. To enable Faculties to respond quickly and efficiently to emerging enrolment conditions, each Faculty is provided with a web-based "enrolment dashboard" by IRP. Dashboards display enrolment figures relative to targets set each semester.

A Strategic Enrolment Management Planning Committee (SEMPC) was established in 2009 to consider how enrolment management could be improved. A number of issues were identified by SEMPC, and it was determined that SFU needed a clear vision for what it wished to achieve through enrolment management. More attention was needed to improve retention of students already enroled, with a better balance struck between recruiting and retaining students. Generally, it was noted that ownership of enrolment management was widespread within the University, but that communication among those involved needed improvement.

In the spring of 2011 a new Strategic Enrolment Management Council (SEMC) was established reporting to SCEMP. SEMC is charged with coordinating strategic enrolment activities across the University, evaluating data sources and information used to guide enrolment management practices, and identifying and recommending best practices for enrolment management for consideration by SCEMP.

SFU's Alignment with Ministry Objectives
(Director, Academic Planning and Budgeting)

BC's provincial government, through its Ministry of Advanced Education (AVED), is a major source of SFU's funding. Although the University is an autonomous academic entity, many of its goals and strategies readily align with AVED's own. As SFU notes in its government-mandated Institutional Accountability Plan and Report:

> The benefits of post-secondary education are far reaching and include providing people, communities and employers with needed knowledge, skills and training, thereby enabling citizens to participate fully in our society. The Ministry is responsible for ensuring accountability for the expenditures made related to our post-secondary system and for ensuring that the system meets the diverse needs and high standards of quality our citizens deserve.[16]

The following table demonstrates SFU's strategic alignment with the Ministry's Strategic Objectives and Performance Measures as set out in the Accountability Framework for public post-secondary education.

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16   Ministry of Advanced Education 2010/11–2012/13 Institutional Accountability Plan, March 2010. SFU's Report can be found at www.sfu.ca/pres/administration.html

Figure 3.3 Relationships between AVED Objectives and SFU Strategic Goals

Ministry Objective	Description	Ministry Performance Measures	SFU Strategic Goals
Capacity	The public post-secondary system is sufficient in size to meet the needs of the province.	Student spaces Credentials awarded Sponsored research funding	Offer academic programs in areas of strength and strategic importance. *Surrey expansion (contingent on funding)*
Access	All citizens have equitable and affordable access to public post-secondary education.	Aboriginal student headcount	Engage and involve our many communities. *Focus on the needs of adult learners. Strategic Plan for Aboriginal students.*
Quality	The public post-secondary system is of sufficient quality to meet the needs of students, employers, and citizens.	Quality of instruction Student satisfaction with education Skill development	Promote teaching excellence. Provide an outstanding student experience.
Relevance	The public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education.	Usefulness of knowledge and skills Unemployment rate	Promote and leverage the distinctiveness of our University. *Strategic resource allocations to health sciences, environment, applied sciences, and performing arts while maintaining current core programs. Support and pursuit of national and international research initiatives.*
Efficiency	The public post-secondary system is able to deliver education programs to students in a timely and cost effective manner.	Bachelor degree completion rate	Build sustainable financial and administration models for the University. Recruit, retain, and engage the best people. Strengthen and leverage our infrastructure.

Emergency Preparedness and Disaster Recovery (Chief Safety Officer)

SFU conducts extensive planning to prepare it to respond quickly and efficiently in the event of a campus emergency or a major disaster. Plans are specific to a range of events, and identify actions and assign departmental or individual responsibilities for events ranging from hazardous materials spills to severe weather to infectious disease.[17] As SFU's largest campus is located at 370m (1200ft) above sea level on Burnaby Mountain, with access roads sometimes achieving a 7% grade, the most common source of disruptions is snowfall. Long experience with winter-related events has required significant planning and activity, but moving large numbers of people on and off the Mountain in winter weather remains an ongoing challenge.

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17   Links to specific plans can be found on the website for SFU's Environmental Health and Safety Office: www.sfu.ca/ehs.html

Related policies include those on Response to Violence or Threatening Behaviour[18] and Emergency Management,[19] and the Unscheduled Cancellation of Classes.[20] The critical role of the Public Affairs and Media Relations (PAMR) department in responding to disasters and other emergencies is set out in the PAMR Emergency Communications Plan.[21]

The University also prepares and monitors a Enterprise Risk Management Plan (ERMP) whose purpose is to manage strategic risks that could prevent the University from achieving its objectives. The ERMP identifies, evaluates and prioritizes risks, assigns responsibility for managing them, and notes steps taken to mitigate them. Identified risks are monitored on an ongoing basis, with the ERMP operating on a three-year horizon, at which time it is reassessed to ensure that new and emerging risks are included. Where risk has been substantially reduced, it may be removed from the list. The ERMP was last reviewed and revised in spring 2011.

Information Technology Business Recovery Plan (Chief Information Officer)

SFU's capacity to carry out key elements of its business relies ultimately on the information technology through which, among many other things, it enrols students, collects tuition, delivers online courses and pays its employees. The University's Enterprise Risk Management Report notes that "Failure or performance issues of key IT systems" have the potential to disrupt SFU's business activities significantly across a broad range of possible difficulties. Potential threats include physical damage to IT infrastructure (e.g., hardware or network connections) or damage to key data or files.

In 2005, a detailed plan was developed that outlined specific threats to the University's business processes managed via its IT infrastructure and assessed the costs and benefits of various responses to each.

As noted in Chapter 2, key data and files are backed up daily and stored in multiple locations off-site. Systems are constantly monitored and upgraded to detect and prevent intrusions, and an external auditor conducts an annual assessment to review general IT system controls. These audits have identified no significant system weaknesses. SFU's Enterprise Risk Management Plan assesses the risk to business processes arising through a sustained (greater than two hours) disruption caused by server or network failure as having a probability of 3.2 with an impact of 3.4 (both on a scale of 5). The overall risk rating is 10.9 on a scale of 25, ranking seventh on SFU's register of institutional risks.

No formal plan exists to address a major event such as a major thrust earthquake that damages core elements of the IT infrastructure, such as fiber optic networks and server rooms, needed to conduct SFU's business.

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18   www.sfu.ca/policies/gazette/general/gp25.html

19   www.sfu.ca/policies/gazette/general/gp31.html

20   www.sfu.ca/policies/gazette/general/gp4.html

21   insert link to PAMR Merged Emergency Communications Plan

First Nations University-Wide Strategic Plan
(Vice President, Academic and Director, Office for Aboriginal Peoples)

Approved in 2007, the First Nations University-Wide Strategic Plan (FNP)[22] represents an ancillary plan within SFU's University Planning Framework. It serves as a useful example of the alignment of second-tier plans with the University's Academic and Strategic Research Plans and demonstrates how fiscal resources are directed at fulfilling core theme objectives. It also provides an example of how institutional planning can mirror and implement government priorities.

The FNP was the result of a two-year comprehensive planning and visioning process to determine the shape of SFU's First Nations strategy, and was built on a long-standing history of engagement, collaboration and partnership with First Nations peoples and communities. The FNP was developed within a context of new understandings, new perspectives, new strategies and new partnerships with First Nations peoples, and seeks to transform the University's approach to academic programming, community engagement, student support and, equally important, research on matters of direct relevance to Canada's Aboriginal peoples.

The Plan acknowledged that implementing the FNP would require a significant financial commitment, and anticipated the creation of 3.0 FTE positions, a new office with a director and administrative support, and the creation of at least one new faculty position in each of the University's academic Faculties. Goals established in the FNP are repeated in the goals set out in the Academic Plan and the Strategic Research Plan, and funding to advance these initiatives has flowed from the Annual Budget.

Since its approval by Senate in 2007, much progress has been made in addressing the goals and strategies set out in the FNP, and various initiatives are detailed in the November 2010 Report on First Nations University-Wide Strategic Plan Initiatives[23] submitted by the new director of the Office for Aboriginal Peoples. The Report outlines the relationship between the University's major Plans and the FNP. The financial commitment to implement the FNP is supported both in the Vice President, Academic's budget and through special allocations from the University Priority Fund (discussed in the Budget section above), which allocates more than $1 million over three years (2011/12 − 2013-14) to support for Aboriginal students.

The FNP also aligns SFU's activities with the AVED's priority to increase Aboriginal participation in post-secondary education province-wide.

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22   www.sfu.ca/aboriginalpeoples/strategic+plan.html

23   The change in name from First Nations to Aboriginal Peoples is intended to better represent the full spectrum of Canada's Aboriginal peoples, including First Nations, Métis and Inuit. The Report is available at www.sfu.ca/aboriginalpeoples/strategic+plan.html

Figure 3.4: Example, increase Aboriginal enrolments as a planning objective
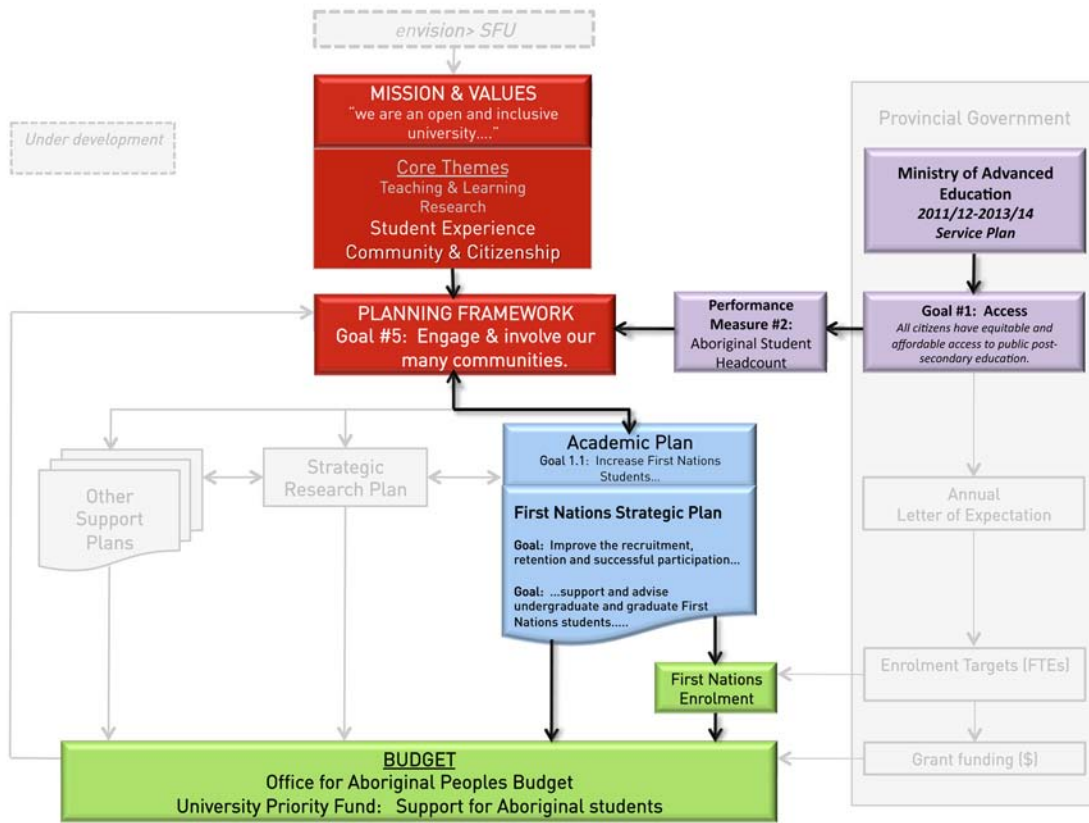
surrey campus

engagement

Meeting a need

In 2002 Simon Fraser University realized a research campus in the City of Surrey, the fastest-growing region of Metro Vancouver. With a 2010 population of almost half a million, Surrey will eventually exceed the size of the City of Vancouver, all anchored at a city centre that includes recreation, city government, business towers—and Simon Fraser University.

The University's mission of being a leading Canadian comprehensive university with innovative programs, research and community engagement, was the paradigm for consultation with the Surrey public and other stakeholders as to initial and continuing directions for growth and outreach to the community, business, industry and other educational institutions in the region.

community

Serving the community

Conceived as a leading entrepreneurial and technology-intensive campus, Surrey has built a well-deserved reputation for cutting-edge programs and for fostering and mentoring first year cohorts, bringing university research and experience to a population who had previously had difficulty in accessing university.

In addition to other University courses and programs, the Surrey campus offers exclusive community-oriented and high-tech streams, such as Punjabi Language and Culture, World Literature, Aboriginal University Prep, Mechatronics and Management and Systems Science.

The award-winning architecture of Surrey's "millennial" campus is at the heart of Surrey's mixed-use city centre, and will help shape its economy and meet the needs of its community well into the future.

Guiding growth

Research is an important component on this campus: 28,000 square feet are devoted to research space, or almost 9% of the total campus area, and a 17,000 square feet expansion in 2011 emphasizes science wet labs. Canada's National Research Council has advisors on campus to support both small and medium-sized companies.

Community engagement is the other side of the Surrey campus mandate, with University connections to Surrey's Board of Trade, School District, an SFU Surrey Community Advisory Council, and the city's Sustainability Task Force.

outreach

Surrey campus quick facts

Opened 2002, current operating budget $8,209,000

396,000 square feet of innovative architecture

6,000+ students in first-year cohorts and exploration programs that lead into an SFU degree

Full lab, technological, library, administrative, classroom, and lecture facilities

www.surrey.sfu.ca

SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Self Evaluation Study

Chapter 4

Effectiveness and Improvement

The institution collects data related to clearly-defined indicators of achievement, analyzes those data, and forms evidence-based judgments of achievements of core theme objectives. It regularly and systematically applies clearly-defined evaluation procedures to appraise the relationship of institutional planning, resources, capacity, and practices to the objectives of its core themes; and assesses the extent to which it accomplishes those objectives and achieves the goals or intended outcomes of its programs and services. It uses assessment results to effect improvement and disseminates its findings to its constituencies.

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Chapter 4 Contents

draft

Chapter 4 Executive Summary

Eligibility Requirements 22 and 23

22, Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

SFU response to ER 22 to come

23, Institutional Effectiveness

The University plans define clear objectives, specific outcomes and detailed indicators by which to assess progress toward their achievement. As a result of the accreditation process, plans are increasingly structured with reference to the "core themes," and objectives, outcomes and indicators are being amended based on this Self Evaluation. Results from all major assessment processes are routinely published to the appropriate communities, most often via the University's website.

Plans and planning processes take account of changing circumstances in internal and external environments, and emphasis is placed on the University's ability to ensure its teaching and research strengths as well as its financial sustainability.

Introduction:
The Core Theme Assessment Process

Although SFU has always had a clear mission centred on teaching students, conducting research and engaging with both its internal and external communities, prior to the accreditation process and as noted in Chapter 1, it had no formal mission statement and its "core themes" were most commonly articulated as components of the University's Academic and Strategic Research Plans. As the University came to appreciate the requirements of the accreditation process, it adopted an official mission statement and core themes[1] and began to engage with the new accreditation standards.

It soon became evident that the heart of the Self Evaluation Report would be its assessment of the University's performance with regard to its core themes and issuing in a determination of whether it was fulfilling its self-defined mission. SFU has always carried out extensive and detailed assessments of its performance touching on virtually all areas of its institutional activity, with many assessments leading to operational and academic changes within the institution. For example, cyclical external reviews of academic programs always resulted in productive and focused change.

Still, SFU had not previously engaged in a University-wide assessment of its performance of the sort it carried out for this Report. This assessment has produced much fruitful debate and discussion that will result in the refinement of the assessment process, in improved alignment of major institutional plans, and in improved performance by the University.

This assessment relied on the work of four Core Theme Teams originally appointed in March 2010 by the Vice President, Academic to support the implementation of the Academic Plan 2010 – 2013. The Academic Plan preceded the accreditation exercise, but nicely anticipated its structure. The alignment of academic plan themes with SFU's core themes is reflected in the following chart.

Figure 4.1: Academic Plan Themes and Core Themes, July 2010

SFU Core Theme	Academic Plan Theme	Theme Team Lead
Teaching and Learning	Teaching and Learning in a Research University	Director, University Curriculum and Institutional Liaison
Research	Research Intensity	Dean of Graduate Studies
Student Experience and Success	High-Quality Student Experience	Associate Vice President, Students
Community and Citizenship	The University's Role in the Community	Executive Director, Surrey campus

The new Core Theme Teams were appointed in July 2010, and began their work in the fall with a very tight timeline to carry out the assessment. Core theme objectives, outcomes and indicators were typically adapted from the University's dynamic Planning Framework document, with existing objectives and indicators sometimes amended or augmented by additions as each Team worked through its assessment.

In some cases, despite the wealth of institutional data available through SFU's Office of Institutional Research and Planning (IRP) and elsewhere, some of the data sought for this assessment process were discovered to be unavailable. Often the desired data simply were not collected, or were not collected

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1   Pending approval.

centrally. At other times, proximal data were available but not sufficiently on point to provide an accurate assessment of institutional performance.

The Core Theme Teams submitted their assessments at the end of February 2011. A round of clarifications and revisions followed, with an early draft reviewed by the Deans' Council on March 9th and a revised version reviewed by the Steering Committee on April 27th.

A summary discussion of the recommendations for future assessments forwarded by the Core Theme Teams at the end of the assessment process follows the individual discussions of the four core themes.

A Word About Student Surveys

Several of the Core Theme Teams used as indicators data derived from four student and alumni survey instruments. To understand the data, it is important to know a bit about each survey. Survey data used in this evaluation include BC's Baccalaureate Graduates Survey (BGS); the Canadian University Survey Consortium (CUSC); SFU's own Undergraduate Student Survey (UGSS); and the North American National Survey of Student Engagement (NSSE). All institutional surveys at SFU are conducted by the Office of Institutional Research and Planning (IRP).

Begun in the early 1990s, the BGS is an annual survey, funded by the Province and designed to gather information on baccalaureate graduates' satisfaction with their educational experience, education financing, student debt and subsequent education activities and employment subsequent to graduation. The BGS model is based on graduate interviews two and five years following graduation. Results are reported by the Ministry responsible and are available by survey year and discipline, by institution and at the system level. The survey is intended to provide a consistent accountability tool that allows Government to compare performance across its institutions. SFU uses the BGS as part of its mandated Institutional Accountability Plan.[2]

The CUSC is a group of Canadian universities working cooperatively to gain a better understanding of the undergraduate student population, with participation available to any member of the Association of Universities and Colleges of Canada (AUCC). CUSC surveys are administered to a random sample of 1000 domestic and international students at each participating institution; SFU has participated since 1998. CUSC results go to SFU's AVP, Students, where Student Services uses it extensively to monitor performance in specific areas. Reports also are posted on the IRP website.

The UGSS is an in-house survey of SFU's international and domestic undergraduate students conducted by IRP each fall since 1992. Data are collected by IRP and reported to the Vice Presidents, Deans and all others consulted during the survey design. Results are posted on the IRP website. Some core questions are repeated annually to gather trend data and monitor changes (e.g., questions on course accessibility). Others are added as new issues arise. UGSS data are of significant use to Faculties, and are used in the Academic Plan and in responding to Government in the Accountability Plan.

SFU first participated in the NSSE survey in 2009. Target populations are the first and fourth year students. IRP posts NSSE reports on its website and prepares a confidential report for senior

2   The role of the Institutional Accountability Plan is discussed in the Governance section of Chapter 2.

chapter 4 • core theme planning, assessment and improvement (DRAFT 3.3)

administration that includes comparative results from two other BC research universities. Results are used in the Academic Plan and in the University Planning Framework.

Teaching and Learning

Core Theme
Teaching and Learning

Teaching and learning are core activities at SFU and fostering their development is a key commitment of the University. Indicators of student participation and achievement, support and promotion of high-quality teaching, the quality and diversity of learning experiences available to students during their time at the University, and the subsequent experience of its graduates, show that it successfully achieves its objective of providing high-quality university education. Throughout the assessment exercise, it has been clearly recognized that teaching and learning cannot be separated and that student perspectives are integral to the discussion of these processes. Accordingly, data that give voice to students have been important in this assessment process.

Core Theme Assessment

Objective 1
Students have academic opportunities to become informed, engaged global citizens

Outcome 1.1
Students achieve disciplinary program objectives by accruing knowledge and building skills through active learning experiences

Undergraduate graduation rates are a useful measure of students' achievement of disciplinary goals. Graduation signals the satisfactory completion of a prescribed curriculum that has incorporated rigorous learning assessment at many points throughout the program by relevant and appropriately qualified faculty. Unfortunately, the data on graduation rates of SFU students do not include those who successfully transfer from SFU to programs at other institutions, especially programs such as Law and Medicine that SFU does not offer. The available data do, however, indicate that a substantial majority of students entering directly from high school graduate from SFU within 7 years. For those who take more than four years to complete, delays tend to result from the need to mix part-time study with paid employment and from course accessibility issues.

Figure 4.2: 5 and 7 Year graduation rates for grade 12 entrants, 2007–2010
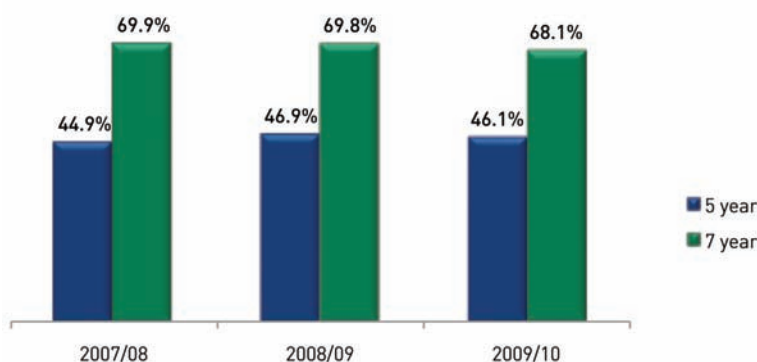
Among graduate students, completion rates vary by program, but most of those seeking advanced degrees at SFU successfully complete them. Fully 86.8% of those who enrol in a masters program successfully complete their degrees, while 60.1% of those who enrol in a doctoral program graduate.

Of those enroled in professional and diploma programs, 82.1 and 77.5% respectively graduate from their programs.

Figure 4.3: 7 year graduate degree completion rates by program, 2007–2010
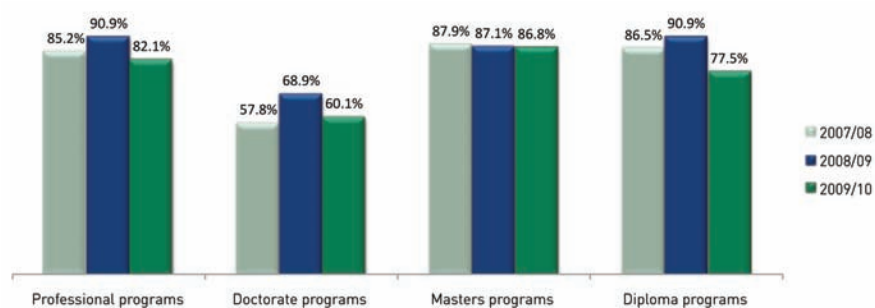
Another indicator of the knowledge and skills that students gain at SFU are the data from the BC Baccalaureate Graduate Outcomes Survey (BGS) on student opinions of their education. When former students are surveyed regarding the "usefulness of the knowledge, skills and abilities" they gained through their university education, four-fifths say that they are somewhat or very useful.

Figure 4.4: Alumni perceptions of the usefulness of their university education in their daily lives
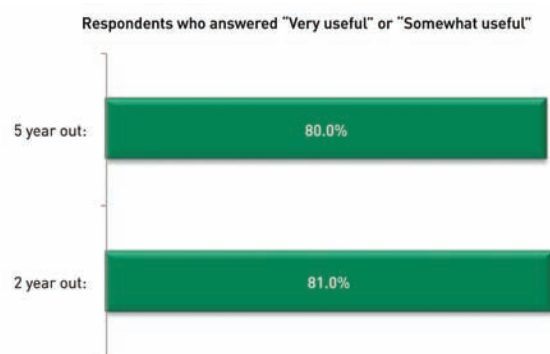
Source: BGS 2009/10

To promote active learning experiences that facilitate the acquisition of disciplinary knowledge and academic skills, all Faculties and departments across SFU take advantage of the tutorial system. Tutorials break down larger lecture groups into smaller, seminar-type discussion groups led by graduate students or senior undergraduates from the relevant disciplines. (See the Education Resources section of Chapter 2.)

All academic units offering undergraduate major programs also have one or more courses designated "writing intensive" (also called "writing across the curriculum"). The writing intensive pedagogy ensures that undergraduate students are required to learn the forms of writing most common to the discipline from which they will graduate. As outlined in Chapter 2, writing courses were introduced as a general education requirement at SFU in 2006, along with a similar requirement that all undergraduates must take at least two courses with a "Q" designation. Q courses are intended to develop students' quantitative (numerical, geometric) or formal (deductive, probabilistic) reasoning, and to develop skills in practical problem solving, critical evaluation, or analysis.

Specialized arrangements, such as directed studies, honours programs and the Semester in Dialogue are available to students interested in learning experiences that promote active learning beyond

the regular curriculum. There are 63 directed studies and honours courses listed across 22 (of 30) academic departments. Each year 3-4% of undergraduate students take advantage of directed studies courses and the Semester in Dialogue. A further one and a half to two percent enrol in honours programs, which require additional research and independent study. All Faculty and departments at SFU also make use of distance education and web-supported course delivery to enhance and supplement their on-campus, face-to-face course offerings.

Outcome 1.2
Students participate in credit-bearing interdisciplinary, international and experiential learning opportunities as part of their degree programs

Many SFU programs are designed to be interdisciplinary and contribute to opportunities for students to experience and learn from interdisciplinary research and perspectives. SFU's Faculty structure and programs are constructed to facilitate interdisciplinary approaches from the outset. Although interdisciplinary teaching and learning are deeply embedded within the Faculties and many departments, there is no reliable count of the number of students exposed to interdisciplinary learning opportunities because these approaches are often internal to departments or programs but are not explicitly identified as interdisciplinary. The proportion of students enroled in formally designated interdisciplinary programs (from $6 - 7\%$) underestimates the extent of this exposure.

A review of the range of programs referred to in Chapter 2 in the history of interdisciplinary approaches at SFU, and the design and commitments of the two new Faculties, Health Sciences and the Environment, is more indicative of the widespread accessibility of interdisciplinary learning opportunities. The large number of possible major/minor and minor/minor programs available and the great flexibility for creating their own program combinations provide students with other opportunities to be exposed to different research perspectives during their time at SFU.

For international and experiential learning opportunities, data from the Office of Institutional Research and Planning (IRP) indicate that approximately 5% of all students each year (graduate and undergraduate) enrol in credit-bearing co-operative education or international study opportunities. Additional data indicate that by their fourth year (i.e., 90 credits or more), approximately 40% of undergraduate students have participated in a practicum, co-op, internship, international or domestic field study or clinical practicum.

Recently, an inventory has been undertaken by the Experiential Education project to document credit-bearing, course-based experiential opportunities in the Faculties of Arts and Social Sciences (FASS) and Environment (FENV). This inventory work will subsequently be expanded to include all Faculties. Results for FENV indicate 71% of the courses provide opportunities for experiential education in the Faculty. In FASS, 40% of the courses evaluated were found to provide experiential education opportunities. It is anticipated that high levels of credit-bearing, course-based experiential education will be found in the other Faculties at SFU as well.

Outcome 1.3
Students are well prepared for a variety of diverse careers

If students are going to find employment in fields they identify as related to academic programs from which they graduated, they usually have done so within five years. Based on data reported in the

Baccalaureate Graduate Survey (BGS), virtually all SFU graduates in the labour force are working in paid employment five years after graduation, and seven out of ten responding believe their employment relates directly to their program of study at SFU. (For data two years out, see Student Experience and Success Outcome 1.4.)

Figure 4.5: Post-graduation employment rates and relevance of program
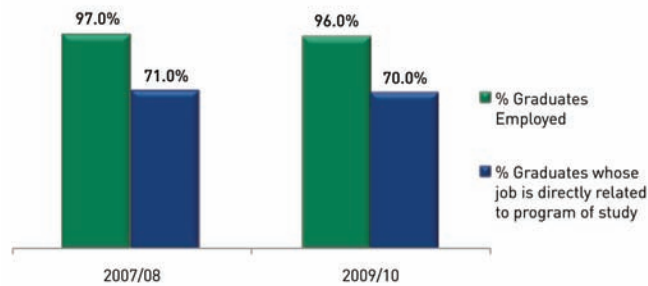
Source: BGS

Students' perceptions of the value of the Writing, Quantitative and Breadth (WQB) requirements of their education have been more ambiguous. When asked directly about the WQB requirements, fewer than half of undergraduate students surveyed in recent UGS Surveys said these courses contributed to increasing their knowledge and skills. Of interest, however, is the increase in positive responses each year. A 2009 survey of SFU undergraduates by the Canadian University Survey Consortium (CUSC) found much higher ratings when students rated the contribution SFU made to their growth and development in writing, logical thinking, understanding abstract reasoning and even mathematical skills. Among the 2009/10 graduates, 80% or more graded the contribution to their writing, analytical thinking and abstract reasoning as good or excellent.

**Figure 4.6: Student perceptions of the value of WQB requirements
(% who agreed that a WQB course improved their skills)**
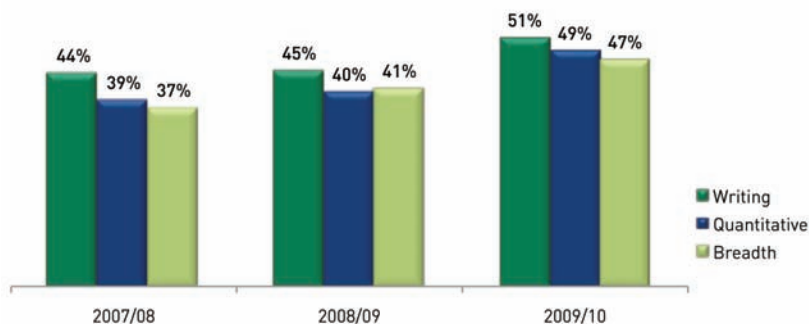
Figure 4.7: Students grade SFU's contribution to their growth and personal development in selected abilities and skills (% who graded SFU good or excellent)
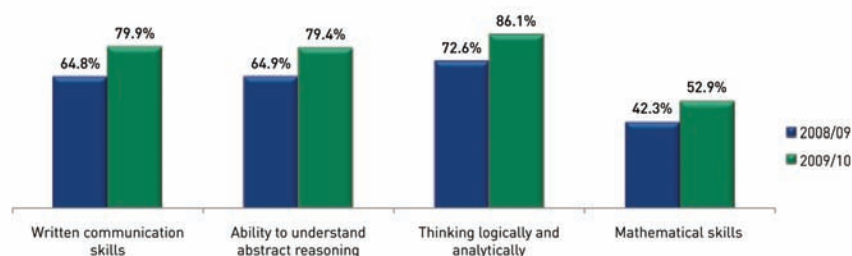
Source: CUSC Undergraduate Surveys

Based on these assessment indicators, it is determined that the University is doing a satisfactory job of achieving Objective 1. By the time they graduate, most SFU students have engaged in diverse learning experiences ranging from tutorials to "W" courses to honours courses to specialized arrangements; a large majority demonstrate their grasp of disciplinary knowledge and abilities by completing their degree requirements and graduating. An array of interdisciplinary courses and programs are available to students, and a substantial proportion of students participate in practica, co-op, internship and field studies as they progress to graduation. Evidence collected through graduate surveys speaks to graduate belief that their education at SFU has contributed directly to skills and abilities related to their field of employment.

Figure 4.8: Objective 1 summary results		Outstanding	Satisfactory	Needs improvement
Objective 1	**Students have academic opportunities to become informed, engaged global citizens**		**X**	
Outcome 1.1	Students achieve disciplinary program objectives by accruing knowledge and building skills through active learning experiences		X	
Outcome 1.2	Students participate in credit–bearing interdisciplinary, international, and experiential learning opportunities as part of their degree programs		X	
Outcome 1.3	Students are well prepared for a variety of diverse careers		X	

Objective 2
Support and promote teaching excellence

Outcome 2.1
Faculty provide high-quality undergraduate and graduate teaching

A cornerstone of high-quality post-secondary education is that courses be taught by academically and professionally qualified faculty. At SFU, more than 80% of courses are taught by continuing and sessional faculty, as are 90% of graduate courses. The remaining courses are taught by external and industry experts, or high–performing senior graduate students. In all cases, non-faculty lecturers are fully vetted by departments for their qualifications.

Figure 4.9: Percentage of courses taught by continuing and sessional faculty
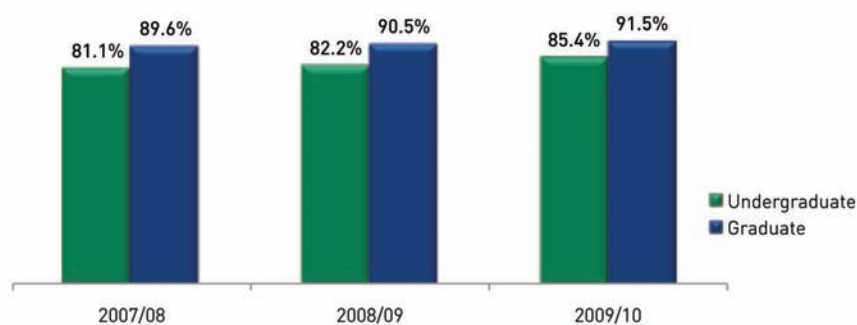
Support for teaching and learning is well-established at SFU. The newly reorganized Teaching and Learning Centre (TLC) is mandated to support and enhance programs, curricula, courses, projects, and teaching; foster a positive community and culture around teaching and learning; and enable the growth of a scholarly approach to teaching. Its services are offered to, and used by, teaching staff at all levels of professional recognition from newly appointed teaching assistants to full professors. In addition to pre-designed workshops, TLC offers consultation and programs on a range of topics that support teaching development and improvement, including curriculum planning, course design, and best-practice uses of technology in teaching. Because the TLC has recently been restructured, data on its activities are not yet available, but data from the 2007/08 activities of its predecessor body[3] provide a benchmark on the range and extent of support available for teaching staff at SFU. In 2007/08 the Learning and Instructional Centre held 18 different styles of workshops and events, with attendance by almost 2500 participants. As the TLC completes its reorganization, it is consulting widely with the community to ensure that leading edge services are customized to meet teaching and learning needs at SFU.

SFU also houses an Institute for the Study of Teaching and Learning in the Disciplines (ISTLD), which is mandated to support and enhance faculty-led enquiry into research questions and innovations related to teaching and learning. In conjunction with the ISTLD and the TLC, the Vice President, Academic provides grant funding to support relevant research projects.[4] A key criterion of these grants is that evidence-based pedagogical knowledge be created and shared with the SFU community.

Outcome 2.2
Faculty are recognized internally and externally for teaching excellence

Recognizing and rewarding teaching excellence has long been an important aspect of SFU's academic culture. The University Committee for the Excellence in Teaching Awards confers up to three annual awards, presented at SFU's Awards Ceremony. The criteria for the awards are demanding and the process of determining the winners each year is rigorous. Nominators must demonstrate that nominees: a) are able to stimulate students to think creatively and critically; b) have demonstrated they care for student learning; c) have a sustained record of excellent teaching; and d) teach a diversity of courses. As of March 2011, 85 faculty have earned SFU Excellence in Teaching Awards.[5]

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3   TLC succeeds the Learning and Instructional Development Centre (LIDC).

4   www.sfu.ca/teachlearn/tlgrants.html

5   www.sfu.ca/vpacademic/committees_taskforces/standing_committees/teaching-excellence.html

Several Faculties also recognize instructional excellence with awards. The Beedie School of Business awards up to two distinguished teaching prizes, with the winners selected by the Faculty's Teaching Effectiveness Committee. The Faculty of Science acknowledges teaching excellence by graduate teaching assistants as well as to faculty. And the Faculty of Arts and Social Sciences presents teaching awards to academic staff at the ranks of lecturer, assistant, associate and full professor. The survey of chairs and directors undertaken for the Accreditation working group identified other departments that have or plan to institute a departmental teaching award.

Seven SFU faculty members have won 3M National Teaching Fellowships. These teaching fellowships, first awarded in 1986, are designed to reward exceptional contributions to teaching and learning at Canadian universities.

Outcome 2.3
Students express a high level of satisfaction with teaching at SFU

Survey responses examining student perceptions of the quality of teaching at SFU offer evidence that quality teaching is part of the SFU experience. When asked in the 2010 BGS survey, "overall, would you rate the quality of course instruction [at your alma mater] as very good, good, poor or very poor," 94% of SFU graduates replied that the quality of course instruction was good or very good.

Data on faculty academic qualifications are reinforced by survey results and suggest that SFU's teaching faculty are both well qualified and well regarded by their students. The number of awards at all levels for teaching excellence provides further support for the belief that SFU supports and promotes teaching excellence. As a result, SFU's performance in this area has been judged "outstanding."

| Figure 4.10: Objective 2 summary results		Outstanding	Satisfactory	Needs improvement
Objective 2	Support and promote teaching excellence	**X**		
Outcome 2.1	Faculty provide high–quality undergraduate and graduate teaching	X		
Outcome 2.2	Faculty are recognized internally and externally for teaching excellence		X	
Outcome 2.3	Students express a high level of satisfaction with teaching at SFU	X		

Objective 3
Offer high-quality academic programs from a diverse set of disciplines across all Faculties

Outcome 3.1
SFU attracts well-respected researchers and teachers to its faculty

Evidence that SFU attracts well-respected researchers can be found in the number of Canada Research Chair (CRC) appointments to SFU; in the awards and honours received by faculty; and in the data on citations of publications by SFU faculty.

The Canada Research Chairs program is part of a national strategy to make Canada one of the world's top countries in research and development. In 2000, Canada created a permanent program to establish 2000 research professorships in eligible degree-granting institutions across the country to attract and retain within Canadian higher education some of the worlds most accomplished and promising minds. Chairs are awarded to faculty who demonstrate research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences. They improve the nation's depth of knowledge and quality of life, and strengthen Canada's international competitiveness. CRCs help to train the next generation of highly skilled people through supervising student researchers, carrying out cutting-edge research, and coordinating the work of other researchers. SFU currently has 39 faculty holding Canada Research Chairs across its eight Faculties.

Over the past two years, SFU faculty earned 85 other awards for personal and professional achievement, ranging from the highest honour granted to a citizen of BC—the Order of British Columbia—to appointments to the Royal Society, a Canadian organization that recognizes excellence in learning, research and accomplishments in the arts, humanities and science. In keeping with its roots as Canada's "Radical Campus" during the Sixties, SFU annually offers the Sterling Award for Controversy.

Citation data on articles by SFU faculty come mainly from the science-related disciplines and do not accurately capture academic activity in the humanities. Though partial, these data are noteworthy and indicate that, among the articles included in the Citation Index database, the total number of citations given to publications by SFU faculty is substantial. In 2007 there were over 25,000 citations to SFU publications, which had grown to over 36,000 by 2009.[6]

Outcome 3.2
Programs evolve dynamically, constantly informed by cutting edge research

SFU offers a large number and great diversity of programs at the undergraduate and graduate levels. With over 370 undergraduate programs (e.g., baccalaureate, diploma, certificate) and more than 120 graduate programs, students may access a wide range of programs. SFU also offers a vibrant non-credit program to the broader community. The curriculum continues to evolve at the course and program level. Courses are frequently revised by instructors, and from 70 to 130 new courses and an average of eight new programs are approved each year.

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6   These figures refer to citations of materials published since 1981.

Academic units regularly review their curriculum. All eight Faculties report that unit-level curriculum reviews are conducted as part of the regular external review cycle and are done on schedule (every 7 years). (See Chapter 2 for the external review process.) These reviews provide timely and relevant data regarding the currency and relevance of course offerings and program design. A number of SFU programs hold external accreditation and conduct regular reviews as part of their discipline-specific accreditation processes. Many off-cycle reviews of curriculum are internally initiated to incorporate new faculty teaching and research interests into existing curricula, or because a department believes it worthwhile to refresh its programming and respond to student interests. From 2001 to 2006, SFU undertook a comprehensive review of undergraduate curriculum at the behest of Senate, resulting in the implementation of writing, quantitative and breadth requirements in order to complete any first baccalaureate degree at SFU.

SFU has guidelines for the establishment and discontinuation of programs (see the Education Resources section of Chapter 2). Courses not offered in a period of 6 semesters (2 years) are examined annually, and a number are deleted, ensuring a continuous cycle of review and renewal. As SFU moves closer to the 2011 implementation of its new web-based curriculum management system, course and program learning objectives will be systematically required, leading to the improvement of the University's ability to assess outcomes against objectives across its curriculum.

Outcome 3.3
SFU attracts diverse and academically well-prepared students, who become part of a vibrant community of learners

Demand for admission to SFU is strong, although it has fluctuated over the last decade in response to economic conditions, demographic changes and the elevation of several other BC post-secondary institutions to university status. In the last three years, competition by applicants for undergraduate admission has grown, while the number of students admitted has remained almost the same. Demand for graduate admission peaked in the last two years, as did admission numbers. Funded FTE targets are set by the Province (through AVED) each year for both graduate and undergraduate students in each university's "Letter of Expectation."

The ratio of students admitted to number of applicants indicates that SFU remains a top choice for prospective students. The high entering GPA for admitted students (currently B+ and above) suggests the large majority of students who come to SFU are academically competent and well prepared to engage in university-level learning.

Figure 4.11: Undergraduate admission demand
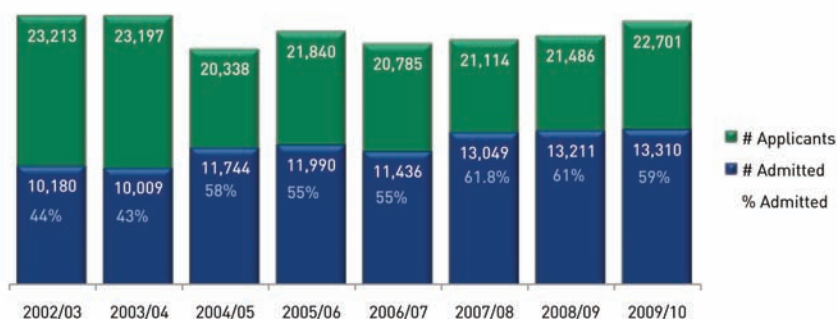
Figure 4.11a: Graduate Admission Demand
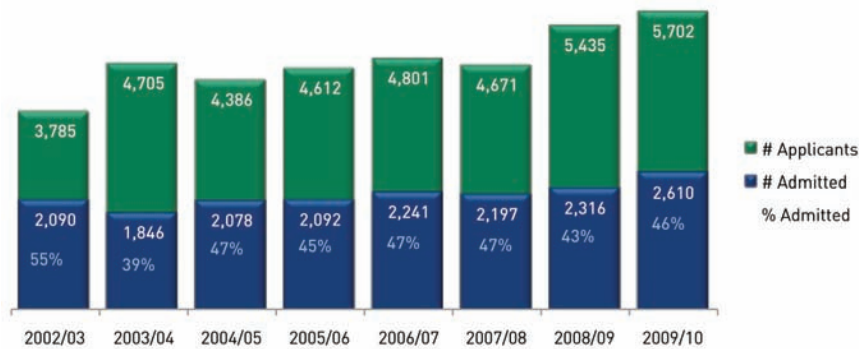
Student assessments of their education at SFU provide some indirect confirmation that students become part of a vibrant community of learners. Over 90% of those responding to the BGS indicate they are satisfied or very satisfied with the education received at SFU.

Figure 4.12: Student satisfaction with SFU education
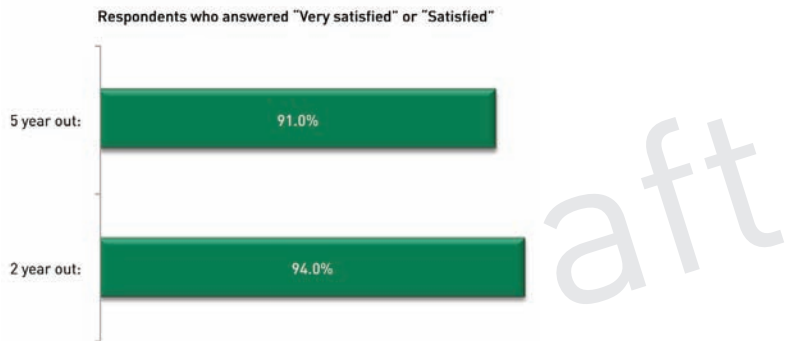
Source: BGS

When asked whether "given [your] experiences in [your program] would you select the same program again," four-fifths of respondents said yes.

Figure 4.13: Students who would take the same program again

Source: BGS

Finally, CUSC surveys of graduating students found that more than 80% of SFU graduates said their experience at SFU met or exceeded their expectations.

Figure 4.14: Students whose experience at SFU met or exceeded their expectations

Source: CUSC Surveys

The strength of faculty performance as evidenced in the number and prestige of major teaching and research awards suggests that SFU's faculty are recognized internally and externally for their achievement as teachers and researchers. The breadth and depth of SFU's undergraduate and graduate curriculum, and the evidence of its continuous renewal and refreshment, speak to the currency of SFU's academic offerings. Demand for admission demonstrates that the education offered by SFU is highly valued by aspiring students, nd student assessments of their academic experience at SFU indicate that the University achieves its objective of offering high-quality programs from a diverse set of disciplines across all Faculties.

Figure 4.15: Objective 3 summary results		Outstanding	Satisfactory	Needs improvement
Objective 3	Offer high-quality academic programs from a diverse set of disciplines across all Faculties		**X**	
Outcome 3.1	SFU attracts well-respected researchers and teachers to its faculty		X	
Outcome 3.2	Programs evolve dynamically, informed by cutting edge research	X		
Outcome 3.3	SFU attracts diverse and academically well-prepared students, who become part of a vibrant community of learners		X	

Summary of Core Theme Assessment: Teaching and Learning

In carrying out this assessment, three primary objectives were established, all of which are based on objectives established in the University's current Academic Plan. Objective 1, "students have academic opportunities to become informed, engaged global citizens," focuses on the degree to which SFU succeeds in providing rich opportunities to become globally aware and engaged. Objective 2 reflects the University's concern for excellence in teaching as an essential contributor to student learning. Objective 3 seeks to ensure program content and structures appropriately support the quality of learning and teaching to which SFU aspires.

Based on the available indicators, the assessors determined that the University's performance ranged from Satisfactory to Outstanding, depending on the outcome measured. Most students participate, before they graduate, in learning experiences beyond simply attending lectures in classrooms. Small tutorials are commonplace, writing-intensive courses are required, a substantial minority participate in co-operative education, and many also participate in various internships, practica, field schools and international exchanges. Survey responses by graduates strongly suggest that graduates believe their SFU education provided them with skills and knowledge pertinent to their subsequence employment.

Awards to faculty for teaching and research excellence, and student survey data on the quality of teaching they received at SFU, provide much of the data on which the assessors base their conclusion that teaching at SFU is outstanding. This assessment comes with several provisos. Measuring teaching performance is difficult: although the tenure and promotion process calls for evidence of teaching quality, the University does not centrally track individual teaching activity or quality assessment, and the extent to which evidence of teaching quality is used in promotion or merit decisions cannot be confirmed. Future assessments should consider whether it is worthwhile to develop a means to determine the degree to which assessments of teaching quality play a role in the tenure and promotion process.

The assessors also recommend that SFU begin to collect data and engage in continuous assessment on teaching and learning issues where it has not previously done so. Existing student surveys, for instance, should be revised to include questions that shift the response from tallying inputs and perceptions to begin assessing outcomes. Serious consideration should be given to expanding the groups surveyed to include faculty members and employers of SFU students and former students.

The state of SFU's curriculum appears strong. External reviews are conducted regularly as specified by policy. New programs are added in response to changing social and market needs, and existing programs are revised as disciplinary perspectives and standards evolve. The steady growth of demand for entry to SFU from domestic and international aspirants demonstrates the respect with which the University is held.

The assessors believe that external benchmarking against appropriate Canadian comparator institutions would be useful. For instance, benchmarks that establish the number of internal and external teaching awards at other universities would provide valuable perspective on SFU's awards.

Finally, the assessors believe that the greatest benefit of this assessment will be the improvement it will bring to future assessments.

Figure 4.16: Overall Core Theme summary ressults, Teaching and Learning		Outstanding	Satisfactory	Needs improvement
Objective 1	Students have academic opportunities to become informed, engaged global citizens		**X**	
Objective 2	Support and promote teaching excellence	**X**		
Objective 3	Offer high-quality academic programs from a diverse set of disciplines across all Faculties		**X**	

draft
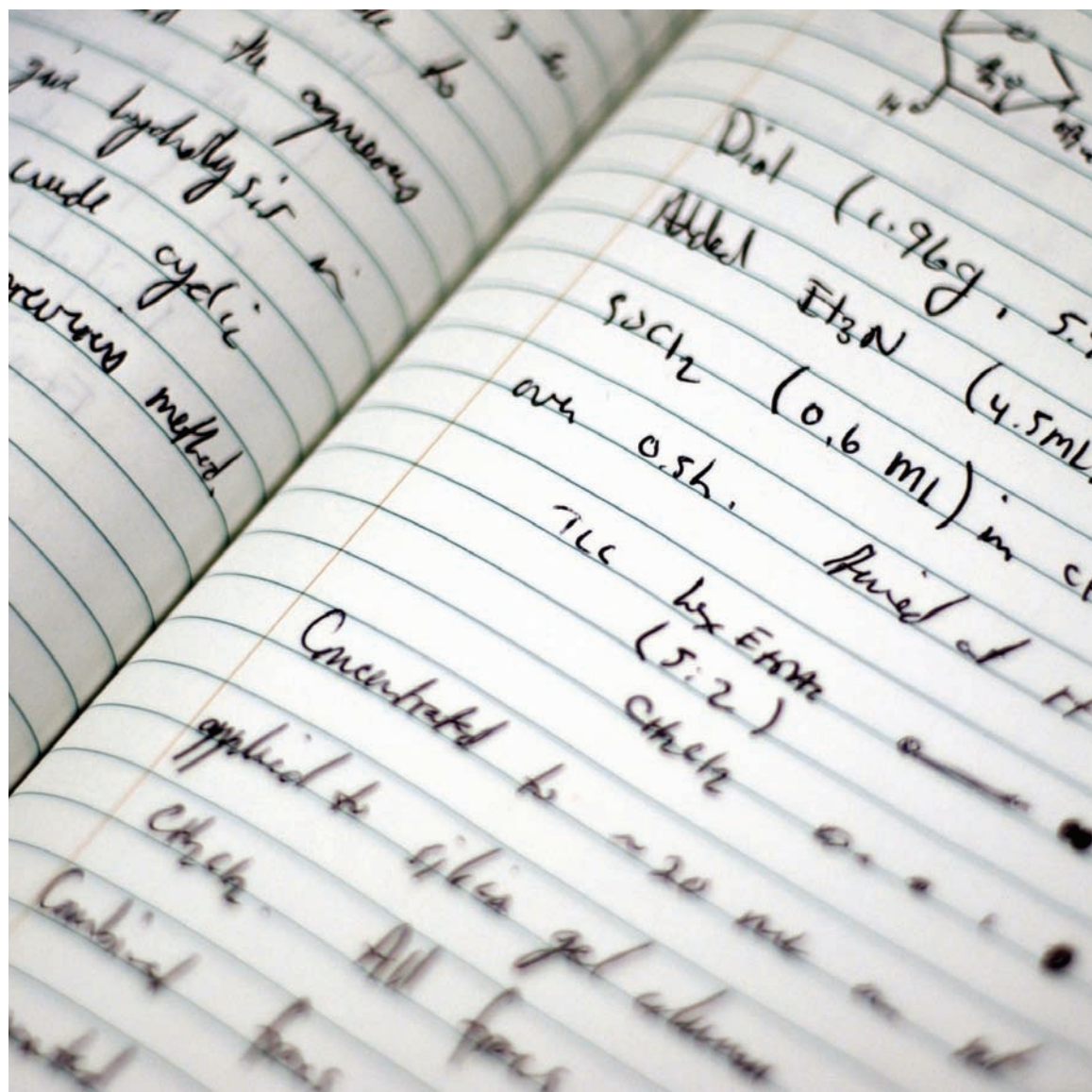
Research

Core Theme
Research

In its 46 years, SFU has earned an international reputation for its research strengths. It has been awarded more than 40 Canada Research Chairs in areas that complement its strategic research goals, including Tier 1 Chairs for outstanding researchers who are world leaders in their fields, and Tier 2 Chairs for exceptional emerging researchers with the potential to lead in their field.

SFU has 39 Royal Society of Canada Fellows, distinguished Canadian scholars selected by their peers for their outstanding contributions to the natural and social sciences, the arts and the humanities. It is an institutional goal to become the most research-intensive comprehensive university in Canada, able to compete effectively in defined areas with Canada's top tier institutions and internationally renowned for the excellence of the research it conducts.

As a research-intensive institution, SFU promotes and facilitates advanced research activity by its faculty. As a comprehensive university committed to both teaching and research, research is a major instructional activity that requires close work involving both graduate and undergraduate students in a wide variety of research settings. Within the University, knowledge generation and transfer occur most basically in the interactions between researchers and their students. Because students benefit significantly from direct exposure to, and participation in, research activity, SFU makes it an explicit goal to engage more undergraduate students in its diverse research activities.

As a core theme, research is typically inseparable from, and strengthens the success of, SFU's other core theme activities. Core theme objectives on which this assessment was carried out are based on objectives and indicators set out in the current Academic and Strategic Research Plans.

Core Theme Assessment

Objective 1
Increase the level and quality of research and promote
SFU's profile as a research-intensive university

Outcome 1.1
Establish a strong research infrastructure

This objective addresses the volume and quality of research undertaken and the dissemination of SFU research results.

The dollar value of investment and spending on research infrastructure is one way to measure the University's commitment to building research capacity. The total external funding SFU is able to attract to support its research infrastructure depends in part on the operating and granting cycles established by national granting programs. One of the largest of these, the Canada Foundation for Innovation (CFI) program, does not issue grants annually or on a regular cycle. SFU's success in attaining CFI grants has been creditable, ranging from six to eight million dollars annually for the academic years from 2007/08 to 2009/10. However, using such grants as a measure of yearly progress is problematic because these grants are not issued annually or on a regular cycle.

In contrast, the National Science and Engineering Research Council (NSERC) equipment grants are issued annually and offer a more reliable indicator. SFU's increased success rate measured in dollars attracted reflects the quality of its research programs and, to an extent, the institutional research environment. Funding attracted in NSERC equipment grants has increased by approximately 60% over the last two years and accounts for 1.4% of SFU's total research income for 2009/10.

Although much of SFU's research funding comes from external sources, the University devotes a significant portion of its operating budget to the support of research activities. One indicator of the University's commitment to research support is its total internal spending to maintain and support its animal care and library facilities. SFU demonstrates its ongoing commitment to its key research infrastructure by maintaining its support in the range of $9.4-10M annually, which represents 11-12% of its total research income despite the economic stressors to which all public institutions have been subject in recent years.

Figure 4.17: Total NSERC and CFI grants
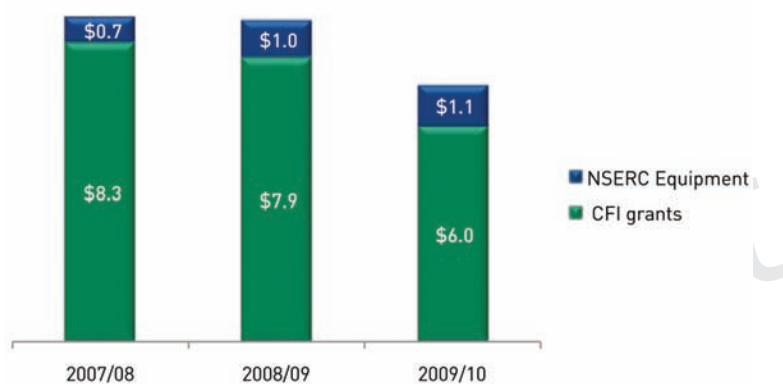
The level of research activities undertaken in University-sponsored research facilities is measured using central facilities such as the library and the animal care facility. Use of these facilities, as measured by cost recovery for animal care and library resource contracts, has more than doubled between 2007/08 and 2009/10, growing from $81,046 to $176,454, indicating that SFU's investment in the animal care facility and library collections is reaping dividends.

Figure 4.18: Total research infrastructure spending ($ in millions)

Outcome 1.2
Develop distinctive research programs

The quality of SFU's institutional research is measured using indicators based on research income, "research intensity" (research income per faculty member), and research impact as evidenced by publications and citations generated by SFU researchers. While variations will exist in total annual research income (see Table 4.15), it has increased overall by 8% since 2007/08, with research intensity remaining relatively constant over the same period. Publications and citations generated by SFU researchers have both increased since 2007/08. The number of publications increased from 1,307 to 1,661 in 2009/10 and, as described above in the section on Teaching and Learning, citations similarly increased from almost 26,000 to over 36,000.

Figure 4.19: Total research income ($millions)
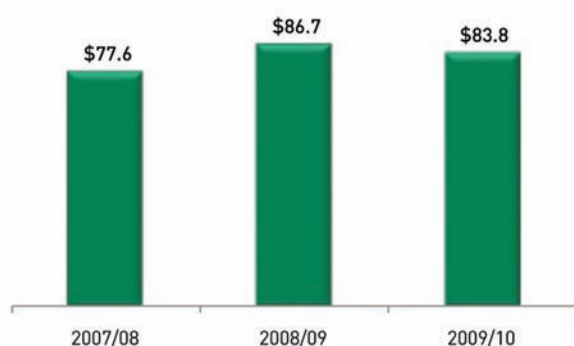
It is significant that the impact of research by SFU researchers measured using the number of publications and citations per year outpaces by a substantial margin the increase in research faculty. The increase in total research faculty between 2007/08 and 2009/10 was 7%, while the increase in publications was 27%.

Figure 4.20: Total research faculty
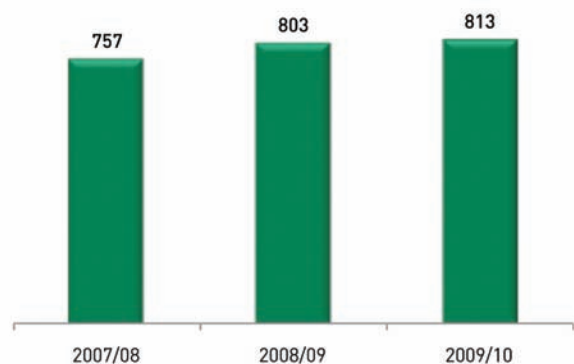
Outcome 1.3
Translate ideas into new and innovative ventures

The extent to which SFU contributes to "research and development" (as opposed to basic research) and its success and effectiveness in translating research findings and outcomes into practical applications can be assessed using strategic and corporate funding received, the number of new disclosures, and income from royalties. All indicators have increased since 2007/08: industry-focused and strategic research partnership income has grown by 45%; new disclosures have grown by 34%;

and royalty income has increased by 330%. The latter increased from $339,007 in 2007/08 to $1,458,973 in 2009/10.

Figure 4.21: Strategic and corporate funding, 2007–2010 ($millions)
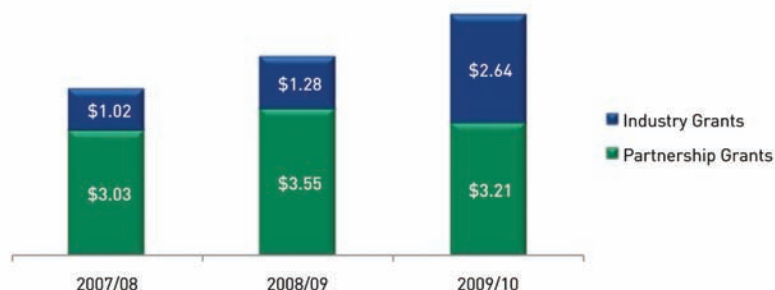
Based on the assessment indicators used within this framework and as illustrated above for all indicators in reference to objective 1, the overall assessment for the objective is illustrated below.

| Figure 4.22: Objective 1 summary results		Outstanding	Satisfactory	Needs improvement
Objective 1	Increase the level and quality of research and promote SFU's profile as a research-intensive university		X	
Outcome 1.1	Establish a strong research infrastructure		X	
Outcome 1.2	Develop distinctive research programs		X	
Outcome 1.3	Translate ideas into new and innovative ventures		X	

Objective 2
Incorporate research into teaching and learning

Outcome 2.1
Strengthen graduate student research

This objective provides a measure of the University's drive to expand the role of research activity within the broader curriculum by providing opportunities for undergraduate and graduate students to perform research.

In Canada, the "Tri-Councils" are the three major federal research-granting agencies: the National Science and Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC), and the Canadian Institutes for Health Research (CIHR). Research-focused graduate programs are those whose students are eligible for Tri-Council funding because their programs include research methods courses and require a "capstone," a thesis or a major project to complete.

The number of international graduate students studying at SFU provides a measure of the global recognition of the graduate and research training available at SFU. From 2007/08 the number of

international graduate students has increased by 20% (from 667 to 800). However, the Theme Team found that the University needs to refine its ability to develop and collect meaningful data to identify the number of post-doctoral fellows and visiting (graduate student) scholars at SFU. No data were available on this measure of the global recognition of SFU's research training.

The Research Core Theme Team identified as future goals the need to increase the relative number of graduate students engaged in research and to increase the financial support per student.

Measures of graduate student research, publications and presentations are needed to identify graduate student participation in research outputs. Data on the financial support provided to graduate students to attend and present at scientific meetings in relation to the scholarly output would be beneficial.

Dedicated funding for graduate research is used to measure the University's commitment to fund graduate students engaged in research activity. From 2007/08 to 2009/10, funding for graduate students has risen steadily and dramatically: by 8% (to $36.9M in 2008/09) and 16% (to $36.9M in 2009/10).

Outcome 2.2
Engage undergraduate students in research

In Canada, an "honours degree" typically requires that disciplinary content be covered in greater depth and breadth than the usual program major requirements. At SFU, most major programs require a minimum 120 credits to complete, while honours programs require at least 132 credits. Honours programs also require more credits in the upper division of the discipline, and completion of disciplinary courses specific to the honours designation. Among such courses are capstone courses and directed studies courses leading to an honours thesis.

The total number of undergraduate students enroled in research-focused directed studies courses and/or completing honours degrees is one measure of the degree to which the University integrates research activity into its undergraduate experience. Requirements to participate in statistics and research methods courses, research papers, and experiential learning all are means of embedding research activity in undergraduate coursework. The percentage of undergraduate students who enrol in research-focused courses has increased since 2007/08 relative to the number of undergraduate students, with no change in the absolute number of students completing an honours thesis.

Although research is embedded in many of SFU's undergraduate courses through internal debate, selected readings, journal articles, statistics and the writing of papers based on research, this kind of activity is very difficult to quantify. For this assessment, students were tracked and counted once if enroled in this limited subset of research courses (capstone, honours, directed studies). Students with multiple registrations in such courses were counted only once.

Figure 4.23: Undergraduate students in research courses
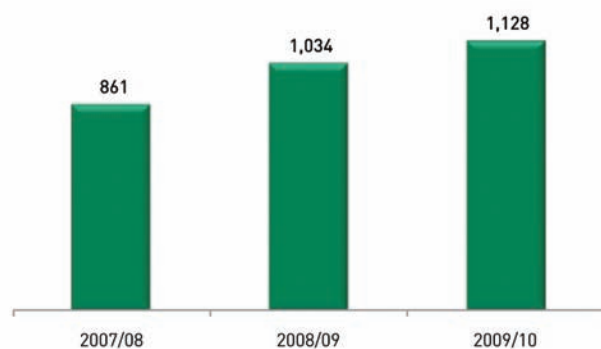
A pilot project funded by the Vice President, Research has been created to increase opportunities for undergraduate participation in research activities. It will provide 16 weeks of research training to undergraduate students in the sciences, the applied sciences, the social sciences and the humanities. Trainees will receive awards of $2250 or $4500 based on whether they are enroled in courses during the tenure of the award. Awards will be supplemented by an additional ¼ support from supervisors' grant funds. This program complements those for graduate students research support and increases research experience at an earlier stage of academic development.

In addition to those undergraduates who experience research through coursework, others are employed as research assistants through the NSERC Undergraduate Student Research Awards (USRA) program. The USRA program encourages undergraduate students to undertake graduate studies and pursue a research career in their fields by matching an undergraduate student with an NSERC grant-holder. The faculty member outlines a research project and how the student's work can contribute to it. Students employed through the USRA program work on the research project full-time for a minimum of 16 weeks. The student's salary is covered jointly by NSERC (3/4) and the faculty member's grant (1/4). The number of NSERC USRA holders averaged approximately 100 over the years from 2007/08 to 2009/10. Faculty members also hire undergraduates to work in their labs as research placements through the University's co-op education programs. From 2007/08 to 2009/10, undergraduate co-op research placements at SFU more than doubled, increasing from 33 to 77.

Although some undergraduates are benefitting from the USRA programs funded by NSERC and SFU, other data around undergraduate participation in meaningful research activity through coursework suggest that the University needs to do more to improve its performance in this targeted area, and that more accurate means of tracking that experience also are needed. As a result, Outcome 2.2 is assessed as "needs improvement."

Figure 4.24: Objective 2 summary results		Outstanding	Satisfactory	Needs improvement
Objective 2	**Incorporate research into teaching and learning**		**X**	
Outcome 2.1	Strengthen graduate student research		X	
Outcome 2.2	Engage undergraduates in research			X

Summary of Core Theme Assessment: Research

Overall research goals at the time of this assessment were, and remain, to improve the quality and quantity of research and to incorporate the research into our teaching and learning. Collectively, the data suggest that, as an organization, SFU is meeting the majority of its research goals. It is apparent that the University's research impact as measured using citations and research publication data is increasing, as are its industry partnerships and industrial innovations and royalty income. The number of graduate students pursuing a research degree is increasing relative to the rate of increase in overall graduate student numbers, and undergraduates are gaining research experience at an increasing rate. However, undergraduate participation in research-related coursework still appears to be relatively low and difficult to confirm.

While SFU has identified some reasonably good indicators to assess its research activities, those available to assess the extent to which research is embedded in its undergraduate teaching could be improved through detailed analysis of all undergraduate courses to see whether they integrate research into their curriculum and learning outcomes.

The University should examine why only a small subset of undergraduate students appear to gain substantial research experience through existing directed studies courses or honours theses, and through integrating research activity otherwise into the first three years of academic experience. Institutional targets should be established to ensure undergraduates in all areas benefit from meaningful exposure to research methods and activities. Strengthening the links between research and teaching through more work-integrated learning opportunities is an important objective.

During the assessment process several provisional long-term goals were identified by the Research Core Theme Team to be considered in the longer term:

- *to build research capacity;*
- *to maintain total internal spending on animal care and library collections; and*
- *to have utilization rates parallel internal support of the animal care facility and library collections.*

Figure 4.25: Overall Core Theme summary results, Research		Outstanding	Satisfactory	Needs improvement
Objective 1	Increase the level and quality of research and promote SFU's profile as a research-intensive university		X	
Objective 2	Incorporate research into teaching and learning		X	

Student Experience and Success

Core Theme
Student Experience and Success

At SFU the term "Student Experience" refers to the overall feelings a student has regarding their time at the institution. It encompasses the totality of students' experience of the University, including their sense of how the University values them; ultimately, a student's experience will define her or his enduring memories of the institution and whether these are positive. In this sense, Student Experience has clear implications for a number of critical institutional issues and outcomes, among which are student recruitment and retention, institutional reputation, and alumni support.

Recognizing that students' success is rooted in their collective experiences, and their success is of utmost importance to the entire institution, it would be challenging to uncouple experience from success. So, for the purposes of this assessment, these two concepts have been strategically entwined into a single theme: "Student Experience and Success."

For operational purposes SFU defines "Student Success" more narrowly as "academic success." Students succeed most fundamentally by learning, and by demonstrating their learning by meeting the academic standards set by their respective disciplines. Inevitably, the objectives set for the student experience and success core theme interweave with those for teaching and learning.

Results derived from student survey questions play a significant role in documenting the subjective experience of SFU students in their various engagements with the University's academic and co-curricular activities and its administrative processes. The evaluation of SFU's progress in improving student experience and student success is ongoing and reflects the dynamic nature of institutional planning in a constantly changing market.

Put briefly, Student Experience and Success at SFU is built on a foundation of an engaging student experience fostered by a supportive learning and living environment that contributes to a vibrant campus community.

Core Theme Assessment

Objective 1
Provide an engaging student experience

Outcome 1.1
Students develop global perspectives, critical thinking and transferable skills

By creating multiple opportunities for students to establish meaningful contact with their discipline, with each other, with their communities, and with the University, SFU provides students with opportunities to develop as individuals and citizens. Identifying strong indicators for the first two outcomes associated with this objective has, however, proven to be quite challenging. It is possible to see how many students participate in some of SFU's diverse pedagogical offerings, but it is more difficult to assess the influence of the programming on their development. The learning outcomes from these diverse opportunities need to be clearly identified and supported by specific curricula. A

commitment to provide students with an engaging university experience is, in essence, a commitment to continued institutional evolution.

Participation in co-op education is a significant contributor to experiential learning for many SFU students. Approximately 2400 students are placed in co-op jobs each year with another 2500 either preparing to seek co-op positions or actively seeking them. There remains significant room for growth in this area provided that the local economy can absorb more students.

Figure 4.26: Students applying to co-op, seeking a co-op placement or placed
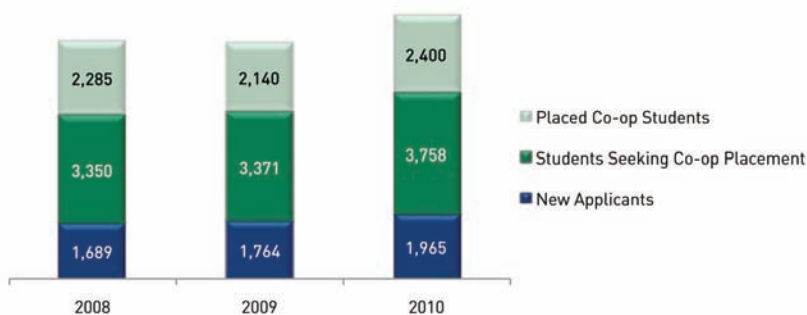
SFU's exemplar of focused interdisciplinary learning, the Semester in Dialogue program, is full at 145 students each year, and approximately 250 students annually exploit various study abroad opportunities. By the time students reach their fourth year (90 or more credits), 40% of students report having completed a practicum, internship, field experience, co-op placement or clinical assignment.

As indicated in the Teaching and Learning core theme assessment, SFU is just beginning to document the extent of experiential learning that occurs in its credit-bearing courses. Preliminary results suggest that opportunities for experiential education are substantial in some programs. The Undergraduate Student Survey (UGSS) sheds light on the value students associate with experiential learning opportunities: over 80% feel that they would be interested in participating in experiential learning programs that result in academic credit towards an SFU degree, with 55% saying they believe experiential learning programs are of sufficient value that, regardless of their credit value, they should be required for degree completion.

Figure 4.27: Student participation in diverse pedagogies
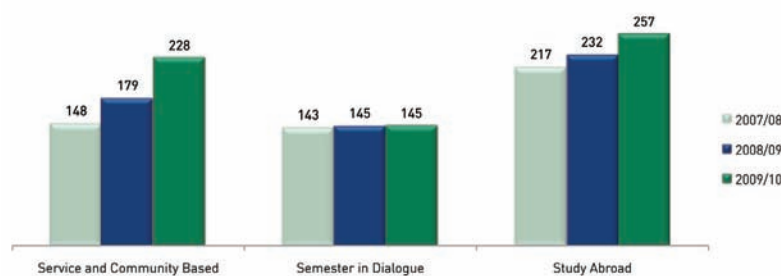
Figure 4.28: UGSS fall survey, question 18
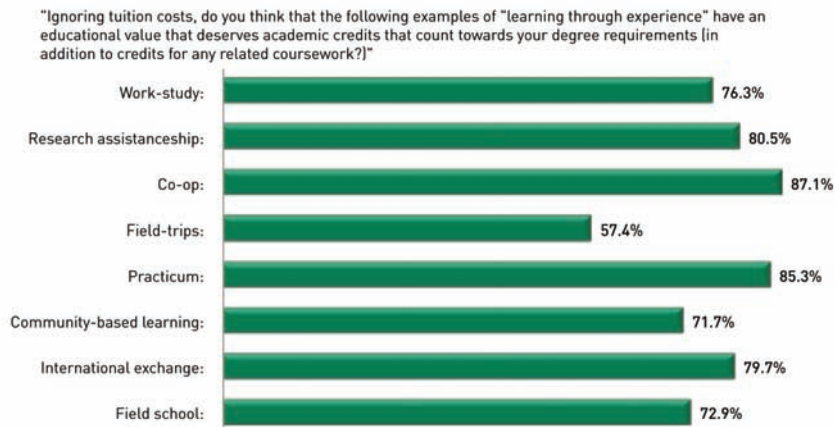
"Ignoring tuition costs, do you think that the following examples of "learning through experience" have an educational value that deserves academic credits that count towards your degree requirements (in addition to credits for any related coursework?)"

Work-study:	76.3%
Research assistanceship:	80.5%
Co-op:	87.1%
Field-trips:	57.4%
Practicum:	85.3%
Community-based learning:	71.7%
International exchange:	79.7%
Field school:	72.9%

Outcome 1.2
Students report gaining applied experience relevant to their academic study and personal/professional goals

A substantial test of the benefits and relevance of an education is how those educated experience its value as they engage with a wider world through work or advanced studies. Results from the BGS show that, two years after graduation, 81% of graduates believe that the knowledge, skills and abilities acquired at SFU are either very or somewhat useful to their day-to-day life.

Gaining experience in one's field while still at school prepares students for an effective and successful transition to full-time work following graduation. Among SFU graduates, 55.8% of those responding to the CUSC survey participated in various forms of work experience facilitated or offered by SFU, including co-op employment, work experience, practica, internships, or service learning activities. Among those who participated in these varied forms of experiential learning during their studies, exactly half felt these experiences contributed "very much" to their growth and development.

Outcome 1.3
Students progress to complete their identified credential

Although many of the indicators used in this assessment of student experience are subjective, student progress to degree completion is more easily and objectively quantified. The UGSS provides information on course availability and on the ability of students to understand and move effectively through their programs (navigable curriculum); the BGS sheds light on post–completion career and schooling choices; and data kept by the University's IRP measure issues related to success, retention and transition.

SFU has long identified "course accessibility" as an impediment to degree completion. For the past decade SFU has been working actively to improve course availability and reduce incidences of delayed degree completion. In 2003, a Task Force on Course Accessibility identified a number of systemic contributors to course accessibility, including insufficient classroom space, an artificially compressed scheduling day, the trimester system, overly extensive pre-requisite structures for some programs, and the unpredictability of undergraduate registration patterns. Many of these issues have since been

addressed. In 2005, for instance, a new course scheduling policy imposed some key efficiencies on the scheduling process.[7] Participation in a cohort tends to improve progress by offering students predictable access to required courses in a regular sequence and schedule. A number of first-year cohort programs are now offered at SFU's Surrey campus (i.e., BusOne, TechOne, Science Year One, SystemsOne and Explorations) and provide the benefits of small, integrated courses with guaranteed registration to those accepted.

Despite these efforts, 55% of those responding said their progress to degree completion was delayed by their inability to enrol in required or elective courses when they were ready to do so. Satisfaction with course availability decreases as course level increases: first year students report nearly 80% satisfaction level, but this decreases to under 60% by fourth year.

Some students choose to reduce their course loads and/or to take courses that do not specifically relate to their degree. For instance, students in the Beedie School of Business report the highest level of delayed completion (61%), but also note that their delays are caused by competition to enter the School's highly-touted co-op program. Since the co-op program is designed to provide work experience and enhance their educational experience, delays for Beedie students may provide an enhanced rather than delayed progress.

Figure 4.29: UGSS fall survey, question 14

How satisfied were you with your overall SFU experience with course availability?
(Percentage who responded Very/Somewhat Satisfied)

Although course accessibility and curriculum navigability remain challenges at SFU, the University places great emphasis on providing students with the tools they need to succeed as scholars in its programs. SFU practices a shared model of academic advising, with responsibility for undergraduates distributed among the Academic Advising and Student Success units of Student Services and individual academic departments. Student Services advises newly admitted and "exploratory" students in their first and second years (i.e., students who have not yet declared a major) and students in academic difficulty. Academic departments advise students already accepted into their programs (i.e., "declared" students) and undecided students with 70 or more credits accrued.

Student Services offers advising at all three campuses through a mix of individual sessions (drop-ins, appointments and instant messaging) and group workshops. Departmental advising is typically available at each department's home office. Academic advising at SFU is informed by two philosophies: developmental and intrusive. Advisors assist students with clarifying their life and career goals and developing educational plans to realize them. This approach requires an understanding that academic advising is a responsibility shared by the student and the advisor. At times, particularly with

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7   www.sfu.ca/policies/gazette/teaching/t30-01.html

"at–risk" students, a more proactive, "intrusive" approach is taken that involves initiating contact with a student who otherwise may not seek help before difficulties arise.

The presence of sound academic advising principles helps students define academic goals: in 2010, 72% of students at SFU had a declared major, up from 68.4% in 2007. Being able to help students navigate their progression at SFU may also help them succeed in their chosen programs.

A Degree Progress Report has been built into the Student Information System (SIMS) to allow students to audit their degree progress directly, or to review progress with an advisor. Students make ample use of these resources to navigate their programs: 79.4% of UGSS respondents say the academic calendar was "very" or "somewhat useful," as were advisors, instructional staff and various University websites.

Figure 4.30 UGSS fall survey, question 21

How useful are the following sources in helping you to plan your path through your program requirements?
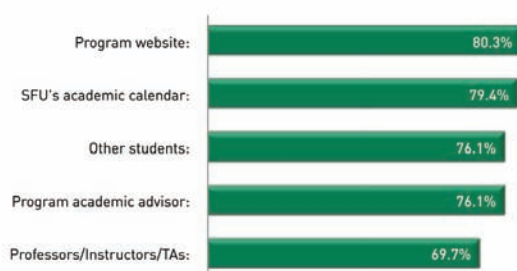
In 2010, retention rates from 1st to 2nd year were 82%, which represents a slight slip from 2007, when 86% of students successfully transitioned from first to second year. Completion rates have slowed very slightly over the last three years: a student entering directly from grade 12 will usually complete his or her program in 5.3 years, up from 5.2 in 2007. A transfer student will complete in 3.7 years, up from 3.4 three years ago. While this is not a large increase, it remains an area of strategic importance and concern.

Figure 4.31: Retention rates of students entering from BC12
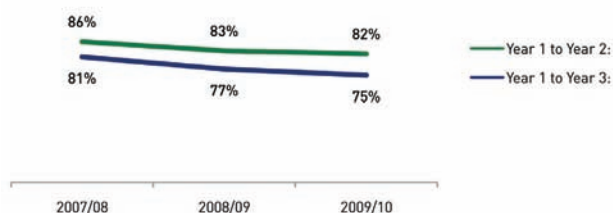
Outcome 1.4
Students effectively transition to degree-related employment or to further academic studies

Within two years of graduation, students have typically either found employment or proceeded to further study. BGS responses show that within two years of graduation 95% of respondents are either working at or have a paying job lined up. Of those, 67% say their main job is either "very" or "somewhat" related to the program from which they graduated. Although 33% of respondents believe their main job is not directly related to their studies at SFU, a large majority (83%) say the knowledge,

skills and abilities they acquired through their SFU studies are "very" or "somewhat useful" in their work. (For data five years out, see Teaching and Learning Outcome 1.3.)

The 2009 BGS results also show that 54% of respondents undertook further studies within two years of graduation, 25% at the Masters level. The primary reason given for continuing studies was for employment reasons (77%), with almost a quarter of respondents engaging in further studies to challenge themselves intellectually or pursue areas of personal interest (24%).

Objective 1 of Student Experience and Success is that SFU will "provide an engaging student experience." Outcome 1.1 echoes Objective 1 from the Teaching and Learning core theme in encouraging students to "develop global perspectives, critical thinking and transferrable skills." The University tries to achieve this in part by making available a number of different learning experiences that address different learning styles and environments. Participation in co-op, for instance, allows students to experience job requirements and workplaces, and to test beforehand their expectations and understandings of the skills and knowledge needed to prosper in discipline-related work. Interdisciplinary cohorts such as the Semester in Dialogue allow students to engage with a subject from multiple perspectives, and encourage them to see issues while learning about the processes by which issues are managed and, where possible, resolved. Overall, however, data measuring whether students develop the perspectives and skills identified in Outcome 1.1 are elusive. Because evidence for measuring progress toward this outcome is lacking, the assessment team has judged that improvement is required.

Timely student access to courses required to complete their programs, and to some elective courses, remain a challenge at SFU according to student surveys, and grows more difficult as students achieve the upper division of their programs. Although some students voluntarily delay their graduation to participate in field schools, domestic and international co-op opportunities and to work, others are stymied by the unavailability of the courses they require at the time they require them. The assessment team deems that the University needs to take steps to improve its performance around completion times. On the other hand, graduate surveys suggest that, once they complete their programs, SFU graduates are exemplary in their ability to find degree-related employment in a reasonable time. Data are currently unavailable for students progressing to advanced or other second degrees.

Figure 4.32: Objective 1 summary results		Outstanding	Satisfactory	Needs improvement
Objective 1	**Provide an engaging student experience**		**X**	
Outcome 1.1	Students develop global perspectives, critical thinking and transferable skills			X
Outcome 1.2	Students report gaining applied experience relevant to academic study and personal/ professional goals		X	
Outcome 1.3	Students progress to complete their identified credential			X
Outcome 1.4	Students effectively transition to degree related employment or to further academic studies	X		

Objective 2
Provide a supportive student learning and living environment

Outcome 2.1
Students experience a welcoming and diverse campus community

The diversity of SFU's student body mirrors that of BC's Lower Mainland and, on a larger canvas, reflects Canada's changing population. SFU's international student body has grown from 3461 in 2007 to 4718 in 2010, with students representing 126 countries (up from 114 in 2007). International students are welcomed by informal student groups, and are introduced to and oriented by staff and peer volunteers for the numerous specialized student services, advising and mentoring programs offered by SFU International as well as by services provided to all students through Student Central, Ulife, Arts Central and the Office of the Associate Vice President, Students.

Figure 4.33: International student enrolment
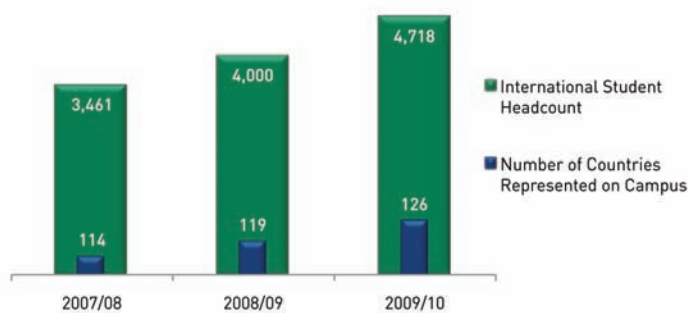
A stroll through any SFU campus will show that Canadian domestic students are as diverse as their international counterparts, and informal and programmatic supports also exist for them. Pre-arrival advising, residence-life and University orientation, wellness programs, Centre for Students with Disabilities, peer and professional tutoring, career services, leadership training programs, interfaith opportunities, the Office for Aboriginal Students and Ulife programming.

Back on Track, a program originally designed to assist students whose poor academic performance made them "Required to Withdraw" (RTW), has been extended to students On Academic Probation (OAP) in an effort to increase effectiveness through earlier intervention. Back on Track's success rate in improving the marginal performance of at risk students has demonstrated the value of the program to SFU and the students who were able, with the help of the program, to recover and remain in school. Many Faculties also provide retention-oriented activities (e.g., peer mentoring in the Faculty of Health Sciences), particularly to students in Year One, and have introduced problem-specific interventions where warranted (e.g., calculus support in the Faculty of Science).

Figure 4.34: Back on Track program
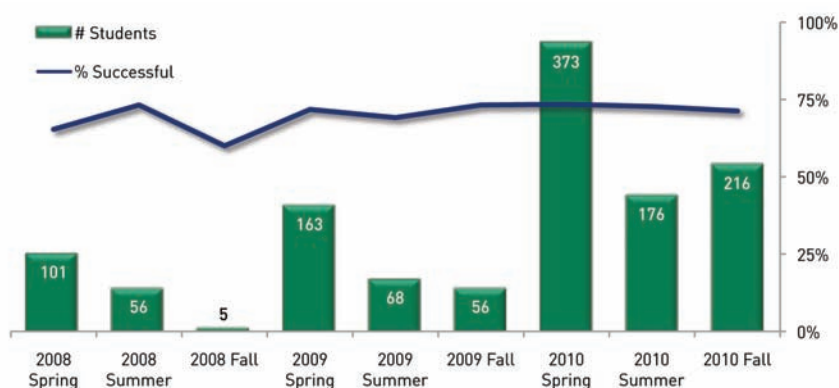
Outcome 2.2
Students access transparent and efficient administrative systems

Student feedback suggests that an area in need of improvement is how students access SFU's administrative systems; how SFU measures student access also is problematic. According to CUSC, 67% of respondents feel they are "part of this university," a positive if nebulous response. However, 60% of students responding to the same survey said they "got the run–around" when dealing with SFU's administrative services. This less-glowing response indicates a feeling of discontent with processes and administrative services, and suggests that the delivery of administrative services requires attention. Student responses also further suggest a need for more substantive indicators (or points of data collection) for this assertion, such as a standing question in SFU's annual UGS Survey of students that clearly addresses this issue.

Outcome 2.3
Students are provided supportive and healthy environments for study and community activities

Students appear reasonably satisfied with services that support their academic studies, but give mixed reviews to some other University services that may or may not directly relate to them—for example, food services, study space and computer lab space.

Food services on the Burnaby campus are well used, but not particularly well liked. In 2008, 89.9% of CUSC respondents reported using various food outlets on campus, but only 42% reported being "very satisfied" or "satisfied" with their experience.[8] Student responses reflect the difficulty of having a single food service provider attempt to meet the needs of both students in residence and commuting students (as well as faculty and staff). Residence food services must be ample, tasty, nutritious and available for long hours seven days a week; commuting students are looking for quick service, reliable quality and a variety of relatively inexpensive options.

To provide greater flexibility, the food service contractor for Burnaby campus is licensed to operate outlets of several popular Canadian food services, including Tim Horton's, White Spot and Subway, all of which are well-received by students. The Simon Fraser Student Society also operates several food services, and sub-leases space to several more external food service operators. Off-campus food options (at Burnaby) are accommodated in the UniverCity development and have provided some

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8   Data on satisfaction with food services was not collected in 2009.

much desired variety in food and price. Because SFU's Vancouver and Surrey campuses are located in the midst of urban commercial districts, students at those campuses are able to make use of many different food outlets.

Library and quiet study space are adequate, and robust wireless internet service is available throughout the campus. Parking pressure has eased since the introduction of the Universal Transit Pass (UPASS) and according to Translink, ridership is constantly growing and service to the Burnaby campus is the highest for any route in the Lower Mainland, with buses leaving every two minutes during peak hours from the Production Way/University Skytrain station.

Other services are more positively received, with most approved by the significant majority of respondents. Residence and student life programs were highly regarded, and recreational, athletic and computer facilities received very positive responses.

Figure 4.35: CUSC level of satisfaction (% Very Satisfied/Satisfied) with University services
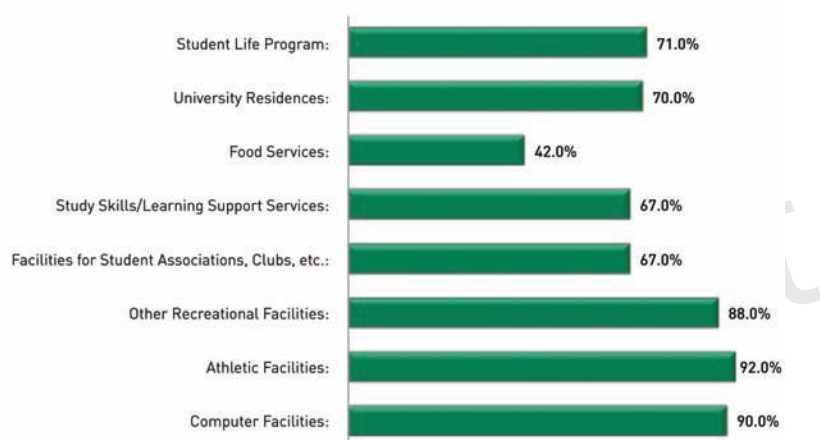
Objective 2 expresses the University's intention to provide an environment that supports student learning and life in mutually productive ways. Evidence supports the conclusion that SFU provides a supportive and inclusive environment for its diverse student body. Extensive orientations are held for new students, with targeted orientations also held for students with specific needs or interests (e.g., disabled, residence, or international students). Additional supports are provided for continuing students through ULife, as well as various leadership and other development programs. For students who find themselves struggling to succeed academically, the University created its Back on Track program, and various Faculty-specific mentorship programs have been developed at the disciplinary level.

Students also are provided with supportive and healthy environments. The Library provides ample study space and learning resources; Transit use at SFU is the highest in the Lower Mainland; and Residence and student life programs are highly regarded. Systems support is significant and well regarded. Student satisfaction with available food services remains modest, and a majority of students responding feel that they have, at one time or another, "got the run around" in their dealings with SFU's administrative systems. This last perception has resulted in an assessment that improvement is required to make those systems more transparent and efficient.

Figure 4.36: Objective 2 summary results		Outstanding	Satisfactory	Needs improvement
Objective 2	**Provide a supportive student learning and living environment**		**X**	
Outcome 2.1	Students experience a welcoming & diverse campus community		X	
Outcome 2.2	Students access transparent and efficient administrative systems			X
Outcome 2.3	Students are provided supportive and healthy environments for study and community engagement activities		X	

Objective 3
The University creates vibrant campus communities

Outcome 3.1
Students participate in multiple opportunities to engage in a vibrant campus life

Students have many opportunities to engage in extra-curricular activities at SFU. In 2009/10, the UGSS asked students "how likely are you to participate in each of these types of activities at SFU?" Responses ranged from a low of 32% who would attend athletic events to a high of 62% who would attend free lectures and speakers. SFU continues to seek ways to increase student interest in co-curricular activities.

Figure 4.37: UGSS percentage of respondents who answered "Very/Somewhat Likely" to attend or participate in the following types of activities

Activity	Percentage
Attend athletics games:	32.0%
Environmentally-focused clubs and events:	33.5%
Campus-wide events:	40.4%
Activities related to the arts:	44.1%
Recreational activities:	46.2%
On-campus parties, dances, etc.:	50.3%
Evening and late-night social events:	50.6%
Volunteer and service related activities:	55.8%
Student clubs based on common interests:	56.4%
Department activities:	59.0%
Free lectures and speakers:	62.1%

Recognition that much of what students learn at university is learned outside the classroom has led to the need to develop a means to record valuable non-academic experiences at SFU. Student Services is currently collecting data from a pilot testing of a new co-curricular record, "My Involvement," which is expected to provide excellent data about how students participate in campus life outside the classroom. Current records provide detail on students' involvement as peer educators, orientation

leaders, residence community advisors, LEAD and LEAD 2 participants and some Recreation positions. When implemented, "My Involvement" will ultimately record participation in Faculty initiatives and other SFU activities that foster personal development, leadership and civic engagement.

Outcome 3.2
Students and graduates contribute to the social and economic well-being of their communities

Community engagement by students and alumni is well reflected in SFU's Outstanding Alumni Awards. Since 1983, these awards have recognized achievement in Academic Achievement, Arts and Culture, Athletic Achievement, Public Service, Service to the Community, Professional Achievement and Service to the University.[9] Among recipients of SFU's outstanding alumni awards are distinguished artists, authors, filmmakers, researchers, community and thought leaders, current and former members of the provincial and federal governments, and several Olympic medallists. Recipients of the Award represent the breadth and depth of contributions made by SFU graduates to the well-being of their communities.

The Baccalaureate Graduate Survey shows that two years after graduation 95% of alumni had paid employment or had employment lined up. Across Canada, higher education leads to higher rates of income, better health for the graduates and their families, intergenerational financial security and other benefits that continue to positively affect the economic and social well being of communities within which graduates live and work.

Outcome 3.3
Students choose a lifelong relationship with SFU

Although SFU is only 46 years old, financial support from its 100,000-plus alumni has been consistently strong. In 2009/10, alumni pledged $1,045,888. This level of donations has been relatively stable in recent years, although the recession of 2008 significantly affected gifts for that year. In 2011, father and son Keith and Ryan Beedie donated over $22 million to SFU's Faculty of Business Administration, which was renamed "The Beedie School of Business" in acknowledgement of their generosity. When indicating the reason for their donation, both men cite their close relationship with SFU and Ryan, in particular, his academic and student experience.

Figure 4.38: Alumni support, 2007–2010
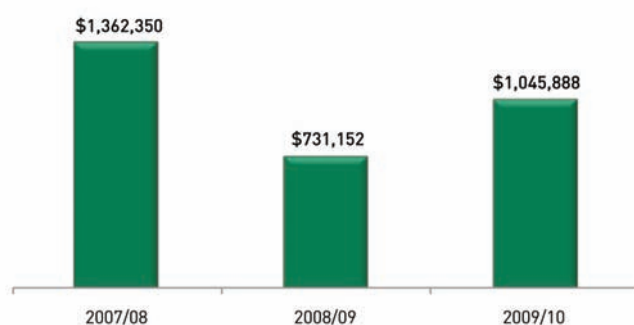
The assessors consider that the outcomes for Objective 3 are all being satisfactorily achieved by SFU. Students have numerous and wide-ranging opportunities to participate in campus life, whether

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9   www.sfu.ca/alumni/our_alumni/outstanding

through student clubs, recreational or athletic activities, volunteer and service activities, public lectures by internal and external senior scholars, and in other forms. SFU students and graduates contribute to their communities through active participation in community and cultural events and through the positive economic and social impact their presence brings to their communities. Alumni donations and participation in events sponsored by the Alumni Association demonstrate the awareness by SFU graduates of the role the University has played in their intellectual and financial growth. Overall, the assessors judged SFU's performance in creating a vibrant campus community to be satisfactory.

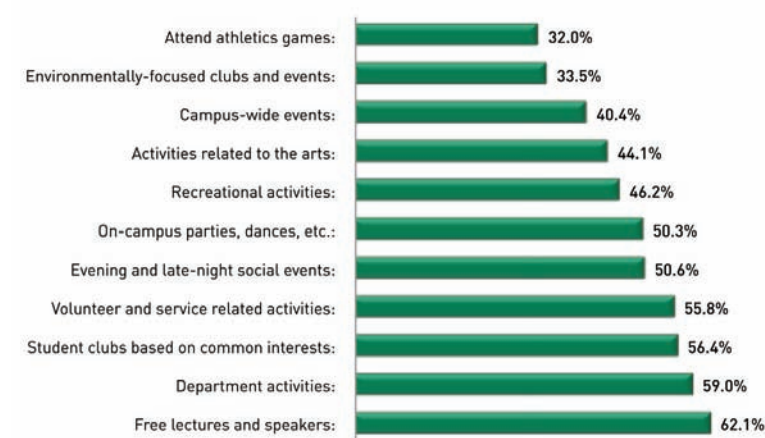| Figure 4.39: Objective 3 summary results		Outstanding	Satisfactory	Needs improvement
Objective 3	The University creates vibrant campus communities		**X**	
Outcome 3.1	Students participate in multiple opportunities to engage in a vibrant campus life		X	
Outcome 3.2	Students and graduates contribute to the social and economic well-being of their communities		X	
Outcome 3.3	Students choose a life-long relationship with SFU		X	

Summary of Core Theme Assessment: Student Experience and Success

SFU's overall performance in the Student Experience and Success core theme is satisfactory, although some important areas are in need of improved performance. Students take advantage of opportunities to participate in field schools, international exchanges, co-op work placements, and so on, sometimes deferring their graduation to do so.

At other times, students' progress to graduation is delayed because required and elective courses are not available when students want to, or must, take them. The assessors believe the University's performance should improve in this area. The Core Theme Team also decided it lacked sufficient data to determine whether students are developing a global perspective, critical thinking and transferable skills; the absence of meaningful data led the team to assess that improvement is needed.

Improvement in administrative systems and processes was also deemed to be necessary to address student perceptions that these are unduly complex and circuitous (the "run around"). Further work is needed to identify what systems and processes are problematic so focused action can be taken to address them.

The University performs well in providing students with a supportive learning and living environment. Programs and services to address virtually any student need are available, and substantial effort is expended to ensure that students are aware of them. Students in academic difficulty, for instance, are contacted and encouraged to participate in programs like Back on Track, and most of those participating recover academically. Faculties and disciplines also develop and support programs that assist students to succeed and prosper in their unique academic settings. One sign of the

University's general success in supporting its students is that alumni donate to support University activities.

Overall, the assessors judge that SFU is achieving its core theme objectives for Student Experience and Success. A significant benefit of this assessment process has been to identify areas in which data collection can be improved, or where objectives, outcomes and indicators can be better aligned. For instance, additional data measuring graduate students' experiences at SFU are needed. Some changes to student survey questions have also been identified, and SFU has begun working with NSSE to develop data more relevant to SFU's purposes.

Figure 4.40: Overall Core Theme summary results, Student Experience and Success		Outstanding	Satisfactory	Needs improvement
Objective 1	Provide an engaging student experience		X	
Objective 2	Provide a supportive student learning and living environment		X	
Objective 3	The University creates vibrant campus communities		X	

draft

Community and Citizenship

Core Theme
Community and Citizenship

Community engagement is a foundational value at SFU; the University's "Statement of Values and Commitments" invites communities to expect much of SFU, and promises reciprocal engagement with its communities in building a robust and ethical society. Nowhere is SFU's determination to engage its communities more evident than in its two urban campuses. Their establishment (Vancouver in 1989, Surrey in 2002) in BC's two largest city centres was a result of strategic decisions intended by SFU's leadership to keep the University close to the centres of BC's civic life.

The Vancouver Sun has called SFU the "intellectual heart of Vancouver," and the Surrey campus is an acknowledged anchor to that city's revitalized urban centre. In both cities, SFU works extensively with the municipalities, community development groups, not-for-profits, school boards, business associations and numerous other community members to continue and expand its contributions to the public good. In 2009, SFU's efforts were acknowledged with the Gold Award for public-sector leadership in education from Canada's Institute of Public Administration and Deloitte, which recognized SFU's pioneering moves to become firmly rooted in the communities beyond its original Burnaby Mountain campus.

Although SFU has always been a major and conscientious contributor to its communities, finding and implementing meaningful ways to measure the impact of its many activities is new. Extensive discussions were conducted to identify meaningful and measurable objectives and outcomes for these activities. At present, no systematic processes exist to collect information for many of the measures identified at the outset of this process. The University recognizes the need to develop more explicit and documented methods for assessing its outreach and engagement activities and to test whether they are conducted efficiently and fruitfully.

In conducting the assessment of community engagement and citizenship, a number of quantitative and qualitative indices were employed. Often, the results were suggestive rather than definitive, and numerous recommendations emerged for the improvement of measures for activities falling within this Core Theme. In many instances, the absence of identified internal thresholds or external benchmarks made the business of gauging success a significant challenge, and it is strongly recommended that future assessments identify suitable benchmarks and thresholds where possible. The assessment process itself can focus and promote awareness of community engagement and citizenship efforts in academic and administrative departments, and can encourage the collection of data and development of profiles related to these essential activities.

Core Theme Assessment

Objective 1
Engage and involve SFU's many communities

Outcome 1.1
Provide learning opportunities to diverse communities

Indicators identified to measure SFU's performance in providing learning opportunities to diverse communities include: enrolment in non-credit programs; attendance at public lectures; and enrolments by international, mature and Aboriginal students.

Although the vast majority of SFU's academic offerings are for-credit, the department of Continuing Studies has provided non-credit academic programming since 1971. In 2011, Continuing Studies was incorporated into the larger Lifelong Learning unit, which also offers specialized for-credit programming in conjunction with the other academic Faculties.

Non-credit programs and activities make the University's academic resources available to a much wider constituency and often are tailored to meet the needs or interests of specific community sectors, stakeholders and constituencies who might otherwise be unable to access them. These programs also encourage the University to broaden its contacts and widen its perspectives.

Based on the available data from a broad range of non-credit programs offered through Continuing Studies, non-credit programs continue to provide a growing number of community members with diverse offerings. It demonstrates SFU's successful effort to meet a wide variety of community needs that enrolments in most programs are steady, with some increasing significantly.

Figure 4.41: Enrolment in non-credit programs
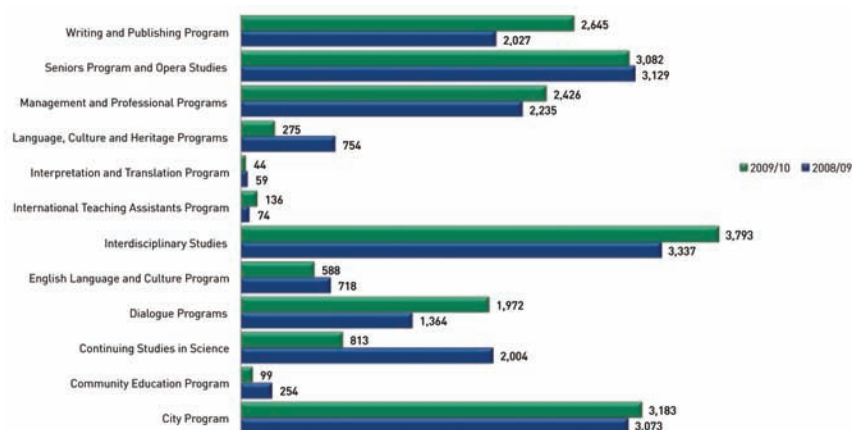
Through events such as public lectures, the community experiences some of the direct and tangible benefits of their investment in advanced education, which enhances public support for, and interest in, the University. Public events provide a broad stage on which to present the contributions of University faculty, students and staff while also creating a locus for the exchange of ideas among the University and its diverse and widely-spread communities.

An initial capture of public lectures in 2009/10 shows that a range of Faculties and departments organized 84 public lectures at SFU's three campuses. However, attendance at these events is

inconsistently monitored, and the degree to which an event is successful is typically a local decision based on data that are not broadly reported. Participation in community events should be a valuable indicator of the success of individual initiatives and offerings. One means to make the indicator more comprehensive and valuable may be to adapt Lifelong Learning's course management system to allow other programs to collect data through it on their own non-credit offerings (e.g., symposia, colloquia and other public events).

In the absence of recorded and available data on attendance for most University events, this indicator was limited to attendance at SFU's unique Philosophers' Cafés, which provide a useful if narrow measure of community demand for SFU events that engage the "life of the mind." Philosophers' Café is a series of informal public discussions on important issues of the day. The Cafés attract people of all ages and from all walks of life who share a passion for lifelong learning. Begun in 1998, the program has welcomed over 70,000 participants to over 1,100 cafés and other events at 90-plus venues in 10 BC towns and cities. Neighbourhood demand for Philosophers' Cafés resulted in a 35% growth in Café locations from 2009 to 2010.[10]

Figure 4.42: Offerings/participation in Philosophers' Cafés
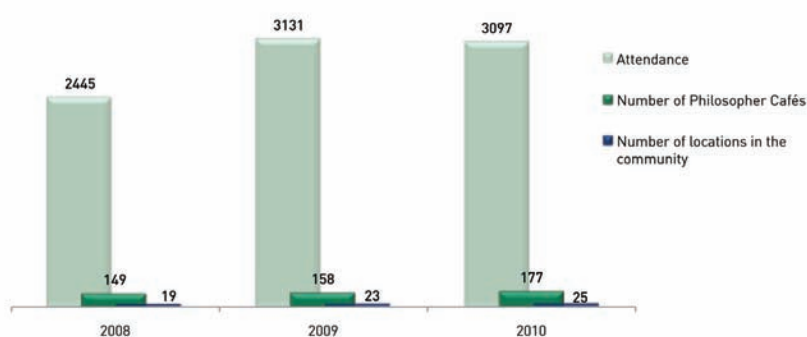
International enrolments reflect the institution's engagement with the demands of the global marketplace and the need to expose domestic students to opportunities to interact, engage and exchange views and information with their peers around the world. Enrolment of international students has increased by 36% from 2007/08 to 2009/10, confirming that such enrolments are succeeding beyond expectations.

Aboriginal enrolments have dropped in the past year, at least in part as a result of the closing of a small satellite campus in Kamloops, BC. Increased enrolment and academic success of Aboriginal students is an explicit target in the Academic Plan and the ongoing implementation of a recent First Nations Strategic Plan is expected to assist in achieving that increase. To this end, the Vice-President, Academic has funded the continuation of an Aboriginal Bridge Program to assist Aboriginal applicants with entry to SFU's degree programs.

International enrolments reflect the institution's engagement with the demands of the global marketplace and the need to expose domestic students to opportunities to interact, engage and exchange views and information with their peers around the world.

10   www.sfu.ca/philopherscafe/about.htm

This assessment confirms that international enrolments are succeeding beyond expectations; indeed rapid growth has resulted in over-enrolment by international students and created extraordinary pressure on SFU's instructional and support capacity.

The University also recognizes the need to provide educational opportunities to a maturing demographic, particularly students 25 years or older. BC's population is aging, so the traditional predominance of admissions from grade 12 is likely to slow. At the same time, there is a growing need for people to return in mid-career in pursuit of professional enhancement or other life goals.

Enrolment by students 25 and older remains steady and, given demographic shifts from BC's aging population, it should be considered whether greater emphasis should be placed on addressing the needs of this market.

Figure 4.43: Enrolment by diverse groups
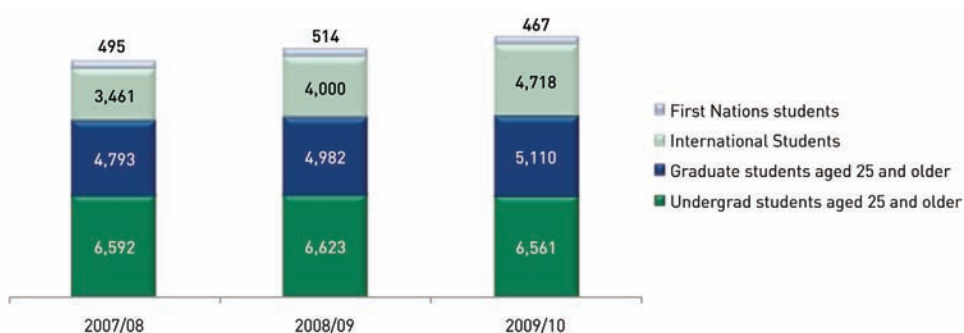
Results for Outcome 1.1 suggest that the University's performance is strong. Enrolments in non-credit programs remain generally vigorous. A host of community events are offered and, at Philosophers' Cafés—the one event where attendance is centrally tracked—attendance continues to rise and the number of individual events is increasing. Enrolments by diverse groups are very strong, although there has been a temporary dip in Aboriginal enrolments following the closure of the Kamloops campus. Measureable performance for Outcome 1.1 is considered satisfactory.

Outcome 1.2
Encourage community service and engagement

This outcome also proved challenging to assess in the absence of systematic data collection across the relevant programs. Both qualitative and quantitative data were used where they could be found. Formal community partnerships and relationships were identified where possible. Instances of community recognition were noted, and information was sought regarding such diverse activities as fundraising, attendance at athletic events and measures of alumni engagement such as fundraising and attendance at Alumni Association events.

Qualitative examples of community relationships, partnerships and activities were provided by Faculty deans and supplemented by searching SFU websites. The resulting picture shows a broad disciplinary involvement by the University in community activities that demonstrate institutional responsibility and leadership in many areas. For example, the Faculty of Arts and Social Sciences (FASS) sponsors hundreds of public lectures, including "The Bard Explained" (in association with Vancouver's Bard on the Beach theatre) and the Mirhady Annual Lecture in Iranian Culture. Psychology offers its annual "Psych in the City" lecture series and, as participants in SFU's Directory of Experts, faculty from

across the University play a prominent role in offering perspectives on issues and events to people in BC and across Canada.

SFU Faculties also carry out significant mentorship programs. The Beedie School of Business works with Vancouver's Board of Trade Leaders of Tomorrow program and the Top 100 Women in Business Summit. Education organizes the Friends of Simon tutoring program for students in local high schools, and the Your Education Matters TV series. Lifelong Learning is conducting a two-year Literacy Lives project to improve the literacy and life skills of adults in Vancouver's troubled Downtown Eastside.

These examples are offered simply to indicate the scope of community contributions made by SFU's academic units. More extensive lists of Faculty partnerships and activities appear in the Academic Unit Descriptions appended to this Report.

Enrolments in co-op, internships, practica, service-learning and other courses with domestic field experiences provide another measure of the extent to which SFU programs offer their students opportunities to participate in and contribute to community based activities. Performance here appears to be stable, with strength demonstrated through significant growth in co-op education and community-based service learning. These indicators, however, need to be clarified and refined to provide a more reliable index of this activity.

Figure 4.44: Enrolment in community-based and service learning courses, and in internships, 2007–2010
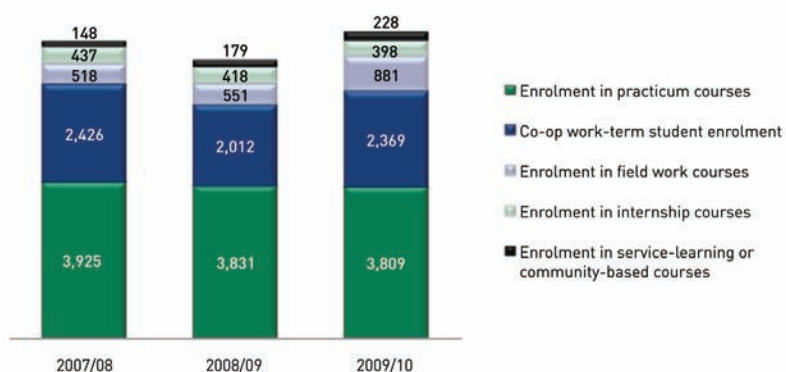
Financial donations to SFU by organizations and private individuals are another measure of how the public perceives SFU's relevance to their community. The impact of the recent recession had a significant and adverse impact on SFU's ability to raise donations across its donor communities, but a marked recovery was experienced in 2009/10, with improvement expected to continue.[11]

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11   Partial data for 2010/11 show that SFU will exceed 2007/08 figures.

Figure 4.45: Fundraising dollars by community (academic year)
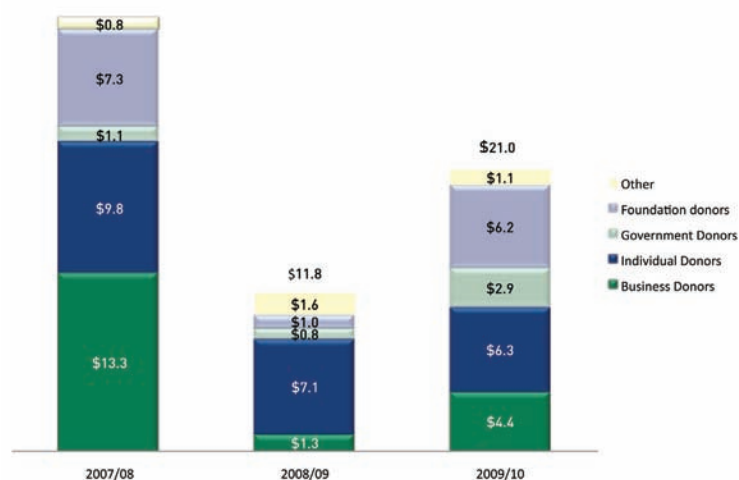
Source: University Advancement

Universities always hope the experience their alumni had as students will make them highly motivated proponents of their school once they graduate and find their financial feet. Attendance at SFU Alumni Association events is growing, as is the number of locations hosting such events. Although the dollar value of alumni donations declined in the 2009 calendar year (corresponding with a general economic decline), the number of alumni donating grew; both the number and dollar value of alumni donations rebounded significantly in 2010. Total alumni donations remain relatively steady. SFU is still a young institution, and it is expected that alumni donations will grow in number and dollar value as its alumni continue to mature in their careers and economic influence. It should be noted, however, that the culture of alumni giving in Canada is not as strong as in the USA.

Figure 4.46: Alumni events and fundraising

Alumni events (source: Alumni Association) and fundraising (source: Advancement)	2008	2009	2010
Number of alumni events	11	10	16
Attendance	759	810	1400
Dollars	$1,416,170	$845,128	$1,457,598
Number of donors	5070	5224	5868

The SFU summer camp program is well–established and reaches youth of all ages. For many participants, attendance at an SFU summer camp is the beginning of a long familiarity and relationship with SFU. Participation in athletic events and summer camps is consistent and should provide a useful measure of public engagement with SFU, and purchasing a ticket to watch an SFU athletic event is a good measure of how committed that interest is. It would be useful in future for Athletics to gather data on attendance and paid attendance at events in future.

Figure 4.47: Athletics events/summer camps participation

Participation in SFU athletic events and summer camps (Source: Athletics)	2008	2009	2010
Number of athletic events	99	87	78
Different types of camps offered	not available	45	49
Total number of summer camps offered	not available	390	364
Attendance at summer camps	not available	5423	5432

Overall performance for Outcome 1.2 is deemed to be satisfactory, although good quantitative data were hard to come by. Student activity within the community is broad and well developed, occurring through a range of different academic and work-related options. In common with institutions around the world, fundraising dropped significantly with the recession, but appears to be recovering, and some major donations have been made in the last year. Attendance at athletic and alumni events is growing, although neither of these activities tends to generate the intense interest in Canada that is common in the USA.

Taken as a whole, SFU's performance for Objective 1 is considered satisfactory, but much work is needed to produce better data and perhaps more incisive indicators.

Figure 4.48: Objective 1 summary results		Outstanding	Satisfactory	Needs improvement
Objective 1	**Engage and involve SFU's many communities**		**X**	
Outcome 1.1	Provide learning opportunities to diverse communities		X	
Outcome 1.2	Encourage community service and engagement		X	

Objective 2
Provide opportunities for international collaboration and partnerships

International collaboration and partnerships should involve students, faculty and staff, providing opportunities to expand their perspectives and experiences in the context of the increasing globalization of contemporary society. The assessment of progress here is based on international exchange opportunities available to students and the number of students choosing to participate in them. Exchange opportunities were measured using registrations in international co-op, outbound exchanges, international exchange courses and the number of countries participating in exchange agreements. For a measure of faculty and staff involvement in international collaboration, using the Thomson-Reuters InCites database, journal articles co-authored by SFU authors with international authors were counted. The results show a substantial and growing proportion of publications by SFU researchers are internationally co-authored.

Participation in an international exchange program represents a significant opportunity to become informed by experiencing and engaging with new people, ideas and values. It carries, however, significant financial and opportunity costs that may place it out of reach for many students. Students 25 or older, or younger students working to support their education, may be limited in their ability to

participate in such exchanges. It should be noted, too, that a high number of SFU students classified as "domestic" are recent immigrants and may not feel a strong need for international experience.

The available data on foreign exchanges show participation rates are growing despite the costs associated with attending other universities. The number of international co-op placements declined coincidentally with the recession and has remained stable since. Participation in international field schools was stable, as was the number of outbound students participating in international exchanges. In the absence of benchmark data from other institutions, it was difficult to assess how well SFU is doing when compared with similar institutions in Canada or elsewhere. This is one area where external benchmarks would greatly improve evaluation.

In 2009/10 SFU held field schools, had formal exchange agreements with other institutions, or had international co-op placements in the following countries: Argentina, Australia, Austria, Belgium, Brazil, Chile, China, China-Hong Kong, Czech Republic, Denmark, Ecuador, Egypt, England, Fiji, Finland, France, Germany, Ghana, Greece, Hungary, India, Iran, Ireland, Italy, Japan, Korea, South Mexico, Morocco, Netherlands, New Zealand, Norway, Philippines, Poland, Russia, Scotland, Singapore, South Africa, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, United Arab Emirates, and the USA. Study abroad options are available in more than 50 countries.

In future it would also be useful to measure student involvement in international research projects as an indicator of international collaboration.

Figure 4.49: Offerings/enrolment for international exchange

Offerings and enrolment for international exchange (source: SFU International)	2007/08	2008/09	2009/10
Enrolment in identified foreign exchange courses (FEP)	202	232	257
Percentage of student enrolment this represents	0.11%	0.12%	0.12%
Number of International co-op placements	117	108	108
Number of international field school students outbound	117	116	113
Number of outbound student semesters for international exchange	244	243	245

Published articles with international co-authors show that faculty involvement with the international community is growing.[12] SFU does not now have a systematic way to document involvement in international research projects; if this indicator is to be used again, it would be improved by having access to a central inventory of active institutional agreements with international organizations. Access to aggregate data from the University's CV databank also could make this a more useful indicator.

Figure 4.50: Journal co-authorship

Journal co-authorship (source: IRP – Thomson Reuters InCites database)	2007/08	2008/09	2009/10
Number of SFU articles with an International co-author	515	595	713
Total number of SFU articles	1,450	1,500	1,624
Percentage of internationally co-authored articles	35.52%	39.67%	43.90%

Providing opportunities for students, faculty and staff to participate in international activities and to be exposed to other perspectives is of great benefit individually and to the communities within

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12   The figure provided by Thompson Reuters InCites does not capture all published work.

which those people belong. The ability to understand and prosper within a global community is a cornerstone of modern higher education, and "internationalization" has been an important value at SFU for years. Despite this, the number of participants in the international opportunities SFU provides remains relatively low. External benchmarking would make it clearer whether SFU's participation rates are low relative to its own expectations or, more importantly, to similar institutions. Because of this, it is assessed that improvement is needed to achieve Outcome.2.1.

Academic collaboration with international partners is growing at SFU, and may be even stronger than indicated. Access to more evidence would be helpful if this indicator is to be used again. Progress toward achieving Outcome 2.2 is satisfactory.

Overall, SFU's performance for Objective 2 is considered to be satisfactory. The University should consider whether participation in international student exchanges and related programs is of sufficient importance to facilitate through additional funding in the form of subsidies, grants or other means of offsetting the costs.

Figure 4.51: Objective 2 summary results		Outstanding	Satisfactory	Needs improvement
Objective 2	**Provide opportunities for international collaboration and partnerships**		**X**	
Outcome 2.1	Students participate in international exchange opportunities and field schools			X
Outcome 2.2	Faculty jointly publish articles with international partners		X	

Objective 3
Mobilize resources and expertise that reflect regional, national and global interests and address concerns

Outcome 3.1
SFU's research, teaching and service strengths and impacts are widely communicated and employed

One of the primary means for a post-secondary institution to extend its resources into its surrounding communities is to disseminate widely new information and perspectives. It can do this through media releases and "tips," where the incidence of "take-up" by media outlets serves as a measure of public interest. Access to information through other electronic media via web traffic to University sites and social media channels also provide a useful measure of public impact and interest. Media releases and media tips have grown over the course of the past three years. Social media activity is modest, but SFU is only in its first year of tracking this activity.

Figure 4.52: Media coverage

Number of news releases and media tips; Twitter and Facebook data; and print media coverage of SFU (source: PAMR)	2008	2009	2010
Number of media releases	223	222	253
Number of media tips	108	115	146
Number of people following SFU Twitter	32	1500	3661
Facebook average number of daily active users	not available	not available	117
Facebook average number of weekly active users	not available	not available	427
Facebook average number of monthly active users	not available	not available	1114
Print media coverage of SFU / SFU stories in print media	8506	5701	5607

SFU systematically documents coverage of SFU activities by non–SFU print media, which shows a decline in recent years, but a strong media presence (with more than 5000 print stories). The decline in print stories is traceable to an overall decline in print media, which took hold in 2009 as advertising revenue also dropped, leading to a general decline in the amount of space available to print any kind of stories, including those about SFU's activities. It would be useful to track coverage in other media, including broadcast media, and to determine whether sufficient information is available to benchmark these data against other institutions.

As noted in Chapter 2, SFU's Internet use is sufficiently extensive that it ranked 2nd among universities in Canada, 31st in North America, and 37th worldwide in the 2011 Webometrics Ranking of World Universities.[13]

Figure 4.53: Website traffic

SFU website traffic (source: PAMR)	2008	2009	2010
Number of visits to SFU website	10,714,868	11,815,610	12,009,292
Number of unique visitors	2,898,306	3,299,230	3,528,562
Percentage of new visits	26.16%	27.00%	28.33%
Number of page views	14,998,301	16,269,766	17,995,585
Average number of pages/visit	1.4	1.38	1.5
Average time spent on site (minutes:seconds)	2:02	2:05	2:21
Percentage of visitors from outside of Canada	8.25%	8.00%	9.20%

Excellent evidence of SFU's impact on the surrounding communities comes from a data collection service contracted by SFU's Public Affairs and Media Relations (PAMR) department to track media references to SFU. These are distributed weekly and are posted on PAMR's website.[14] References are too many and diverse to tabulate, but a review of media citations of SFU-based experts reflects both the breadth and depth of SFU's success in serving as a public resource for important information on issues of current importance and interest.

Taken overall, there is ample evidence that SFU is a major resource of academic expertise and information to its surrounding communities. Faculty, students and staff are common contributors to local, regional and national media, providing expert opinion and analysis on subjects of popular interest. SFU's web presence is disproportionate to its size, and visits to its website are growing rapidly. In view of this evidence, SFU's performance is assessed as outstanding in achieving Outcome 3.1.

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13   www.webometrics.info/details.asp?univ=sfu.ca

14   www.sfu.ca/sfunews/people.html

Outcome 3.2
The importance of sustainability values and achieving sustainability goals is communicated to, and understood by, the SFU community

Climate change is an established fact, and post-secondary institutions have an obligation to provide public leadership in determining and communicating how its effects can be mitigated and in preparing to adapt to it. SFU signed the Talloires Declaration in 1990,[15] and approved a policy announcing its intention to be an institutional leader in environmental, economic and social sustainability in 2008.

To assess its performance in the area of sustainability, indicators were chosen to test its public profile on the subject as evidenced by sustainability-related media stories. Community engagement is measured by reviewing student, faculty and staff involvement in University-sponsored initiatives, curricular offerings in academic areas related to sustainability, and student-led activities broadly related to "citizenship."

Media stories on SFU's efforts to become a more sustainable institution, and faculty, staff and student involvement in sustainability initiatives are both useful indicators of the University's activities in this area of strategic importance. PAMR only began tracking SFU sustainability stories in 2011, but this discovered an average of one story per day, suggesting that SFU's public presence in this area is becoming more noticeable and should have growing impact.

In 2008, led by the Sustainability Advisory Committee,[16] SFU created the Sustainability Ambassadors program. Ambassadors are staff and faculty volunteers with a personal interest in learning more about advancing environmental values at SFU and beyond. Ambassadors undertake two major campaigns each year directed at "greening" the day-to-day performance within their workplace. Ideally, they also take the skills and information they acquire as Ambassadors into other communities, providing a widening sphere of influence where behavioural change can be affected. Other structured programs include the formation of departmental "Green Teams," the Green Labs program, and the hosting of annual events such as the fall Sustainability Festival.

The student and alumni group Sustainable SFU was formed to facilitate SFU's transition into a model sustainable institution, and was instrumental in the creation of the University's Sustainability Advisory Committee in 2004. Sustainable SFU is funded through a fee approved by student referendum in 2010. Members conduct research, offer resources and collaborate with SFU community members on sustainability-related projects. A major initiative is the creation of a new student-based sustainability ambassador program, to produce influential student sustainability educators and advocates in Faculties, clubs and other student organizations.

SFU is a charter member of the American Association of Sustainability in Higher Education (AASHE), and has earned a Silver designation in its 2011 assessment of activities ranging from human resources practices to carbon emissions reduction. The Burnaby campus has 29 buildings with Building Operators and Managers Assocation (BOMA) Go Green ratings. SFU also earned BC Hydro's 2010 BC Hydro Power Smart Leader award for excellence for its long and continuing work

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15   www.ulsf.org/programs_talloires.html

16   Annual reports by the Sustainability Advisory Committee cover a broad range of activities and initiatives and are available on the SAC website: www.sfu.ca/sustainability/sac .

on energy conservation. In spring of 2011, the need for a comprehensive Sustainability Plan covering the University's diverse activities was added to the University Planning Framework.

Figure 4.54: Sustainability activity

SFU sustainability media stories, and faculty, staff and student involvement (source: Sustainability Advisory Committee)	2008	2009	2010
Number of SFU sustainability stories in the media	not available	not available	378
Number of departments with Sustainability Ambassadors and/or Green Teams	not available	not available	50
Number of students in a Sustainability Educators program	not available	not available	70

Substantive and definitive information on curricular offerings and enrolments in courses that focus on environmental, sustainability and citizenship matters was also sought. Although it was possible to identify numerous disciplines, departments, courses and related enrolments that touch on environmental issues, those data emerged as suggestive rather than definitive. Findings were taken from a survey of the University Calendar. Important work is being conducted through an academic collaboration sponsored by SAC and the Faculty of Environment has developed a draft definition to be used to identify appropriate "Sustainability" courses, and a preliminary inventory based on that definition is underway. It is believed that SFU is taking a more rigorous approach to defining and counting "sustainability-related" academic work and that this will ultimately be a more meaningful indicator of the academic contribution being made to this critical area of knowledge.

Figure 4.55: Sustainability and citizenship education

Enrolment for courses involving environment, sustainability and citizenship (source: IRP)	2008 fiscal year	2009 fiscal year	2010 fiscal year
Enrolment in courses on issues of sustainability or citizenship	1,294	1,363	1,443
Percentage of total course enrolment that this represents	0.68%	0.69%	0.68%
Number of courses this represents	27	25	29
Number of departments this represents	14	14	16
Enrolment in courses on environment	2,443	2,618	2,717
Percentage of total course enrolment that this represents	1.29%	1.32%	1.28%
Number of courses this represents	69	69	69
Number of departments this represents	16	17	16

SFU's performance in achieving Outcome 2.2 is judged to be satisfactory. The importance of University-based expertise in providing insight around issues of community interest and concern is outstanding. Significant progress is being made in addressing sustainability on SFU's campuses and in bringing awareness of the importance of behavior change to members of the SFU community. As a result, SFU's progress toward achieving Objective 3 is deemed satisfactory.

Figure 4.56: Objective 3 summary results		Outstanding	Satisfactory	Needs improvement
Objective 3	**Mobilize resources and expertise that reflect regional, national and global interests and address concerns**		**X**	
Outcome 3.1	SFU's research, teaching and service strengths and impacts are widely communicated and employed	X		
Outcome 3.2	The importance of sustainability values and achieving sustainability goals is communicated to and understood by SFU's communities		X	

Summary of Core Theme Assessment: Community and Citizenship

The objectives and indicators used to assess SFU's community and citizenship efforts provide a useful baseline of data for future, more sophisticated assessments. The assessment demonstrates SFU's strong commitment to provide a broad range of learning opportunities to diverse communities through both credit and non–credit offerings.

SFU faculty, staff and students are clearly involved with community and there are many examples of reciprocal community engagement at all levels of the institution. However, the assessment of success in achieving objectives and outcomes relies ultimately on the strength of the data available through the chosen indicators. It became clear during the assessment process that more formal support is needed to identify indicators that correlate strongly with the objectives and to ensure the data for those indicators are now collected or to initiate its collection.

SFU is recognized in the community for its engagement efforts and these efforts could be more widely recognized and celebrated. Many SFU courses and programs provide opportunities to participate in a practicum or co–op component. Fundraising efforts are successful and represent active support from community groups, businesses, foundations, government, estate donors, SFU employee donors and alumni.

Faculty are obviously involved in international research activities and partnerships, but the systematic documentation of this valuable activity is not collected or documented except in counts of publications. Student involvement in international opportunities can be limited by student resources; if "the international experience" is to succeed as intended, the University may need to identify some financial supports for interested students. Documentation of the international experience is again an issue here. Perhaps the new "My Involvement" discussed in the Student Experience and Success core theme will augment the documentation available for participation in these activities. Support and documentation for student involvement in international research projects that do not require travel may also be of value.

The University's media presence is sophisticated and SFU "experts" are in continual and high demand. SFU's internet profile is exceptional and growing. SFU's activities in the area of sustainability

and citizenship appear to be increasingly fruitful and able to demonstrate its institutional commitment to leadership in the area of climate change and sustainability.

In general, the absence of identified thresholds and benchmarks made the assessment process for this Core Theme more complicated and the results less rigorous than they could be. Much of SFU's activity around this Core Theme involves individual faculty and staff, and the scarcity of centralized records that compile and aggregate reportable information about these activities made the assessment difficult. Despite these challenges, there is sufficient quantitative and qualitative information to carry out a first assessment, and one result of that assessment is the conclusion that SFU's performance in most areas is at least satisfactory.

Academic and administrative departments were very helpful in their efforts to provide data. However, improved processes for data collection are required. Without some central resource tasked with collecting and reporting on community and citizenship matters for the institution, it will continue to be difficult to conduct more detailed and comprehensive assessments for this Core Theme.

Figure 4.57: Overall Core Theme summary results, Community and Citizenship		Outstanding	Satisfactory	Needs improvement
Objective 1	Engage and involve SFU's many communities		X	
Objective 2	Provide opportunities for international collaboration and partnerships		X	
Objective 3	Mobilize resources and expertise that reflect regional, national and global concerns		X	

Summary Discussion of
Key Theme Team Recommendations for Future Assessments

This assessment process has presented many important and valuable lessons for SFU to consider in preparing its future plans and deciding how it can measure and demonstrate its accomplishments.

The introduction to this chapter assessing SFU's core theme performance noted that the University has a wealth of data about its own performance. Matching existing data sets against the objectives, outcomes and indicators identified for this inaugural assessment, however, presented a challenge for the Core Theme Teams that worked on the project. This was the case where indicators were supplied by existing plans, as well as where new indicators were identified to augment existing ones.

Objectives and indicators taken from plans that pre-existed the accreditation exercise (e.g., the Academic Plan) often proved difficult to adapt for this large-scale assessment. At SFU, many planning goals focus on targeted areas chosen for special attention. Much of the University's ongoing activities and day-to-day business are not addressed in major plans because these are monitored by normal, well-established processes, which allow plans to focus on areas of significant changes and new strategic importance.

For instance, the Academic Plan calls for an increase of 10% in enrolments of Aboriginal/First Nations students by 2013. This target is consistent with Provincial goals, and activity is reported to the Province in the University's annual Institutional Accountability Plan and Report. Although growing Aboriginal enrolment is important for all concerned—SFU, governments, and especially Aboriginal students and communities—at approximately 1.7% of SFU's student body, Aboriginal enrolment represents a small aspect of activity on which to focus an institutional assessment. Measuring the University's success in fulfilling its mission and achieving its core theme objectives could be enhanced by setting some objectives on more comprehensive institutional activities.

Broad participatory planning exercises are a hallmark of inclusive academic decision-making at SFU. However, they may serve to multiply the objectives identified as an outcome of such exercises. The resulting objectives often become open-ended, expressed as simple increases or decreases (e.g., increase the number of field schools; decrease the number of course-full turn-aways). Identifying targets, thresholds or external benchmarks for important goals adds weight to the assessments, and may improve performance by establishing an explicit expectation of accountability to achieve them. It may also be useful to reduce the number of objectives set in future plans, and/or to establish clear priorities among them.

Future assessment processes would benefit from bringing more participants into the process. In this iteration, Core Theme Teams originally constituted to help implement Academic Plan objectives were later tasked with carrying out the accreditation assessments. This was a necessary efficiency given the relatively short timeline in which the assessment had to be carried out. The schedule of future assessments is now known, and the University better understands the effort required to perform them.

UniverCity

community

sustainability

A new home

UniverCity on Burnaby Mountain was conceived and developed as a compact, mixed-use and transit-oriented residential community founded on Four Cornerstones of Sustainability: Environment, Equity, Economy and Education.

The SFU Community Trust is charged with creating a complete community with a range of housing, shops, services, amenities, schools and parks, all on land adjacent to the campus and connected by an extensive network of pedestrian paths and bike trails. UniverCity is currently home to around 3,000 residents and will accommodate more than 10,000 when complete. Almost 40% of residents have some association with the University, mostly as students—market rentals are an alternative to student residences for those who wish to live on campus. Around 20% of the residents are faculty or staff.

A new way of thinking

To meet sustainability and affordability goals, the Trust has implemented market-oriented green building requirements, Canada's first community transit pass program, an award-winning stormwater management system, while achieving LEED Gold certification through energy-efficient construction, improved air quality and water conservation measures.

The Trust is also exploring with Translink the feasibility of building an urban transit gondola from the Skytrain system at the bottom of Burnaby Mountain up to campus, to reduce or eliminate the use of diesel buses. As another innovative measure, UniverCity adopted a new green zoning bylaw, the first of its kind in North America. Embedded in the bylaw is a comprehensive set of enforceable requirements for each site, ensuring that all new development at UniverCity is built to be a minimum of 30% more energy efficient and 40% more water efficient than a conventionally constructed building.

A new way to use resources

A key goal in creating UniverCity was to create an endowment fund to support teaching and research at SFU. To date, the Trust has given $26 million to the University's endowment, with the ultimate goal to raise an estimated $170 million by completion of the project.

In addition to raising research funds, the Trust works with students on academic research projects concerning UniverCity, and mentors students studying urban planning and sustainable development, often offering student internships and bursaries.

research

UniverCity quick facts

Official opening June 4, 2005

3,000 current residents, with expansion to 10,000+ planned

$26 million contributed to SFU Endowment Fund

draft

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Self Evaluation Study

Chapter 5

Mission Fulfillment, Adaptation and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishments of its core theme objectives, the institution develops and publishes evidence-based judgments regarding fulfillment of its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates a capability to adapt as necessary its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Chapter 5 Contents

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Chapter 5 Executive Summary

Eligibility Requirement 24

Scale and Sustainability

The University's operational scale is appropriate to fulfill its mission and carry out its core themes. Enrolment targets at the undergraduate and graduate levels are consistently met and often exceeded. Over-enrolment creates unusual pressure on resources, but is also generating financial flexibility during a period of stagnant Provincial funding while SFU develops its performance-based budget process.

Academic and support staff are employed in numbers adequate to allow the institution to carry out its mandates to teach, conduct research and engage communities.

SFU, like other Canadian universities, faces a major challenge in addressing its deferred maintenance. The University benefits from having a number of new and renovated buildings at each campus, with all new buildings and major renovations now required to meet LEED Gold standards. An inventory of deferred maintenance is being reviewed and updated, and a plan being prepared to address it.

The University's academic operations increasingly depend on the smooth and efficient functioning of its IT infrastructure. Whether in the form of course delivery media, enterprise resource planning software, bandwidth or other facets of IT, the constant updating of IT infrastructure requires ever-increasing financial and staff resources to maintain and grow.

Although higher Provincial funding rates per FTE student would be both very welcome and most useful, and the restoration of previous capital renewal funding is greatly needed, this Report and its appendices demonstrate that SFU's current resources are well managed, adequate for their intended purposes, and appropriately allocated to achieve the University's mission now and for the foreseeable future.

Planning and Assessment

Planning and assessment are continuous across all levels of the institution, from the larger Faculties and administrative areas to the individual academic and services units that comprise them. The University Planning Framework (UPF)[1] offers the most comprehensive overview of SFU's major plans, including the interrelationships among various objectives, outcomes and indicators.

Planning objectives set in major plans typically find expression in related plans; for instance, Faculty plans will appropriately incorporate and reflect the overarching goals of the Academic Plan. Final versions of major plans explain in detail the consultation and approval processes that led to their creation, with all being the result of extensive consultation within the relevant communities. Planning and assessment processes are supported by the continuous collection of data conducted primarily through the University's Institutional Research and Planning office. Chapter 3 (Institutional Planning) describes SFU's planning processes in more detail.

Assessments are aimed at improving performance and taking advantage of new opportunities as they arise. Committees are struck, reports issued, resources allocated and results tracked as circumstances require. For example, interest in renewing SFU's emphasis on supporting teaching and learning led in 2008 to the creation of a Task Force charged with reviewing current conditions and recommending improvements. Terms of Reference were set in fall 2008, broad community consultations took place in spring 2009, and early recommendations were issued in summer 2009, followed by further consultation and recommendations in spring 2010.

Recommendations from the Teaching and Learning Task Force have been incorporated into the new Academic Plan, and have led to the creation of a University Teaching Fellow within each Faculty, and the major reorganization of the former Learning and Instructional Development Centre (LIDC) into the new Teaching and Learning Centre (TLC), with a much sharper focus on providing instructional staff with the tools they need to facilitate learning.[2] The TLC now publishes quarterly updates on all aspects of its revised mandate and activities.[3]

Examples of planning assessments and reviews carried out by SFU on a regular or as-needed basis include:

- *Three year Academic Plan (annual progress review)*
- *Five year Strategic Research Plan (annual progress review)*
- *Operating Budget and Financial Plan (annual, with monthly financial activity updates)*
- *Institutional Service Plan/Accountability Report (annual report on institutional performance to BC's Ministry of Advanced Education)*
- *External Reviews of academic units (at least every seven years)*
- *Administrative reviews of non-academic units (on a rotating basis or as circumstances require)*
- *University Risk Register (semi-annual review)*

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1   Link to the University Planning Framework

2   Documents related to the Teaching and Learning Task Force's reports and recommendations can be found at www.sfu.ca/vpacademic/committees_taskforces/Ad_Hoc_Committees/tftl.html

3   tlcentre.sfu.ca

- *Carbon Neutral Action Report on Greenhouse Gas emission reductions (annual review and report to the Climate Action Secretariat in BC's Ministry of Environment)[4]*
- *Sustainability Tracking, Assessment and Rating System (STARS)— (continuous updating, reported tri-annually)*

All major planning documents can be found, reviewed and downloaded from University websites.

Assessment for the Self Evaluation Report

SFU's cycle of assessment and review now includes assessments required to respond to the NWCCU's accreditation standards, and the University Planning Framework incorporates the structure and language of Core Theme reporting.

The process by which objectives, outcomes and indicators were identified for this first Self Evaluation Report was affected by time-constraints, and by the fact that this was the first comprehensive institutional assessment SFU has conducted. Most objectives and indicators were adopted from current plans, with Core Theme Teams identifying additional indicators where these were expected to be useful.

This process produced mixed results. Although all Core Theme Teams believed that the evidence justified a conclusion that SFU is fulfilling its mission, all also remarked on the absence of centrally collected and reliable quantitative evidence for some of the indicators identified, whether these came from the UPF or were later chosen by the Teams. References to some of these "data deficits" appear in each Core Theme discussion, with some general suggestions to improve the assessment process collected at the end of Chapter 4.

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4   www.sfu.ca/fs/Green-Services/GHG-Emissions-Management.html

Evaluating Mission Fulfillment

In seeking its first institutional accreditation at age 46, Simon Fraser University is an anomaly among North American public post-secondary institutions. For US institutions, accreditation provides access to some federal funding programs and no public university of SFU's size would be "unaccredited" at this stage in its history. In Canada, control of institutional quality is achieved by means other than accreditation and determinations of suitability for government funding are made through peer review and other established processes (described in detail in Chapter 2). As a result, only two other Canadian post-secondary institutions have sought or are seeking accreditation: Athabasca University in Alberta, which is an accredited online and distance institution; and Vancouver's Capilano University, which is currently at Candidate status with the NWCCU regional accrediting body.

SFU has grown from its origins in 1965 as a small, forward-looking institution with an enrolment of 2,500 into a respected comprehensive university enrolling over 30,000 undergraduate and graduate students annually, including a fast-growing population of international students. Its academic programs and research activities are highly-regarded nationally and internationally, and the unique degree of its engagement in the community arises in part from its activist roots.

For ten years SFU's Statement of Values and Commitments (now incorporated into its Mission Statement) has confirmed the University's determination to be a place where "risks can be taken and bold initiatives embraced."[5] The statement itself is bold, and poses a continuing challenge to the University to live up to its values. In this spirit, SFU has voluntarily sought accreditation as a way of both demonstrating and achieving greater transparency and accountability.

SFU is well-practiced in assessing its activities, but it has not until now asked itself the comprehensive question: "Are we fulfilling our mission?" Institutional assessments have instead focused on measuring progress towards achieving plan-specific objectives such as targeted enrolment increases, higher rates of research funding or the ability of students to complete degree requirements in a timely way. The production of this first Self Evaluation Report, therefore, has been both unprecedented and revealing. It asks the University to take a more exacting view of its component parts and how they relate to one another, and to consider at greater length how its mission is being, and can continue to be, fulfilled.

To complete this initial self-evaluation, SFU approached the question of mission fulfillment in two ways. One is based on a consideration of qualitative evidence from both its history and its current circumstances; the other is the largely quantitative (and often indirect) evidence collected and evaluated during this assessment. Ultimately, the review of the available, albeit sometimes flawed, evidence confirms our belief that SFU is fulfilling its mission satisfactorily, achieving excellence in some respects, needing improvement in others.

At the outset, it was provisionally agreed that mission fulfillment would be determined by "consolidating the assessments of the Core Themes and then determining an overall evaluation of institutional performance."[6] Each objective and its associated outcomes would be judged as "Outstanding," "Satisfactory" or "Needs Improvement." Few objectives came with quantifiable or qualitative targets, so assessments often relied on the judgment of each Team to determine the relative degree to which progress is being made. No objectives were set to maintain or monitor a "stable

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5   www.sfu.ca/pres/mission.html

6   See Chapter 1.

state" as a desirable outcome. Instead, most objectives assume the desired target is progress toward a general "increase" or "improvement."

Because most members of the Core Theme Teams were not directly involved in drafting their objectives or identifying indicators, three of the four Core Theme Teams (excluding Research) also sought additional indicators. It was hoped these would provide valuable nuance and "granularity" to their assessments, but—as noted in Chapter 4—it was often difficult to collect clear data for chosen indicators.

Based on the Core Theme assessments, the University is fulfilling its mission and successfully carrying out all of its core themes. A simple tabulation shows that all objectives for each Core Theme have ultimately been assessed as "Satisfactory."[7] Overall, only one objective was assessed as being achieved at the "Outstanding" level: Support and promote teaching excellence. The Teaching and Learning Core Team concluded that the demonstrable combination of excellent faculty performance and high student satisfaction with teaching at SFU merited an assessment of Outstanding.

Although no objectives were judged "Needs Improvement", several outcomes were. The Research Theme Team found that too few undergraduate students are actively engaged with or exposed to research and that further investigation is needed into why this is true. It recommends that institutional targets be set to encourage improvement.

The Student Experience and Success Team identified three outcomes where improvement is needed. For one of these, "students develop global perspectives, critical thinking and transferable skills," the assessment was given because there was insufficient data to determine otherwise. The need to improve course accessibility and timely degree completion is a longstanding issue at SFU, and has been the focus of previous task forces, policy changes and other initiatives. Despite increasing academic advising resources and changes to course scheduling, the Theme Team (and many students) judge that further improvement is needed. Survey results suggest that students still are not satisfied with the transparency and efficiency of administrative processes.

Finally, the Community and Citizenship Team conclude that, despite the proliferation of international opportunities on offer to students, too few students are taking advantage of them, perhaps for financial reasons. They suggest the University seek ways to subsidize or otherwise reduce the cost of participating in international activities so that more students can afford to benefit from them.

Based on the experience gained in conducting this assessment, improvements are needed to identify suitable institutional goals, appropriate outcomes and strong indicators. Where useful, specific targets, thresholds and external benchmarks should be established to assist in marking SFU's progress toward achieving its objectives, and indicators should be chosen for which reliable data are available.

Other Evidence

Despite the issues outlined above, the evidence is ubiquitous that SFU is fulfilling its mission. Regular external reviews of academic programs confirm that academic standards meet disciplinary norms. Faculty earn major teaching and research awards at the national, international and provincial levels.

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7   See Appendix ?? for a table of assessments organized by Core Theme and Objective.

SFU students in all Faculties win awards and competitions for their achievements, creativity, problem-solving abilities and community service. SFU graduates advance to prestigious graduate programs in their disciplines or in others. Research conducted at SFU continues to grow in impact and influence, with products, patents, and social and commercial utility.

For some disciplines, quality is assessed and approved through professional accrediting bodies in Canada, North America or Europe. These include the:

- *Beedie School of Business (European Quality Improvement System—EQUIS, and the Association to Advance Collegiate Schools of Business);*
- *Department of Biomedical Physiology and Kinesiology (Canadian Council of University Physical Education and Kinesiology Administrators);*
- *Department of Chemistry (Canadian Society for Chemistry);*
- *PhD Program in Clinical Psychology (American and Canadian Psychological Associations);*
- *Department of Earth Sciences (Association of Professional Engineers and Geoscientists of BC);*
- *School of Engineering Science (Canadian Engineering Accreditation Board);*
- *Master of Resource Management (Planning) program (Canadian Institute of Planners and the Planning Institute of BC); and*
- *Faculty of Health Sciences (Council on Education for Public Health).*

Many SFU researchers are prominent figures in their disciplines, and SFU's research profile is disproportionate to its size and mandate as a comprehensive university. In the last decade, SFU increased its research funding by 271%, the largest such increase among Canadian comprehensives. A significant indicator of confidence in the strength of SFU researchers is that 98% of SFU's research funding comes from the federal and provincial governments or granting agencies.

Students are admitted to SFU on a competitive basis and, through rigorous admission standards, the University has been able to balance its commitments to serve BC's high school graduates and university transfer students against its commitment to academic excellence. Demand for an SFU education remains high and enrolment targets are consistently met.

Students progress through their general education and disciplinary requirements, with 68% completing their academic programs and graduating within seven years. Within five years of graduating, 96% are employed, with 70% reporting their work relates to their field of study. Many graduates go on to further studies at SFU or at other institutions. Graduates express high levels of satisfaction with the education they received at SFU, and the evidence demonstrates that graduates meet the expectations of employers and other post-secondary institutions.

Our students also garner extraordinary success at both the undergraduate and graduate levels, with SFU students annually winning major awards in local, national and international competitions. For example, in spring of 2011, SFU doctoral students won 2 of the 14 available national Trudeau Scholarships (valued at $180,000) intended to encourage "emerging talent by awarding scholarships to the most talented doctoral students in the humanities and social sciences"; only students at the University of Oxford did as well.

Many entering students have the skills, intelligence and drive to succeed at any university, but it is true at SFU as elsewhere that some are not prepared for the intensity, responsibility and cognitive demands university-level studies impose. For these, SFU provides additional academic and skills supports (e.g., the Learning Commons, Arts Central), and most survive these early challenges to graduate. The success rate for the Back on Track program for students On Academic Probation or Required to Withdraw is almost 75%.

Student opinions of the University's performance have played an important role in this assessment, especially with regard to their experience at SFU. Although this information gives an important voice to students, more objective and verifiable measures are needed to supplement survey results, and survey questions may need revision to achieve greater usefulness.

Given the constraints on resources and the importance of efficiency and coherence, it is important that metrics complement each other and serve to integrate plan objectives.

Adaptation and Sustainability

SFU regularly evaluates the adequacy of its resources—human, financial and physical—in relation to its mission and institutional priorities. Institutional investments have consistently been targeted to address continuing and new requirements identified through cyclical reviews carried out as part of the University's regular planning processes.

These processes range from the major plans discussed in Chapter 3 (academic, research, budget and enrolment) to the supporting plans identified in the University Planning Framework "wheel" (e.g., Library, Student Services, Faculty Renewal) and contributing departmental, Faculty and other unit plans. All are reviewed and renewed according to schedule or as changing circumstances require.

Two examples demonstrate how institutional strength and sustainability are planned and prepared for, and how SFU's ongoing monitoring of its internal and external environments leads to significant organizational change. First, SFU identifies a fifth core theme: "Institutional Strength" represents SFU's interest in ensuring it can sustain itself by setting long-term objectives intended to maintain and grow its resources and capacity. Attending to Institutional Strength enables SFU to carry out the four Core Themes it identifies as central to its mission.

Second, examples are provided that show the University's ability to achieve longer-term goals and priorities by recognizing and seizing opportunities as they arise. Some key institutional goals and strategies are presented in tabular format to show their origins in, and relationships to, internal and external developments.

Institutional Strength

Institutional strength is foundational; it flows from a recognition that the University's resources must be responsibly managed to enable it to fulfill its mission and carry out its other core themes on a continuing basis. Institutional strength requires the University to account for its resources, to understand its priorities, and to allocate those resources in alignment with the priorities it sets. The following summary reflects some decisions taken by SFU in the past year to maintain its institutional strength in key areas.

The objectives SFU sets to maintain institutional strength, each of which is highlighted in one or more major plans, include:

1. *To continuously improve our administrative systems and become financially flexible;*
2. *To recruit, retain and engage the best people; and*
3. *Strengthen and leverage our infrastructure.*

1) Improve administrative systems

The continuous improvement of administrative systems is addressed in the Annual Budget, where significant University Priority Fund allocations have been made to upgrade SFU's web content management system ($220K) and the PeopleSoft ERP system ($435K). Although not an administrative system, classroom technology renewal has received Priority Fund allocations of $800K

over the next three years. In addition, a schedule to review administrative units has been developed, with reviews of Human Resources/Academic Relations and of Facilities Management already conducted. Future reviews are scheduled for Financial Services, Environmental Health and Safety, and the administrative functions of Graduate Studies and Scholarships, Awards and Bursaries.

Improve financial flexibility

Financial flexibility has been greatly constrained by the combination of stagnant FTE grant funding, the capping of tuition increases at 2% annually since 2003, the virtual elimination of provincial funding for capital maintenance, and the 2008 collapse of the financial markets. The combination of these circumstances created a major financial challenge that led to numerous changes. Of these, the one that promises the greatest impact is the introduction of the new performance-based budget model introduced in 2011/12.

The new budget model is intended to achieve several goals:

Financial sustainability: After several years of cuts and cost focus, financial flexibility was exhausted, and the new model, which is revenue-based as opposed to cost-based, is expected to shift the emphasis to revenue growth and diversification.

Local decision-making: Units have greater understanding and input into the factors that determine their budgets. Autonomy for budget decisions is given to those best positioned to make choices.

Transparency: The model provides an explicit rationale for the budget tied to performance and, for units that do not generate revenue, it ensures that resources are reviewed annually by an independent committee.

Strategic alignment: The model incorporates a mechanism to seed strategic initiatives such as research growth and course accessibility.

Stakeholders sought change in budgeting: The model addresses concerns raised about the historical biases perpetuated by incremental budgeting.

To smooth the transition to the new budget model, $2M has been allocated over the next three years help departments adjust from incremental to performance based budgeting.

2) Recruit, retain and engage the best people

Institutional strength depends on the quality of the faculty and staff who carry out its various mandates, and it is essential that the best people available be hired and retained. The University's Faculty Renewal Plan addresses the need to attract and keep the best faculty, and a Human Resources Strategic Plan is in development.

Faculty

The ability to attract and retain outstanding faculty is one hallmark of institutional strength and must be accomplished even in an era of fiscal constraint. SFU continues to pursue its goal of being the

most research–intensive comprehensive university in Canada, competing effectively with the top-tier institutions in the country. A report prepared for the Research Universities' Council of British Columbia (RUCBC) predicted more than 2,200 faculty positions will turnover in the next decade due to retirement and attrition. Continued recruitment of top faculty is imperative for SFU, especially with respect to establishing a reputation in the fields of health sciences and environment.

Faculty planning occurs annually with the development of a Faculty Renewal Plan. The Plan identifies specific recruiting requirements for the next fiscal year and provides an outline of the achievements and proposed activities for recruiting and retaining faculty. Over 240 SFU faculty are expected to retire in the coming decade, although the elimination of "mandatory retirement" and poor economic conditions are expected to reduce the number of actual retirees. Faculty renewal in the face of competition from other institutions (some of them better funded than SFU) facing similar issues will be a priority.[8]

As of 2010/11, vacant faculty positions are not automatically refilled. These are now reviewed by the Vice President, Academic to determine whether they should be eliminated or reallocated to better serve strategic needs. Overall growth in faculty numbers currently depends on generating revenue or saving through new efficiencies.

Administrative and support staff

Retirements among key administrative and support staff are expected to present similar challenges, and many incentives available to faculty apply equally to other continuing staff. Recruitment and retention of non-academic staff is enhanced by the attractive working conditions described in more detail in Chapter 2, and SFU has been designated one of Canada's 100 Best Employers, and one of BC's 50 Best Employers, for the past four years. All staff have free access to the University's fitness centre and various health-promotion and wellness programs.

SFU's attractive working environment also offers career enhancement through educational opportunities such as the Tuition Waiver program, professional development programs available on and off campus, and leadership training. Excellent performance is recognized through public acknowledgement; merit-based payments have been tried on occasion, but have proven very difficult to implement on a continuing basis.

SFU also supports a respectful and inclusive workplace. Almost all non-academic staff belong to collective bargaining units, and the University places a premium on maintaining productive and collaborative relationships with them.

3) Strengthen and leverage our infrastructure

Maintenance of the built environment, and of the increasing "virtual" University carried out through its information technology, is essential to fulfillment of SFU's mission. Information technology provides instructional capacity for online education and support for face-to-face courses, and builds the platforms on which the University manages its communications and business operations.

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8   Insert link to Faculty Renewal Plan

Achieving a number of SFU's objectives relies on the strength, flexibility and currency of its IT infrastructure, and the University continues to invest heavily in maintaining it. In fiscal 2011/12, IT-related funding commitments include $655K to upgrade its PeopleSoft ERP system and its web content management systems. Another $800K is being provided over the next three years to renew classroom technology. An Information Technology Strategic Plan is being developed.

Physical Infrastructure

The University's Draft Five Year Capital Plan 2012/12 to 2016/17 outlines SFU's needs and focuses on capital funding requests for building and infrastructure renewal. The renewal of existing facilities is an identified priority of Government and is of particular concern at the Burnaby campus, where original buildings are now over 45 years old. Aging camps facilities are experiencing ever-increasing issues related to health and safety deficiencies, lack of functionality and unreliable and inefficient building systems.

Over 37% of the funding required for capital projects in the current Plan is targeted to the renewal or replacement of existing facilities and infrastructure. Recent dramatic reductions in Provincial funding for the Annual Capital Allowance will contribute significantly to he deferred maintenance backlog and the demand for renewal.

According to the University's recent facilities audit index, 53% of the SFU building portfolio is in "poor" condition, with another 27% only "fair." This does not include deferred maintenance on roads, utilities and other campus infrastructure. Based on these figures, renewal is urgently needed to support SFU's vision, mission and values and to:

- *Improve learning conditions for students;*
- *Improve research delivery areas;*
- *Improve community social spaces;*
- *Mitigate the cost of deferred maintenance; and*
- *Ensure that facilities are fiscally and environmentally sustainable.*

Over the past decade, undergraduate enrolment has grown by 45.6%, graduate student enrolment by 68.8% and academic employees by 41.2%. Over the same period, SFU's space inventory has increased by approximately 34%. Despite the physical growth of the three campuses, the total space inventory continues to be 16% below the space allocation of the BC Space Planning Standards.[9]

A priority for SFU is expansion of its Surrey campus to enable it to become a comprehensive campus and meet the predicted demographic demand for university access south of the Fraser River. Enrolment pressure is such that FTE targets, and facilities have reached capacity earlier than anticipated. With the opening in summer 2011 of the 54,000sf Podium2 expansion at Surrey, $500K was allocated from the University Priority Fund to outfit the new science labs, providing on-campus "wet labs," improving access and eliminating the need for students to travel to the Burnaby campus for lab sections.

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9   Insert link to BC Space Standards (NASM).

Funding for other University priorities

Allocations from the University Priority Fund address other key institutional goals and priorities set out in the Core Themes and elsewhere. Among these are:

- *Diversify our pedagogy: Teaching and Learning Centre (TLC): $200K/annually through 2013/14*
- *Create multiple admission routes to attract a diverse student body: Aboriginal Students: $350K/annually through 2013/14*
- *Increase interdisciplinary exposure: Interdisciplinary teaching in Faculty of Environment: $420K over three years*
- *Recruit and retain outstanding students, research fellows and faculty: Graduate scholarships: $1.35M over three years*
- *Undergraduate Research Scholarships: $2.025M over five years*

Monitoring of Internal and External Environments

Although SFU's budget is not structured to allocate resources to specific Core Themes, it is easy to trace the relationship among allocations and Themes, and detail has been provided in Chapter 3 and elsewhere showing how funding supports specific Core Theme and other objectives. Chapter 3 also discusses how the University responds to Provincial priorities and objectives, and demonstrates how SFU's planning objectives and resources align with those of Government.

SFU's ability to adapt and sustain itself demands it constantly monitor its internal and external environments, and that it be able to respond to changing circumstances in a timely way. For example, SFU realized decades ago that two markets, one present and one future, needed attention if the University was to prosper while serving its constituencies. Downtown Vancouver was, in the late 1980s, the largest North American downtown without a significant university presence to serve its increasingly dense urban population. SFU opened its first Vancouver campus in leased space at Harbour Centre in 1989, and has since moved from strength to strength, growing to a multi-site campus with extensive for-credit and non-credit offerings. In 2010, SFU's initiative was recognized with the Institute for Public Administration in Canada Educational Leadership Award for "coming down from the mountain."

SFU also foresaw that the future unmet need in BC's educational marketplace would develop in the area known as "south of the Fraser (river)." An early attempt to expand in the 1990s was not successful. In 2002, the Province decided the continued independent operation of the Technical University of BC was not financially sustainable. SFU's longstanding interest in serving the area contributed to its successful bid to assume in its place responsibility for TechBC's students, programs and its Surrey facilities. SFU's Surrey campus has burgeoned, earning a reputation for innovative programming, achieving its enrolment targets at the earliest possible dates, and serving as an anchor in a massive urban renewal project in what has become BC's second largest city.

Similar examples of seizing the time can be seen in SFU's creation of new Faculties of Health Sciences (2004) and Environment (2009), in the continuing expansion of the Vancouver campus, and in SFU's varied projects to "internationalize" both its curriculum and its student body.

Figure 5.1: Examples of SFU responses to external challenges and opportunities

Goal	Major Strategies	Origin	External Factors
Access	Establish an SFU campus in an under-served region ("south of the Fraser")	Unexpected opportunity arises with government decision to close the Technical University of BC (TechBC) in 2002 SFU had attempted to introduce University programming to Fraser Valley in the early 1990s, but lacked the resources to establish itself	Government decision to close TechBC and transfer students and programs to SFU (becomes Surrey campus) City of Surrey and intense business and community support persuade government that a research university is needed to serve Surrey
Differentiation	Creation of the Faculty of Health Sciences to diversify programs and increase research intensity Building of Blusson Hall to house the new Faculty of Health Sciences.	A Task Force established in 1991 on Applied Health Programs to advise on possible strategies to develop strength in health field. In 1994, recommends the development of a new unit for delivery of Health Studies program Institute for Health Research and Education created in 2001 to promote interdisciplinary research and develop a graduate program in health studies Faculty of Health Sciences established in 2004, and receives majority of new growth funding allocated to SFU by government	Canadian Institutes for Health Research (CIHR) established by Canada in June 2000 2004-2009 expansion of 3,000 student spaces at SFU as part of 25,000 Provincial growth initiative and capital funding New Federal Government funding of indirect costs of research Increasing importance of research funding to rankings and prestige
Community	Build-out of Surrey campus and new SFU buildings in downtown Vancouver campus.	Surrey campus: Unexpected opportunity resulting from government policy decision to close TechBC Wosk Centre for Dialogue (Vancouver campus): Credit courses and dialogue programs cultivate a spirit of dynamic conversation among all sectors of the community Segal Graduate School of Business (Vancouver campus) relocates from Burnaby to Vancouver to be nearer heart of business community Goldcorp Centre for the Arts (Vancouver campus): School for the Contemporary Arts relocated from Burnaby campus to Vancouver's Downtown Eastside to anchor cultural renewal	City of Surrey and community support for a research university to locate to Surrey's new city centre Increased Provincial Government interest in Woodward's reclamation project to improve social housing supply in Vancouver's most economically challenged neighbourhood
Internationalization	Creation of SFU International in 2001 to co-ordinate and support the pursuit of international goals Increase targets for international students from 7% to 10% of the undergraduate population in 2003, with all subsidies removed over a 5-year period. A target of 15% is proposed Creation of a Dual Degree program in Computer Science with China's Zhejiang University in 2005 Establishment of Fraser International College which opened in 2006 School for International Studies created in 2007	President Stevenson identifies strategic importance of internationalization in Installation Address and creates SFU International Search for institutional links and dual degrees leads to partnership with one of China's leading universities The search for sustainable, reliable and high-quality international recruitment identifies Fraser International College opportunity Faculty of Arts and Social Sciences creates the School for International Studies	General budget pressures leading to greater reliance on international student fees Negative issues in other countries including barriers to student visas and immigration increasing attractiveness of Canadian universities Awareness of improved opportunity to immigrate to Canada if an international student graduating from a Canadian university

Source: "Simon Fraser University 2000-2010: A Decade of Unparalleled Growth", Joanne Curry, September 2010, pp. 14-15

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Self Evaluation Report

Appendix A

Accreditation Standards

Appendix A
Accreditation Standards

1   Mission, core themes and expectations

The institution articulates its purpose in the form of a mission statement and identifies core themes that manifest essential elements of that mission. It defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

1.A   Mission

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

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

1.B   Core Themes

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

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

2   Resources and capacity

By documenting the adequacy of its resources and capacity, the institution exhibits the potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures which promote effective management and operation of the institution.

2.A   Governance

2.A.1   The institution demonstrates an effective and widely understood system of governance with clearly-defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

2.A.2   In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

2.A.3   The institution monitors its compliance with the Commission's standards for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Governing Board

2.A.4   The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

2.A.5   The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

2.A.6   The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

2.A.7   The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

2.A.8   The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Leadership and Management

2.A.9   The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

2.A.10   The institution employs an appropriately-qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

2.A.11   The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Policies and Procedures

Academics

2.A.12   Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

2.A.13   Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

2.A.14   The institution develops, publishes widely, and follows an effective and clearly-stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Students

2.A.15   Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

2.A.16   The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

2.A.17   The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Human Resources

2.A.18   The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

2.A.19   Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

2.A.20   The institution ensures the security and appropriate confidentiality of human resources records.

Institutional Integrity

2.A.21   The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

2.A.22   The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

2.A.23   The institution adheres to a clearly-defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

2.A.24   The institution maintains clearly-defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

2.A.25   The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "accreditation" and "candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

2.A.26   If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly-defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's standards for accreditation.

Academic Freedom

2.A.27   The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.A.28   Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

2.A.29   Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Finance

2.A.30   The institution has clearly-defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

2.B   Human Resources

2.B.1   The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

2.B.2   Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

2.B.3   The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

2.B.4   Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately-qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

2.B.5   Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

2.C   Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly-identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally-accepted learning outcomes, norms, or equivalencies in higher education.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

2.C.5 Faculty, through well-defined structures and processes with clearly-defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly-identified learning outcomes.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately-qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content,

academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Undergraduate Programs

2.C.9   The general education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

2.C.10   The institution demonstrates that the general education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

2.C.11   The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly-identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Graduate Programs

2.C.12   Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

2.C.13   Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly-defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

2.C.14   Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

2.C.15   Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and

critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Continuing Education and Non-academic-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly-defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally-accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

2.D   Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

2.D.5a   Institutional mission and core themes;

2.D.5b   Entrance requirements and procedures;

2.D.5c   Grading policy;

2.5.Dd   a) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;

2.5.De   Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;

2.5.Df   Rules, regulations for conduct, rights, and responsibilities;

2.5.Dg   Tuition, fees, and other program costs;

2.5.Dh   Refund policies and procedures for students who withdraw from enrollment;

2.5.Di   Opportunities and requirements for financial aid; and

2.5.Dj   Academic calendar.

2.D.6   Publications describing educational programs include accurate information on:

2.D.6a   National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;

2.D.6b   Descriptions of unique requirements for employment and advancement in the occupation or profession.

2.D.7   The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

2.D.8   The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

2.D.9   Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

2.D.10   The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

2.D.11   Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

2.D.12   If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the

campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

2.D.13   Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

2.D.14   The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

2.E   Library and Information Resources

2.E.1   Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

2.E.2   Planning for library and information resources is guided by data that includes feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

2.E.3   Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

2.E.4   The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

2.F   Financial Resources

2.F.1   The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

2.F.2   Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

2.F.3   The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

2.F.4   The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally-accepted accounting principles and through its reliance on an effective system of internal controls.

2.F.5   Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

2.F.6   The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

2.F.7   For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally-qualified personnel in accordance with generally-accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

2.F.8   All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

2.G   Physical and Technological Infrastructure

Physical Infrastructure

2.G.1   Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

2.G.2   The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

2.G.3   The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

2.G.4   Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Technological Infrastructure

2.G.5   Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

2.G.6   The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

2.G.7   Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

2.G.8   The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

3   Planning and Implementation

The institution engages in ongoing participatory planning that provides direction for the institution and leads to fulfillment of its mission, accomplishment of its core theme objectives, and achievement of the identified goals or intended outcomes of its programs and services. The resulting plans reflect the interdependent nature of its operations, functions, and resources in achieving intended results. The institution demonstrates that its planning and implementation processes are sufficiently flexible to address unexpected circumstances with the potential to impact the institution's capacity to accomplish its core theme objectives and fulfill its mission. It demonstrates that its plans are implemented and influence practice, resource allocation, and application of institutional capacity.

3.A   Institutional Planning

3.A.1   The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2   The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

3.A.3   The institution's comprehensive planning process is informed by the collection of appropriately-defined data that are analyzed and used to evaluate fulfillment of its mission.

3.A.4   The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

3.A.5   The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

3.B   Core Theme Planning

3.B.1   Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2   Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3   Core theme planning is informed by the collection of appropriately-defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately-defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4   Effectiveness and Improvement

The institution collects data related to clearly-defined indicators of achievement, analyzes those data, and forms evidence-based judgments of achievements of core theme objectives. It regularly and systematically applies clearly-defined evaluation procedures to appraise the relationship of institutional planning, resources, capacity, and practices to the objectives of its core themes; and assesses the extent to which it accomplishes those objectives and achieves the goals or intended outcomes of its programs and services. It uses assessment results to effect improvement and disseminates its findings to its constituencies.

4.A   Assessment

4.A.1   The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2   The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly-identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3   The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly-identified learning outcomes.

4.A.4   The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5   The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6   The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B   Improvement

4.B.1   Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally-identified indicators of achievement; b) used for improvement by informing planning, decision-making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2   The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

5   Mission Fulfillment, Adaptation and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishments of its core theme objectives, the institution develops and publishes evidence-based judgments regarding fulfillment of its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates a capability to adapt as necessary its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

5.A   Mission Fulfillment

5.A.1   The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2   Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

5.B   Adaptation and Sustainability

5.B.1   Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

5.B.2   The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

5.B.3   The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Self Evaluation Report

Appendix B

Academic Units

Faculty of Applied Sciences

Prior to the restructuring of faculties in 2009, the Faculty of Applied Sciences (FAS) was an umbrella for six academic units at SFU: Communication, Computing Science, Engineering Science, Interactive Arts and Technology, Kinesiology, and Resource and Environmental Management. With faculty restructuring, the newly organized Faculty of Applied Sciences consists of the School of Computing Science and the School of Engineering Science. It offers internationally recognized academic programs and conducts leading-edge research related to the science and technology priority areas of Canada, with programs in computing science, engineering science, mechatronics and general studies.

Faculty planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

Position	Name
Dean	Dr. Nimal Rajapakse
Associate Dean	Dr. Robert Cameron
Director, School of Computing Science	Dr. Martin Ester
Director, School of Engineering Science	Dr. Mehrdad Saif
Director, Administration	Amanda Woodhall

Governance within the Faculty

Faculty Executive Committee

Composed of the Dean, Associate Dean and School Directors, this committee discusses and determines Faculty priorities; discusses and resolves issues of common concern among Schools; shares information amongst members; and acts as a nominating committee for various University appointments.

Undergraduate Curriculum Committee

The decision-making body on undergraduate curriculum and policy issues within the Faculty; forms the Faculty adjudication committee on undergraduate student appeals, undergraduate scholarships, the awarding of undergraduate degrees, diplomas and certificates and other matters of concern to individual undergraduates.

Graduate Curriculum Committee

Considers all matters relating to the Faculty's graduate curricula; is responsible for reviewing and making recommendations on graduate program regulations and new graduate course and program proposals; considers papers relevant to graduate academic and administrative matters; and screens candidates for graduate degrees, diplomas and certificates.

Undergraduate Student Liaison Committee

Promotes and maintains regular communication between students and Faculty leadership; advises the Dean and School Directors on challenges, issues and opportunities facing undergraduate students; advises on and organizes activities to promote professional and career development and social interaction among the FAS undergraduate students; seeks advice from the Dean and Directors on student-led initiatives; and helps disseminate and promote the Faculty's vision, mission and strategic initiatives.

Major components of the Faculty

Students served

Annualized Activity FTE (AFTE) Enrollment	2009/10
Undergraduate AFTE	1,232.97
Graduate AFTE	324.74
Total AFTE Enrollment	1,558
Majors (Approved)	2,264
Annualized Graduate Headcount	398.66
Co-op Education Placements	576

Programs offered

Degrees

Bachelor of Applied Science (Honours)
Bachelor of Applied Science
Bachelor of Arts (Honours)
Bachelor of Arts
Bachelor of General Studies (Applied Sciences)
Bachelor of Science (Honours)
Bachelor of Science
Master of Applied Science
Master of Arts
Master of Engineering
Master of Science
Doctor of Philosophy
Doctor of Philosophy under Special Arrangements

Certificates and diplomas

Certificate in Computing Studies
Post Baccalaureate Diploma in Computing Science

Specialized or programmatic accreditations

Canadian Engineering Accreditation Board: www.engineerscanada.ca/e/pr_accreditation.cfm

Functions accomplished

Research

The research programs in the Faculty are very strong with over \$6.5 M of research funding attracted in 2008. The international stature of the faculty members are reflected in their service as editors and editorial board members of many leading journals. Three faculty members have been recipients of Manning Awards and several others have received British Columbia Innovation Council (BCIC) Awards. There are 4.5 Canada Research Chairs in the Faculty with one vacant Tier 1 Chair in Engineering. In addition, Engineering has an endowed chair supported by Sierra Wireless. Three faculty members (two in Engineering and one in Computer Science) hold Michael Smith Foundation career awards and several faculty members hold NSERC strategic and CHRP grants.

Research centres and institutes

The Faculty of Applied Sciences houses the following research centres and institutes:

Institute of Micromachine and Microfabrication Research (IMMR)

Its goal is to enhance micromachining research and development and to encourage the application of research results in the design and fabrication of miniature sensors and actuators. www.sfu.ca/immr

Logic and Functional Programming Group

Comprised of a strongly interdisciplinary group, whose objectives are to further the state-of-the-art on the theoretical and practical aspects of developing declarative programming tools; to investigate the uses of these tools for concrete Fifth Generation computing applications; and to facilitate result transfers and collaborations with other academic units and with industry. www.cs.sfu.ca/research/groups/Logic-Functional.html

Student services

Student advising

Provides academic and program advising and counseling for students.

Co-op Office

A unit under the School of Engineering Science, manages Engineering Science co-op; Computing Science co-op is managed centrally. All students have access to co-op advisors and other support services.

Methods of educational delivery

Lectures, seminars and labs; project-based assignments; co-op education (required of all Engineering Science students); participation in national and international competitions; use of industry speakers in classrooms.

Course and program collaborations with units outside SFU

Dual degree BSc in Computing Science (DDP) with Zhejiang University (ZU), China.

Research exchange with Technical University of Darmstadt, Germany.

Faculty resources

FTE CFL by rank	2009/10
Professor	39.50
Associate Professor	24.50
Assistant Professor	17.00
Instructor	–
Lab Instructor	–
Lecturer	18.00
Total FTE CFL	**99.00**

Full-Time Teaching Equivalent resources	2009/10
Tenure-Track Faculty	81.00
Lecturers	36.00
Lab Instructors	–
Sessionals	5.53
Visiting	–
Limited Term	0.50
Faculty Associates	–
Other	0.25
Total FTTE	**123.28**

Budgeted FTE Support Staff	2009/10
APSA	25.60
CUPE	21.00
Total FTE Support Staff	**46.60**

Teaching Assistants	2009/10
FTE TAs (1 FTE = 8 contact hours)	45.3
TA Base Units	874.4

Financial resources and expenses	2009/10
Actual Expenditures ($ 000)	$18,689.44
Operating Budget ($ 000)	$18,286.46
% of Operating Budget to Salaries	79%
% of Operating Budget to Benefits	15%
% of Operating Budget to Salaries/Benefits	95%

Research grants and contracts ($ 000)	2009/10
External Sources	$7,116.32
Internal Sources	$225.00
Total research grants and contracts	**$7,341.32**

Community connections

The Faculty of Applied Sciences has strong connections with local industries through research relationships and co-op programs for students. Many faculty personnel are members of professional bodies and technical societies locally and nationally and hold positions within these community organizations. The Faculty sponsors school visits, participates in local science fairs and is part of a new project between SFU and the City of Surrey to work on initiatives related to energy and sustainability. It also has a close relationship with the BC Innovation Council to provide student entrepreneurship activities.

Faculty of Applied Sciences structure

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                              Dean
        ┌──────────┬────────────┴──────────────┬──────────────┐
   Associate      Director            Director         Director
     Dean        School of          School of      Administration
                 Computing          Engineering
                  Science             Science
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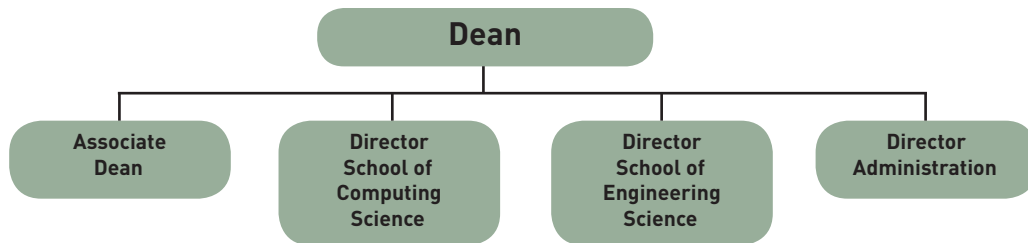
Faculty of Arts and Social Sciences

The largest Faculty at SFU, the Faculty of Arts and Social Sciences (FASS) is a dynamic unit whose strength lies in its diversity, its important contributions to research and learning, and its engaged and engaging teachers, researchers and students. This diverse Faculty is united by its commitment to the importance of a liberal education and a belief in the life-changing nature of such teaching and learning. Equally the Faculty shares a commitment to the finest traditions of research in their many disciplines.

Core values

- *Unite research and instructional excellence.*
- *Foster a diverse environment that promotes questioning and discovery within and across the humanities and social sciences.*
- *Engage with communities both local and global.*
- *Enable students to lead a full life in a changing world.*

Faculty planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance[1]

Faculty leadership

Position	Name
Dean	Dr. John Craig
Associate Dean, Academic Programs and Student Issues	Dr. Paul Budra
Associate Dean, Arts and Social Sciences at SFU Surrey and Strategic Enrollment Management	Dr. Jane Fee
Associate Dean, Resources and External Relations/Research, Policy, Study Leaves and Communications	Dr. Paul McFetridge
Assistant Dean	Judith Phillips
Director, Human Resources and Curriculum	Diane Gibson
Director, Finance	Bonnie Yeung
Director, Advancement	Mauro Vescera
Chair, Archeology	Dr. Catherine D'Andrea
Director, Asia-Canada Program	Dr. Tsuyoshi Kawasaki
Director, Cognitive Science	Prof. Steve DiPaola
Director, School of Criminology	Dr. Robert Gordon
Chair, Economics	Dr. Nicolas Schmitt
Chair, English	Dr. Betty Schellenberg
Director, Explorations Program	Dr. Paul St. Pierre
Director, First Nations Studies	Dr. Eldon Yellowhorn
Chair, French	Dr. Rejean Canac-Marquis
Chair, Gender, Sexuality, and Women's Studies	Dr. Catherine Murray

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1   Archaeology moved to the Faculty of Environment effective April 1, 2011

Position	Name
Chair, Gerontology	Dr. Andrew Wister
Director, Graduate Liberal Studies	Dr. Michael Kenney
Director, Hellenic Studies Program	Dr. Andre Gerolymatos
Chair, History	Dr. Mark Leier
Chair, Humanities	Dr. David Mirhady
Director, Institute for the Humanities	Dr. Samir Gandesha
Director, International Studies	Dr. John Harriss
Director, Language Training Institute	Dr. Billie Ng
Director, Latin American Studies Program	Dr. Alec Dawson
Chair, Linguistics	Dr. Tom Perry
Chair, Philosophy	Dr. Lisa Shapiro
Chair, Political Science	Dr. Laurent Dobuzinskis
Chair, Psychology	Dr. Don Read
Chair, Public Policy Program	Dr. Nancy Olewiler
Chair, Sociology and Anthropology	Dr. Jane Pulkingham
Chair, Urban Studies	Dr. Anthony Perl
Director, World Literature Program	Dr. Ken Seigneurie

Governance within the Faculty

Dean's Advisory Council

Composed of the Chairs of Departments, Directors of Schools and Programs and the Associate Deans, and is chaired by the Dean. It normally meets monthly and advises the Dean on Faculty business.

Chairs' Advisory Council

Called by the Dean for discussion and advice on extraordinary matters, to set the context for greater discussion among Chairs and Directors on particular issues, and to adjudicate special awards, honours, chairs and other issues where there are no standing committees.

Undergraduate Curriculum Committee

Discusses and approves curriculum items including new course proposals, program changes, new programs and other undergraduate issues.

Graduate Curriculum Committee

Discusses and approves curriculum items including new course proposals, program changes, new programs and other graduate issues.

Research Committee

Discusses research and funding opportunities and tri-council policies.

Major components of the Faculty

Students served

Annualized Activity FTE (AFTE) Enrollment	2009/10
Undergraduate AFTE	8,136.87
Graduate AFTE	708.96
Total AFTE Enrollment	8,846
Majors (Approved)	4,908
Annualized Graduate Headcount	845.16
Co-op Education Placements	217

Programs offered

Degrees

Bachelor of Arts (Honours)
Bachelor of Arts (Joint Honours)
Bachelor of Arts
Bachelor of General Studies
Master of Arts
Master of Arts in Liberal Studies
Master of Public Policy
Doctor of Philosophy
Doctor of Philosophy under Special Arrangements

Certificates and diplomas

Certificate in African Studies
Certificate in Chinese Studies
Certificate in Correctional Studies
Certificate in Creative Writing
Certificate in Criminology (General)
Certificate in Criminology (Advanced)
Certificate in Ethnic and Intercultural Relations
Certificate in Explorations in the Arts and Social Sciences
Certificate in Family Studies
Certificate in First Nations Studies Research
Certificate in First Nations Language Proficiency
Certificate in Forensic Studies
Certificate in French and Education (with Faculty of Education)
Certificate in French Canadian Studies
Certificate in French Language Proficiency
Certificate in Hellenic Studies
Certificate in Italian Studies
Certificate in Labor Studies
Certificate in Legal Studies
Certificate in Liberal Arts
Certificate in Medieval and Renaissance Studies

Certificate for Senior Citizens
Certificate in Spanish Language Proficiency
Certificate in TESL Linguistics
Certificate in Urban Studies
Certificate in Writing and Rhetoric

Post Baccalaureate Diploma

Post Baccalaureate Diploma in Criminology
Post Baccalaureate Diploma in First Nations Studies
Post Baccalaureate Diploma in French and Education
Post Baccalaureate Diploma in Gerontology
Post Baccalaureate Diploma in Humanities
Post Baccalaureate Diploma in Legal Studies
Post Baccalaureate Diploma in Social Policy Issues
Post Baccalaureate Diploma in Sustainable Community Development
Graduate Certificate in Latin American Studies
Graduate Diploma in Urban Studies

Forthcoming:
Graduate Certificate in Neuroscience

Specialized or programmatic accreditations

Clinical Psychology: Canadian Psychological Association: www.cpa.ca/accreditation
American Psychological Association: www.apa.org/ed/accreditation/index.aspx
Register of Professional Archaeologists: www.rpanet.org/

Functions accomplished

Research

Research in the Faculty of Arts and Social Sciences covers diverse topics and the Faculty's world–class researchers make an impact throughout British Columbia, across Canada and around the world. FASS faculty publish in major international and national journals, they publish books for top international academic presses and they are in strong demand for conference keynote addresses and participation.

Research in the social sciences programs is rated among the best in the world: 64th in the Times Educational ranking in 2008. Researchers and research teams have research funded by all three tri-council agencies in Canada (SSHRC, CIHR, NSERC), including standard research grants, MCRIs, CURA grants and CIHR scholar grants; there are seven scholars with Michael Smith funding. Scholars in FASS receive funding from other public and private sources as well, including from the RCMP and Genome BC. Many of the faculty sit on boards and advisory committees of private and public institutions.

Research centres and institutes

The Faculty of Arts and Social Sciences houses the following research centres and institutes:

Bill Reid Centre for Northwest Coast Art Studies

Its mission is to preserve the art and perpetuate the legacies of Bill Reid. It seeks to deepen appreciation of Northwest Coast Aboriginal art and works in partnership with the Haida, hosts Coast Salish Nations, and Aboriginal and non-Aboriginal cultural and educational institutions. www.billreidfoundation.org

Centre d'études francophones Quebec-Pacifique

Promotes research on the French Speaking World (la francophonie), related to the study of the French language, linguistics, literature and culture; collects documents on sociocultural life of the French community in British Columbia; and acts as literary archives of works published by French-speaking authors in British Columbia, as well as those published elsewhere in the francophonie about British Columbia. www.sfu.ca/vpresearch/centres+institutes/QuebecPacifique.html

Centre for the Comparative Study of Muslim Societies and Cultures

Encourages the academic discussion and public understanding of the cultures and societies of Muslim peoples in the past and present. www.sfu.ca/ccsmsc

Institute of Forensic Research

Designed to create new knowledge in the forensic sciences for the purposes of solving crimes, identifying human remains, determining elapsed time since death and circumstances of death on local and global scales. www.sfu.ca/vpresearch/centres+institutes/forensic.html

Centre for Global Political Economy

Provides an environment where students and researchers from a variety of disciplines can share their ideas on global political economy, integrating international and domestic dimensions of the subject in line with the new global reality. www.sfu.ca/cgpe

Morgan Centre for Labour Studies

Promotes the study and understanding of labour, working people and their organizations from a comprehensive social, cultural, historical, political and economic perspective. www.sfu.ca/labour

Centre for Public Policy Research (CPPR)

Promotes interdisciplinary research, education, and dialogue on a broad range of public policy issues in Canada. The Centre supports and initiates research, publications, colloquia, conferences, visiting researchers and speakers, and international relationships. www.sfu.ca/mpp

Centre for Research in Adaptive Behaviour in Economics

Its activities are focused on research in behavioural and experimental economics and on the dynamics of models of learning and adaptation. www.sfu.ca/crabe

Centre for Research on Sexual Violence

Provides a focal point for research and training for faculty, scholars, students and practitioners, locally and internationally, on a broad range of sexual violence issues. www.sfu.ca/vpresearch/centres+institutes/sexualviolence.html

Centre for the Reduction of Violence among Children and Youth

Its objectives are to inform public policy regarding pathways to violent behaviour and provide public policy recommendations or the effective allocation of limited resources; establish training of professionals in effective and evidence-based interventions for youth and families in collaboration with key stakeholders including schools, law enforcement, community groups, provincial and federal government ministries and other organizations; and integrate basic scientific research on risk and protective factors for violence from across Canada and abroad. www.sfu.ca/vpresearch/centres+institutes/reduction%20of%20violence.html

Centre for Restorative Justice

The Centre, in partnership with individuals, the community, justice agencies and the University, supports and promotes the principles and practices of restorative justice. The Centre provides education, innovative program models, training, evaluation and research through a resource centre and meeting place that facilitates outreach, promotion, dialogue and advocacy. www.sfu.ca/cfrj

Centre for Scottish Studies

Provides a focal point for faculty, students and members of the community interested in exploring Scottish history and culture, and the relationship between Scotland and Canada. scottish.sfu.ca

Centre for the Study of Public Opinion and Political Representation

Supports social science research into matters of public opinion and political representation with regional, national and comparative international objects of study.

Criminology Research Centre

Facilitates criminological research by faculty and graduate students. It publishes a series of working papers based on reports and other manuscripts generated by the various research projects, and also maintains a modest library for use by faculty and students. www.sfu.ca/crc

David See-Chai Lam Centre for International Communication

Fosters intercultural dialogue through its support of academic research and publication and through a wide variety of community activities. This process entails the building of bridges between the academy and the broader public domain and between Asia and Canada. www.cic.sfu.ca

Feminist Institute for Studies on Law and Society

Designed to facilitate and continue the development of feminist analyses on law and society at Simon Fraser University. It provides an environment for creative interaction among

scholars and community representatives who are involved in its work locally, nationally and internationally, and to bridge gaps between legal and social science research.
www.sfu.ca/vpresearch/centres+institutes/feminlaw.html

First Nations Language Centre

Supports local First Nations language learning and conducts collaborative research on First Nations language instruction and preservation.

Gerontology Research Centre

Committed to high-quality research and knowledge transfer in the field of aging. It publishes two newsletters: GRC News, which reports on the Centre's current research and education activities; and Seniors' Housing Update, which highlights new developments in senior's housing. The GRC, together with the Department of Gerontology, serves as a focal point for research, education and information on individual and population aging and maintains an active publications program to promote utilization of existing knowledge in areas of aging.
www.sfu.ca/grc

Institute for Canadian Urban Research Studies (ICURS)

An interdisciplinary research centre that has as its focus increasing knowledge and research studies and the development of new analysis tools for the study of crime in an urban environment. ICURS focuses on crime reduction policy, crime analysis and computational criminology. www.sfu.ca/icurs

Institute for Critical Studies in Gender and Health

Consists of an interdisciplinary community of scholars, researchers and students. The objectives of the Institute are to integrate social and natural science research with population outcomes, societal application and policy analysis on gender and health.
www.sfu.ca/vpresearch/centres+institutes/gender+health.html

Institute for the Humanities

Explores critical perspectives relating social concerns to the cultural and historical legacy of the humanities. The Institute is committed to the idea of studying pressing contemporary problems; it also aims at promoting greater interaction between the University and the community and providing links between these two constituencies.
www.sfu.ca/humanities-institute

Institute for Studies in Criminal Justice Policy

Contributes to the examination of criminal justice policy by providing a setting in which academics and justice system personnel can assemble to apply scholarly research to policy development and analysis. The Institute undertakes projects on its own initiative, as well as under contract. www.sfu.ca/vpresearch/centres+institutes/crimjust.html

Institute of Governance Studies

Pursues multidisciplinary research into problems of contemporary governance in the Vancouver region, British Columbia, Canada and comparatively. www.sfu.ca/igs

Mental Health, Law and Policy Institute

Promotes interdisciplinary collaboration in research and training in areas related to mental health, law and policy. In addition to fostering interdisciplinary collaboration among academic departments, it facilitates research and training in government and community agencies. www.sfu.ca/mhlpi

Student services

Academic advising and recruiting

Advising available in Arts Central for third- and fourth-year FASS students who have not declared a major, for Bachelor of General Studies and Certificate in Liberal Arts students, as well as for students having academic difficulties. Advising for students who have declared a major is provided by their department.

Methods of educational delivery

Lectures, tutorials, seminars, labs, distance education, mixed delivery formats, community service learning, practicums, internships, directed readings, capstone projects, first-year cohort experience program, international exchanges and field schools.

Course and program collaborations with units outside SFU

Double degree program with Monash University, Melbourne, Australia.
Concentration in Applied Behavioral Analysis with Douglas College, Metro Vancouver, BC.
Degree partnership program with Douglas College, Metro Vancouver, BC.

Faculty resources

FTE CFL by rank	2009/10
Professor	101.50
Associate Professor	102.50
Assistant Professor	81.00
Instructor	1.00
Lab Instructor	–
Lecturer	33.50
Total FTE CFL	**319.50**

Full-Time Teaching Equivalent resources	2009/10
Tenure-Track Faculty	286.00
Lecturers	67.00
Lab Instructors	–
Sessionals	71.68
Visiting	0.69
Limited Term	27.10
Faculty Associates	–
Other	1.50
Total FTTE	**453.96**

Budgeted FTE Support Staff	2009/10
APSA	46.50
CUPE	56.65
Total FTE Support Staff	**103.15**

Teaching Assistants	2009/10
FTE TAs (1 FTE = 8 contact hours)	293.5
TA Base Units	3632.0

Financial resources and expenses	2009/10
Actual Expenditures ($ 000)	$49,786.33
Operating Budget ($ 000)	$52,840.13
% of Operating Budget to Salaries	83%
% of Operating Budget to Benefits	14%
% of Operating Budget to Salaries/Benefits	97%

Research grants and contracts ($ 000)	2009/10
External Sources	$7,661.48
Internal Sources	$514.03
Total research grants and contracts	**$8,175.51**

Community connections

FASS faculty are active in the community, at the local, provincial and national level, providing expertise and knowledge exchange with social, political and arts groups. Lecture series by faculty members, such as Psych in the City, the Philosopher's Café and the Bard Explained, reach thousands of people in the Vancouver area. FASS Departments and Schools sponsor hundreds of public lectures, including the BMO Bank of Montreal Public Lectures in Economics and the Mirhady Annual Lecture in Iranian Culture. FASS researchers have a significant media presence, frequently contacted by the local, provincial and national media to comment upon major issues of the day, and they are often called upon as experts in the courts as well as for legislative and parliamentary committees.

Faculty of Arts and Social Sciences structure

Dean

Associate Deans
Academic Programs and Student Issues

Arts and Social Sciences at Surrey and Strategic Enrollment Management

Resources and External Relations/Research, Policy, Study Leaves and Communications

Chairs
Economics

English

French

Gender, Sexuality and Women's Studies

Gerontology

History

Humanities

Linguistics

Philosophy

Political Science

Psychology

Sociology and Antropology

Directors
Cognitive Science

School of Criminology

First Nations Studies

Graduate Liberal Studies

Institute for the Humanities

International Studies

Language Training Institute

School of Public Policy

Urban Studies

Assistant Dean

Directors

Human Resources and Curriculum

Finance

Advancement

Faculty of Business Administration/
Beedie School of Business

The Faculty of Business Administration champions lifelong learning, productive change and the need to be innovative in delivering research and teaching that makes an impact. Undergraduate, graduate and Ph.D. programs demonstrate a spirit of innovation, flexibility and relevance. Supported by extensive partnerships with public, private and not-for-profit organizations, the goal of the faculty is to produce broadly educated, enterprising and socially responsible managers capable of making lasting contributions to their communities.

Mission statement

By creating and communicating powerful ideas, we educate and inspire the founders, leaders and managers of organizations that are internationally competitive, locally responsive and sustainable.

Faculty planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

Position	Name
Dean	Dr. Daniel Shapiro
Associate Dean, Faculty Development	Dr. Irene M. Gordon
Associate Dean, Burnaby and Academic Director, Undergraduate Program	Dr. Colleen Collins
Associate Dean, Segal Graduate School of Business and Program Director, Graduate Diploma in Business Administration and Management of Technology	Dr. Ed Bukszar
Associate Academic Director, Undergraduate Program	Dr. Andrew Gemino
Academic Chair and Program Director, Financial Risk Management and Global Asset and Wealth Management	Dr. Andrey Pavlov
Program Director, Ph.D. Program	Dr. David C. Thomas
Canada Research Chair in Technology and Operations Management	Dr. Ian McCarthy
Program Director, Executive MBA	Dr. Aidan Vining

Governance within the Faculty

Appointments Committee

Makes recommendations (with the input and advice of the area coordinators) to the Dean on individual hiring decisions.

Committee on Academic Appeals

Graduate Programs Committee

Approves new graduate programs, revisions to current programs and new graduate courses, and calendar revisions to existing courses, and addresses graduate curriculum issues and admission.

Nominations Committee

Makes recommendations on committee assignments.

Planning and Priorities Committee

Reviews all major decisions by the faculty and provides direction on process.

Research Committee

Selects research award winners, makes funding policy decisions for some internal research funds and organizes seminars or discussion sessions for the faculty as researchers.

Teaching Committee

Selects teaching award winners and makes funding policy decisions for some internal teachings funds and organizes seminars or discussion sessions on teaching.

Tenure and Promotion Committee

Responsible for the initial evaluation of faculty for salary review (bi-annual), contract renewals, tenure and promotion.

Undergraduate Curriculum Committee

Approves new undergraduate programs, revisions to current programs and new undergraduate courses, and calendar revisions to existing courses.

External advisory boards

Dean's External Advisory Board

Advises the dean and faculty on its strategy, with a particular emphasis on enhancing relevance to the business community; advising on alumni activities and special programs; assisting with the promotion of programs and initiatives; and advising and assisting with general advancement of the Faculty of Business Administration.

Major components of the Faculty

Students served

Annualized Activity FTE (AFTE) Enrollment	2009/10
Undergraduate AFTE	2,442.13
Graduate AFTE	447.23
Total AFTE Enrollment	2,889
Majors (Approved)	3,587.00
Annualized Graduate Headcount	418.17
Co-op Education Placements	528

Programs offered

Degrees

Bachelor of Business Administration (Honours)

Bachelor of Business Administration

Master of Business Administration

Master of Financial Risk Management

Doctor of Philosophy

Doctor of Philosophy under Special Arrangements

Certificates and diplomas

Certificate in International Experiential Learning

Graduate Diploma in Business Administration

Specialized or programmatic accreditations

European Quality Improvement System (EQUIS): www.efmd.org/index.php/accreditation-/equis

Association to Advance Collegiate Schools of Business (AACSB): www.aacsb.edu

Functions accomplished

Research

Research at the Faculty of Business Administration reflects a commitment to collaborative partnerships with the academic and business communities. The faculty's research contributes to knowledge creation in the areas of globalization and emerging markets; knowledge, innovation and technology; society, environment and governance; and capital and risk management. The faculty's research was ranked 85th in the world on publications in elite business journals by the University of Texas at Dallas in its Business School rankings.

som.utdallas.edu/top100Ranking/searchRanking.php?t=w

Research centres and institutes

The Faculty of Business Administration houses the following research centres and institutes:

CIBC (Canadian Imperial Bank of Commerce) Centre for Corporate Governance and Risk Management

At the heart of the vision for the Centre is the belief that good governance requires an enterprise-wide view of risk management. Identifying and disseminating best practices for corporate governance and risk management is at the core of the Centre's mandate. business.sfu.ca/cibc-centre

Centre for Global Workforce Strategy

Carries out multidisciplinary research on issues surrounding effective work force management strategies on a global scale. The competition for skilled people is intense and new attitudes toward work and careers present additional challenges about work-life balance, which further complicates the strategic management of today's workforce. business.sfu.ca/cgws

Centre for Studies in Global Asset and Wealth Management

Conducts research on new markets and instruments in order to determine whether such additions should be part of an investor's asset mix and analyzes what asset classes and weights

are appropriate given an investor's unique needs and concerns.
www.sfu.ca/vpresearch/centres+institutes/wealthmanage.html

CMA (Certified Management Accountants) Centre for Strategic Change and Performance Measurement

Committed to promoting research and knowledge on how organizations plan and execute strategic change and how best to measure the performance of organizations undergoing such change. business.sfu.ca/cma-centre

Jack Austin Centre for Asia Pacific Business Studies

Provides a focal point for research and training for faculty, scholars, students and practitioners, locally and internationally, on a broad range of issues relevant to the Asia Pacific region, particularly Canada's role in the area.

Student services

Student advising

The Faculty has three full-time advisers for advising students on programs.

Student Affairs Office

Provides support to business clubs and for student competitions.

Career Management Centre

Provides career management education and services through career management education and coaching and advising.

International Coordinator

Coordinates incoming and outgoing international exchanges.

Writing Mentors

Provides peer writing mentorship.

Co-op Office

Organizes co-op programs for Business students.

Methods of educational delivery

Lectures, tutorials, online courses, use of WEBct and Sharepoint; project-based learning, experiential learning.

Course and program collaborations with units outside SFU

MBA program sponsored with Tech Cominco: business.sfu.ca/files/PDF/lsg/learning-solutions/example_Teck_Cominco_Customized_MBA.pdf
Student exchanges: Bocconi University, Italy; BI Norwegian School of Management.

Faculty resources

FTE CFL by rank	2009/10
Professor	18.00
Associate Professor	29.00
Assistant Professor	22.00
Instructor	–
Lab Instructor	–
Lecturer	5.25
Total FTE CFL	**74.25**

Full-Time Teaching Equivalent resources	2009/10
Tenure-Track Faculty	69.00
Lecturers	10.50
Lab Instructors	–
Sessionals	8.77
Visiting	17.97
Limited Term	1.91
Faculty Associates	–
Other	0.66
Total FTTE	**108.81**

Budgeted FTE Support Staff	2009/10
APSA	31.00
CUPE	25.00
Total FTE Support Staff	56.00

Teaching Assistants	2009/10
FTE TAs (1 FTE = 8 contact hours)	55.3
TA Base Units	848.8

Financial resources and expenses	2009/10
Actual Expenditures ($ 000)	$22,020.95
Operating Budget ($ 000)	$23,153.59
% of Operating Budget to Salaries	73%
% of Operating Budget to Benefits	13%
% of Operating Budget to Salaries/Benefits	86%

Research grants and contracts ($ 000)	2009/10
External Sources	$1,058.35
Internal Sources	$49.09
Total research grants and contracts	**$1,107.44**

Community connections

The Faculty of Business Administration is connected to the community through its programs, research and engagement of its faculty in community organizations. Business programs are connected through the use of guest speakers in the classroom, community/client–based course projects, co–op and career management centre relationships with employers and the involvement of alumni and other members of the business community activities such as student clubs and case/business plan competition. The faculty's research is relevant to the global business and not for profit communities. Dissemination occurs through academic and business publications, presentations, research centre websites, and teaching that reach undergraduates through to executives. The faculty are active, involved and engaged in a broad variety of local, national and international professional and academic bodies. Faculty members' roles include serving as presidents, chairs and members of organizations such as the Academy of Management, Canadian Academic Accounting Association, Certified General Accountants of British Columbia, Business Council of British Columbia, Vancouver Board of Trade, Financial Executives Institute, BC Technology Industry Association, British Columbia Human Resources Management Association, Women's Executive Forum, Fraser Health Authority Ethics Review Board and more.

Faculty of Business Administration/Beedie School of Business structure
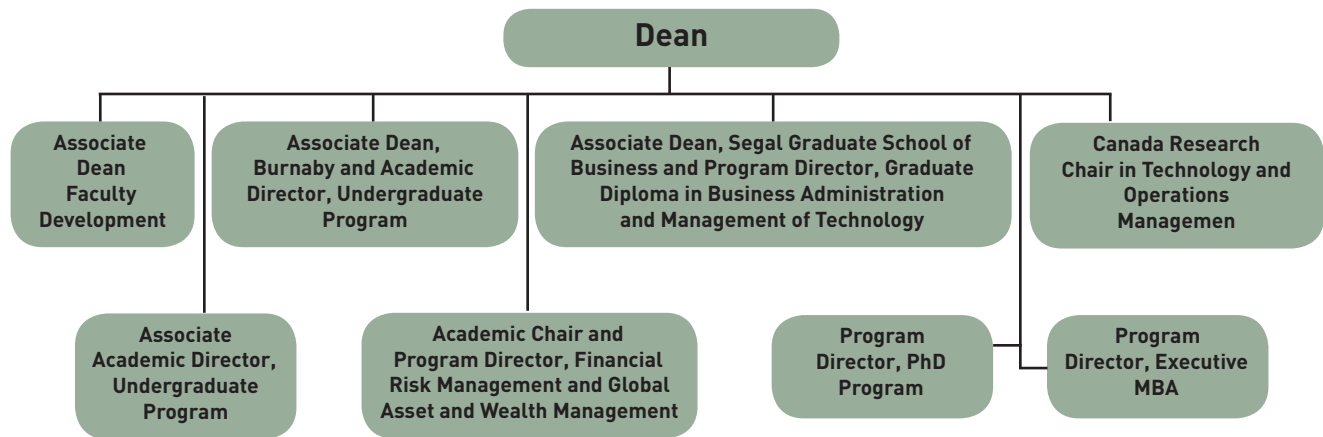
Faculty of Communication, Art and Technology

The Faculty of Communication, Art and Technology, a new faculty established in April 2009, is at the exciting intersection of communication, art and technology. It is what happens when creativity meets new technology, when science meets art, when design encounters new media. The Faculty offers a broad range of programs in Communication, Contemporary Arts, Interactive Arts and Technology, Publishing and Digital Media.

Faculty planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

Position	Name
Dean	Dr. Cheryl Geisler
Associate Dean, Undergraduate Studies	DD Kugler
Associate Dean, Graduate Studies	Dr. Ron Wakkary
Director, Communication	Dr. Alison Beale
Director, Administration	Joe Van Snellenberg
Director, Contemporary Arts	Owen Underhill
Director, Interactive Arts and Technology	Dr. John Bowes
Director, Master of Digital Media Program (pro tem)	Dr. Jim Bizzocchi
Director, Master of Publishing Program	Dr. Rowland Lorimer

Governance within the Faculty

Dean's Advisory Committee

Undergraduate Curriculum Committee

Discusses and approves curriculum items including new course proposals, program changes, new programs and other undergraduate issues.

Graduate Curriculum Committee

Discusses and approves curriculum items including new course proposals, program changes, new programs and other graduate issues.

Major components of the Faculty

Students served

Annualized Activity FTE (AFTE) Enrollment	2009/10
Undergraduate AFTE	1,995.67
Graduate AFTE	205.41
Total AFTE Enrollment	2,201
Majors (Approved)	2,528.00
Annualized Graduate Headcount	241.66
Co-op Education Placements	302

Programs offered

Degrees

Bachelor of Arts

Bachelor of Arts (Honours)

Bachelor of Fine Arts

Bachelor of Science

Bachelor of Science (Honours)

Bachelor of Science (Information Technology, Tech BC)

Bachelor of Science (Interactive Arts, Tech BC)

Master of Arts

Master of Fine Arts

Master of Publishing

Master of Science

Doctor of Philosophy

Doctor of Philosophy under Special Arrangements

Certificates and diplomas

Post Baccalaureate Diploma in Communication

<p style="text-align:center">**Functions accomplished**</p>

Research

The Faculty has research strengths in Cultural Policy and Practice, Media Analysis, the Social Impact of New Media, Film, Dance, Music Composition, Visual Arts, Interactive Media and Visual Analytics. Nearly half of its faculty members carry current external research funding.

Research centres and institutes

The Faculty of Communication, Art and Technology houses the following research centres and institutes:

Centre for Policy Research on Science and Technology (CPROST)

Engages in research on the relationship between public policy and technology. It brings together practitioners and scholars to study the interaction of advances in science and technology, their implementation in the marketplace, and their impacts on community and individual interests.
www.sfu.ca/cprost

Centre for Policy Studies on Culture and Communities

Promotes teaching, research and public outreach on cultural politics, policy and planning in communities from the local to the global. The Centre promotes studies of policy not restricted to governments or public administration, but addressing the interaction of networks of voluntary, not-for-profit, neighbourhood and virtual-community citizen-based initiatives as well as all levels of government, private foundations, and knowledge creators and disseminators. www.sfu.ca/vpresearch/centres+institutes/culture+communities.html

Student services

Academic advising done in departments
Recruitment and Retention Officer
Co-op program in Communication
Funding for undergraduate research

Methods of educational delivery

Lectures, seminars, tutorials, studio courses, labs, field schools, independent research, experiential learning, WEB-based learning, distance education, cohort-based learning (TechOne).

Course and program collaborations with units outside SFU

Developing a joint majors program with Communication, University of China.

Faculty resources

FTE CFL by rank	2009/10
Professor	22.50
Associate Professor	22.50
Assistant Professor	16.00
Instructor	–
Lab Instructor	2.00
Lecturer	14.00
Total FTE CFL	77.00

Full-Time Teaching Equivalent resources	2009/10
Tenure-Track Faculty	61.00
Lecturers	28.00
Lab Instructors	2.00
Sessionals	36.30
Visiting	–
Limited Term	10.63
Faculty Associates	–
Other	0.19
Total FTTE	138.11

Budgeted FTE Support Staff	2009/10
APSA	16.01
CUPE	18.00
Total FTE Support Staff	**34.01**

Teaching Assistants	2009/10
FTE TAs (1 FTE = 8 contact hours)	94.8
TA Base Units	1,115.9

Financial resources and expenses	2009/10
Actual Expenditures ($ 000)	$15,484.95
Operating Budget ($ 000)	$14,949.92
% of Operating Budget to Salaries	80%
% of Operating Budget to Benefits	14%
% of Operating Budget to Salaries/Benefits	94%

Research grants and contracts ($ 000)	2009/10
External Sources	$2,678.98
Internal Sources	$34.74
Total research grants and contracts	**$2,713.72**

Community connections

The Faculty of Communication, Art and Technology has a strong community outreach tradition in its various units, including the project of social and urban transformation that is part of Woodward's and the School for Contemporary Arts, research projects in the community mounted by members across the faculty, and individual faculty members involved in community education and development.

Faculty of Communication, Art and Technology structure
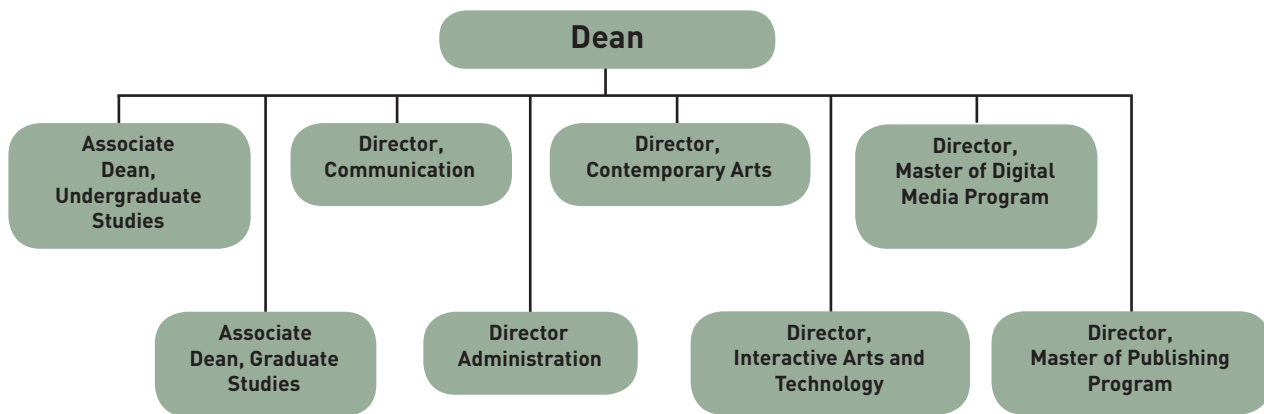
Faculty of Education

The Faculty of Education is a global education leader engaged in research and scholarly enquiry, committed to advancing knowledge, and dedicated to improving the practice of teaching and the learning experience.

Mission statement

Simon Fraser University's Faculty of Education is committed to scholarly excellence, leading-edge pedagogy, innovative curriculum, engagement with teachers, differentiated staffing and a participatory democratic culture. A global leader in educational research and a pathfinder in Canada's teacher education, the Faculty of Education is committed to ethical practice, equity, social justice and diversity.

Faculty planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

Position	Name
Dean	Dr. Kris Magnusson
Associate Dean, Academic	Dr. Kelleen Toohey
Associate Dean, Administration	Dr. David Paterson
Associate Dean, Graduate Studies	Dr. John Nesbitt
Director, Undergraduate Programs	Dr. Stuart Richmond
Director, Graduate Programs	Dr. Robin Brayne
Director, Field Programs	Dr. Margaret MacDonald
Director, Professional Programs	Dr. Paul Neufeld
Director, International Programs	Dr. Ian Andrews
Director, Administration	Donalda Meyers

Governance within the Faculty

Faculty Council

rincipal governing forum of the Faculty of Education.

Executive Committee

Serves as an advisory committee to the Dean; reviews, coordinates and reports on activities of program areas to the Faculty Council; makes recommendations of appropriate Faculty bodies; serves as an agenda committee for Faculty Council meetings.

Professional Programs Committee

Considers and makes recommendations on professional courses and programs of the Faculty; fulfills the responsibilities of departmental and faculty undergraduate studies committee for professional courses and programs.

Professional Programs Scholarship Committee

Advises Director of Professional Programs on scholarships and awards.

Faculty Associates Appointments Committee

Advises Director of Professional Programs on Faculty Associate appointments.

Undergraduate Programs Committee

Considers and makes recommendations to the Faculty on undergraduate courses and programs; recommends candidates for the Post–Baccalaureate diploma, certificates, the Bachelor of Education degree and the Bachelor of General Studies degree; fulfills the responsibilities of departmental and Faculty undergraduate studies committees.

Graduate Programs Committee

Considers and make recommendations on graduate courses and programs of the Faculty; fulfills the responsibilities of departmental and Faculty graduate studies committees as delineated in the university graduate studies regulations.

Field Programs Committee

Considers and makes recommendations on off-campus in-service education programs administered by Field Programs; advises the Director of Field Programs concerning the articulation and coordination of the Field Programs area with the other three program areas of the Faculty; recommends the frameworks of all Field Programs and approves specific offerings within these frameworks; approves all EDPR special topics credit course offerings; considers and recommends for approval all EDPR calendar courses; may assume further specific functions as requested by the Dean in consultation with the Committee and the Director of Field Programs.

Faculty Appointments Committee

Reviews all candidates for appointment concluded at the decanal level; forms search committees in accord with University Policies and Procedures A10.01 and other academic policies; and advises the Dean on matters pertaining to Faculty appointments.

Faculty Tenure and Promotion Committee

Makes recommendations on contract renewal, tenure and promotion in accord with University Policy and Procedures A11.01; consults with the Chairperson with respect to the merit component of annual salary increase recommendations in accord with University Policies and Procedures A20.01.

Faculty Research Opportunities Committee

Articulates and fosters a culture of research and scholarship; manages the budget assigned to the Committee by the Dean; promotes faculty members' and graduate students' scholarly development; lobbies for resources that support ongoing and new research and scholarship; gathers, catalogues and adjudicates proposals from faculty members and distributes and provides support for research and scholarship; solicits from faculty members proposals for new research opportunities.

Budget Advisory Committee

Reviews and analyzes revenues, enrolments and expenditures across the Faculty; makes recommendations on growth and revenue opportunities; makes recommendations on expenditures, tying all recommendations to the 3-year plan; provides a report modeling the recommendations on an annual basis.

Major components of the Faculty

Students served

Annualized Activity FTE (AFTE) Enrollment	2009/10
Undergraduate AFTE	1,586.80
Graduate AFTE	1,008.58
Total AFTE Enrollment	2,595
Majors (Approved)	1,225.00
Annualized Graduate Headcount	1,376.82
Co-op Education Placements	–

Programs offered

Professional programs

Teacher certification component of the Faculty of Education at SFU. Students can enroll in three programs to complete their certification requirements for teaching in British Columbia. First, the Professional Development Program (PDP) is a full-time, three-semester program that comprises 12 months of study. The program is made up of a combination of practicum experiences and professional coursework integral to the understanding of important educational ideas and their application to classroom practice. When teacher candidates successfully complete the program, they are recommended to the British Columbia College of Teachers to receive a BC Teaching Certificate. Second, the Professional Qualification Program (PQP) at SFU is a 12-month program, located in the Lower Mainland, designed to support teachers who have previous teaching experience or qualifications from outside Canada to enter the teaching profession in British Columbia. The Faculty also offers a Professional Linking Program (PLP) for paraprofessionals, student support workers, para-educators, etc., that provides students with an opportunity to continue working in a paraprofessional setting while meeting the requirements for teacher certification.

Field programs

In-service professional development for school teachers and administrators in British Columbia in areas of professional development such as literacy, numeracy, technology, diversity, fine arts, French education (FSL and French Immersion) and PE, among others.

International programs

Credit and non-credit programs for international and domestic students. The unit supports students and Faculty when they internationalize their activities. The unit also supports students and faculty when they internationalize their activities in a variety of areas, including intensive professional development programs for international teachers, graduate (Master's) programs and internship programs.

Graduate programs

The various graduate programs in the Faculty prepare theoreticians, researchers and professionals in a wide-range of educational fields: curriculum; pedagogy; educational leadership; the arts; mathematics; counselling; educational psychology, technology, philosophy; French; second language acquisition; and aboriginal education.

Degrees

Bachelor of Education (Honours)

Bachelor of Education

Bachelor of General Studies (Education)

Master of Arts

Master of Education

Master of Science

Doctorate of Education

Doctorate of Philosophy

Doctorate of Philosophy under Special Arrangements

Certificates and Diplomas

Certificate in Literacy Instruction

Certificate in Professional Practices

Post Baccalaureate Diploma (General)

Post Baccalaureate Diploma in Counselling and Human Development

Post Baccalaureate Diploma in Early Childhood Education

Post Baccalaureate Diploma in Special Education

Post Baccalaureate Diploma in Environmental Education

Graduate Diploma in Advanced Professional Studies in Education

Specialized or programmatic accreditations

Teacher certification in British Columbia is governed by the BC College of Teachers. The College accepts the teaching credentials (for example, completion of the Professional Development Program) issued by SFU.

Functions accomplished

Research

Members of SFU's Faculty of Education are very active in the research community, with high participation rates in major educational conferences such as the American Educational Research Association (AERA) and the Canadian Society for Studies in Education (CSSE), as well as more specialized conferences targeted at specific subfields of educational research.

Faculty members have been successful in securing funding from a wide range of agencies. Members of this Faculty have received funding from major national and provincial granting agencies such as the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institutes of Health

Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), the Canada Foundation for Innovation, the Canadian International Development Agency (CIDA), and a range of Canadian provincial and federal government ministries and departments. In addition, SFU Education researchers have also been awarded funding from other public and private sources, such as le Centre canadien de recherche sur les francophonies en milieu minoritaire (CRFM), de l'Institut français de l'Université de Regina and the Spencer Foundation (USA). The Faculty currently has two Tier One and one Tier Two Research Chairs.

Research centres and institutes

The Faculty of Education houses the following research centres and institutes:

Centre for Education, Law and Society

The purpose of the Centre is to improve the legal literacy of children and young adults through a program of teaching, curriculum development, research and community initiatives. www.cels.sfu.ca

Centre for the Study of Educational Leadership and Policy

Facilitates and extends theoretical and applied research into educational leadership and policy by developing long-term collaborative relationships within the education system in British Columbia, and with other research institutes and institutions of higher education, across Canada and internationally. www.cselp.ca

David Wheeler Institute for Research in Mathematics Education

Its mission is to generate and share knowledge about acquiring mathematical literacy and understanding at all ages and to advance humanity by enriching the lives and options of learners. www.educ.sfu.ca/research/wheeler

International Centre of Art for Social Change

A nexus for skills training, professional development, local and international networking, research and community engagement – all aimed at advancing best practices in the growing field of art for social change. www.icasc.ca

Centre for Imaginative Education

Seeks to nurture a new way of thinking about and practicing education, for institutions, individuals and communities. www.sfu.ca/vpresearch/centres+institutes/imaginative.html

Institute for Studies in Teacher Education

Promotes and carries out individual and collaborative programmatic studies of the policies, processes and practices in teacher education as a way of providing a focus to the research interests of faculty members, graduate students and field-based educators; provides a forum for teacher educators (faculty members, graduate students and field personnel) to discuss research studies, contemporary issues, pressing questions and salient policies in the area of teacher education; and develops collaborative links with groups within and outside the university community. www.educ.sfu.ca/iste/index.html

Centre for Research on Early Childhood Health and Education (CRECHE)

Generates and shares knowledge about child health and early education that will advance humanity by enriching the lives of young children and their families. www.educ.sfu.ca/reach/mission.html

Centre for Research on International Education (CRIE)

Encourages the academic study of international education in its diversity while honouring commitment to educational equity and social justice.

Research groups

The Faculty of Education houses the following research groups:

ENGRAM/ME and the ENGRAMMETRON

ENGRAM/ME aims to bring the expertise of researchers, teachers and others interested in improving mathematics education through the offering and application of new methodological approaches to research, pedagogy and instructional design in mathematics education. The objectives of ENGRAM/ME are to alleviate mathematics anxiety and improve conceptual understandings of mathematics and its applications, especially in mathematical problem-solving contexts using computer enhanced learning environments. ENGRAMMETRON facilities enable simultaneous observation and acquisition of audio data from talking-aloud reflective protocols; video data of facial and bodily expression; and real-time screen capture. www.engrammetron.net

Imaginative Education Research Group

Dedicated to improving the quality of education by providing a conceptual framework, information and practical materials designed to stimulate the imagination of teachers and learners. It aims to show how imaginative education can be implemented in everyday classrooms and to provide the resources that will support its routine achievement. www.ierg.net

Learning for Understanding through Culturally Inclusive Imaginative Development (LUCID)

A research partnership between the Faculty of Education at Simon Fraser University (SFU); the Haida, Stó:lō and Ts'msyen First Nations; and BC School Districts 33, 50 and 52. Through the project we explore the potential of imaginative education in improving academic and other educational outcomes in BC public school districts with high numbers of Aboriginal students. www.ierg.net/lucid/new

Rethinking Teaching in Higher Education

A group of researchers based at SFU, McGill University and Concordia University. Its primary research interest is teaching development. They work with professors as they draw on their understanding of knowledge development in their disciplines, and link this understanding to the way they teach. Analyzing the rationale for a teaching method and how it relates to learning, then testing out the teaching method is akin to what professors do as scholars. www.sfu.ca/rethinkingteaching

The Learning Kit/gStudy

A learning kit is a collection of digital learning materials (a learning object) and a software application called "gStudy". gStudy supports learners' interactive engagement with multimedia information in the learning kit to learn, apply and transfer that information to new situations. Audiences are many: students in elementary, secondary and post–secondary educational institutions; trainees in business and industry; military personnel, and anyone who wants to expand knowledge in the domains a learning kit addresses. www.learningkit. sfu.ca/

Student services

Academic advising

Methods of educational delivery

The Faculty of Education uses a wide range of delivery methods in its teaching, including classroom lectures, seminars, experiential learning, participatory learning, web–supported delivery; place–based learning done in the community of the learners and in international settings; custom–designed programs for international groups.

Course and program collaborations with units outside SFU

Alaska Highway Consortium on Teacher Education (AHCOTE): a joint teacher education program offered with Northern Lights College, School Districts 59, 60, and 81, the University of Northern British Columbia and the local teacher associations.

The Faculty frequently collaborates with school districts and British Columbia colleges to deliver professional and graduate programs.

Accord on Indigenous Education: www.educ.sfu.ca/aboriginal_education/documents/ACDE_ Accord_Indigenous_Education_000.pdf.

Association of Deans of Education General Accord: www.csse.ca/ACDE/GeneralAccord.pdf

Faculty resources

FTE CFL by rank	2009/10
Professor	15.00
Associate Professor	17.00
Assistant Professor	26.00
Instructor	–
Lab Instructor	–
Lecturer	3.00
Total FTE CFL	**61.00**

Full-Time Teaching Equivalent resources	2009/10
Tenure-Track Faculty	58.00
Lecturers	6.00
Lab Instructors	–
Sessionals	37.69
Visiting	0.63
Limited Term	11.62
Faculty Associates	37.06
Other – Post-retirement	1.38
Total FTTE	**152.38**

Budgeted FTE Support Staff	2009/10
APSA	17.10
CUPE	27.28
Total FTE Support Staff	**44.38**

Teaching Assistants	2009/10
FTE TAs (1 FTE = 8 contact hours)	9.3
TA Base Units	68.4

Financial resources and expenses	2009/10
Actual Expenditures ($ 000)	$18,320.65
Operating Budget ($ 000)	$18,473.66
% of Operating Budget to Salaries	81%
% of Operating Budget to Benefits	10%
% of Operating Budget to Salaries/Benefits	92%

Research grants and contracts ($ 000)	2009/10
External Sources	$1,285.69
Internal Sources	$121.51
Total research grants and contracts	**$1,407.20**

Community connections

The Faculty of Education has close collaborations and partnerships with school districts, administrators and governments to facilitate knowledge sharing. Its Professional Development Programs are featured in 12 school districts throughout Metro Vancouver, with Professional Linking Programs, consortia programs, diploma and graduate programs extending across the province. Its outreach activities also include Your Education Matters TV Series, the Friends of Simon Tutoring Program, and the Surrey Counselling and Education Centre. It currently offers professional programs in Mexico, India, China and Mali.

Faculty of Education structure
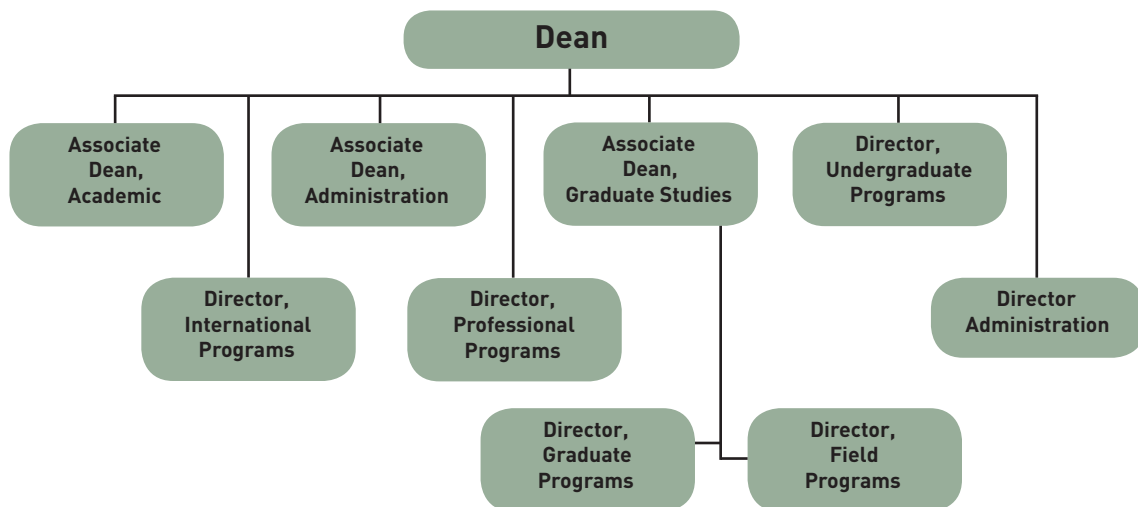
Faculty of Environment

Created in April, 2009, the Faculty of Environment brings together a breadth of environmental expertise, providing a strong base for evaluating and addressing vital environmental challenges that are profoundly affecting our world's future. The Faculty offers programs and courses in Environmental Science, Geography, Resource and Environmental Management, Sustainable Community Development and Development Studies. The Faculty is designed to encompass a truly interdisciplinary approach to environmental issues.

Mission statement

The mission of the Faculty of Environment is to become a world class leader in evidenced-based research and teaching that integrates natural, social and policy sciences, and pure and applied research, to reconcile environment and development at different spatial and temporal scales.

Faculty planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

Position	Name
Dean	Dr. John Pierce
Associate Dean	Dr. Duncan Knowler
Chair, Geography	Dr. Roger Hayter
Acting Director, School of Resource and Environmental Management	Dr. Ken Lertzman
Director, Centre for Sustainable Community Development	Dr. Mark Roseland
Director, Environmental Sciences	Dr. Leah Bendell-Young
Development and Sustainability	Dr. Robert Anderson

Governance within the Faculty

Dean's Advisory Council

Composed of Chairs and Directors in the Faculty. It meets monthly and advises the Dean on Faculty business.

Undergraduate Curriculum Committee

Discusses and approves curriculum items including new course proposals, program changes, new programs and other undergraduate issues.

Graduate Curriculum Committee

Discusses and approves curriculum items including new course proposals, program changes, new programs and other graduate issues.

Major components of the Faculty

Students served

Annualized Activity FTE (AFTE) Enrollment	2009/10
Undergraduate AFTE	564.43
Graduate AFTE	123.16
Total AFTE Enrollment	688
Majors (Approved)	467
Annualized Graduate Headcount	158.83
Co-op Education Placements	84

Programs offered

Degrees

Bachelor of Arts

Bachelor of Arts (Honours)

Bachelor of Science

Bachelor of Science (Honours)

Master of Arts

Master of Resource Management

Master of Resource Management (Planning)

Doctor of Philosophy

Doctor of Philosophy under Special Arrangements

Certificates and Diplomas

Certificate in Spatial Information Systems

Certificate in Sustainable Community Development

Certificate in Urban Studies

Post Baccalaureate Diploma in Sustainable Community Development

Graduate Certificate in Development Studies

Graduate Diploma in Quantitative Methods in Fisheries Management

Specialized or programmatic accreditations

- *The Faculty provides required courses for professional accreditation of students in geosciences by the Professional Engineers and Geoscientists of British Columbia (APEGBC) http://www.apeg.bc.ca/*
- *The planning program in the School of Resource and Environmental Management (REM) is accredited as a recognized planning program by the Canadian Institute of Planners (CIP) http://www.cip-i cu.ca/ and the Planning Institute of British Columbia (PIBC) http://www.pibc.bc.ca/pages/index.shtml*

Functions accomplished

Research

Research in the Faculty of Environment integrates natural, social, SIS and policy sciences, as well as pure and applied research. Faculty members have been successful in gaining Social Sciences and Humanities Research Council of Canada (SSHRC), Canadian Institutes of Health Research (CIHR) and Michael Smith research funding.

Research centres and institutes

The Faculty of Environment houses the following research centres and institutes:

Centre for Coastal Studies

Promotes interdisciplinary research, education and dialogue on Canada's coastal ecosystems, particularly those in British Columbia. http://www.sfu.ca/cstudies/science/coastal.htm

Centre for Sustainable Community Development

Its mission is to support the sustainable development of communities through research, education (credit and non-credit) and community mobilization. http://www.sfu.ca/cscd/

Centre for Tourism Policy and Research

Provides leadership in developing and delivering high quality research and professional education, which encourages excellence in the management of tourism. http://www.sfu.ca/%7edossa/

Cooperative Resource Management Institute

Develops solutions to difficult multidisciplinary problems in resource management by providing an environment where personnel from different agencies, such as those responsible for forestry, fisheries, water, and wildlife management, can collaborate with SFU faculty, graduate students, post-doctoral fellows and research associates. http://www.rem.sfu.ca/crmi/

Student services

Academic advising

Methods of educational delivery

Lectures, seminars, tutorials, workshops, experiential learning, field schools, distance education, web-based delivery.

Course and program collaborations with units outside SFU

Joint student internships with Pacific Institute for Climate Solutions.
Field courses jointly sponsored with Bamfield Marine Sciences Centre.

Faculty resources

FTE CFL by rank	2009/10
Professor	13.50
Associate Professor	11.50
Assistant Professor	9.50
Instructor	–
Lab Instructor	–
Lecturer	3.00
Total FTE CFL	**37.50**

Full-Time Teaching Equivalent resources	2009/10
Tenure-Track Faculty	34.50
Lecturers	6.00
Lab Instructors	–
Sessionals	8.13
Visiting	–
Limited Term	–
Faculty Associates	–
Other	–
Total FTTE	**48.63**

Budgeted FTE Support Staff	2009/10
APSA	5.50
CUPE	8.20
Total FTE Support Staff	13.70

Teaching Assistants	2009/10
FTE TAs (1 FTE = 8 contact hours)	43.3
TA Base Units	463.1

Financial resources and expenses	2009/10
Actual Expenditures ($ 000)	$5,950.32
Operating Budget ($ 000)	$6,281.01
% of Operating Budget to Salaries	80%
% of Operating Budget to Benefits	15%
% of Operating Budget to Salaries/Benefits	95%

Research grants and contracts ($ 000)	2009/10
External Sources	$2,146.65
Internal Sources	$122.98
Total research grants and contracts	**$2,269.63**

Community connections

The Faculty of Environment has strong community connections across its units. For example, faculty members in the Centre for Coastal Studies promote community education and dialogue on Canada's coastal ecosystems, particularly those in British Columbia, with their activities Linking Science with Local Knowledge; the Centre for Sustainable Community Development works toward the sustainable development of communities through community education, capacity building and mobilization, including outreach activities related to Aboriginal Community Economic Development; the Cooperative Resource Management Institute facilitates interaction between SFU researchers and personnel in environmental management agencies, including collaboration with Fisheries and Oceans Canada and the Forest Research Extension Partnership to support sustainable natural resource management. Members across the Faculty also contribute to the community through their involvement in workshops, media outreach and local, provincial, national and international community organizations.

Faculty of Environment structure
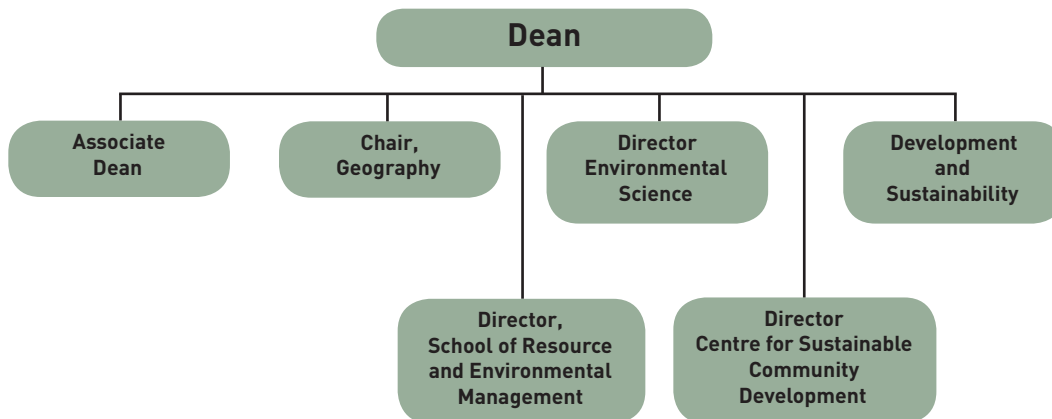
Faculty of Health Sciences

The Faculty of Health Sciences is a relatively new faculty, first established in September 2004. It offers Canada's most comprehensive program in population and public health. The Faculty endeavours to integrate social and natural science research with population outcomes, societal application and policy analysis, combining a broad spectrum of research approaches, methods of inquiry, levels of analysis and research perspectives. Researchers and students from disciplines as diverse as molecular biology, epidemiology, geography, political science and anthropology, work together on studies spanning everything from the cell to society.

Mission statement

The mission of the Faculty of Health Sciences is to integrate social and natural science research with population outcomes, societal application and policy analysis.

Faculty planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

Position	Name
Dean	Dr. John O'Neil
Associate Dean, Education	Dr. Craig Janes
Associate Dean, Research	Dr. Tim Takaro
Director, Continuing Public Health Education	(vacant)
Director, Graduate Programs	(vacant)
Director, Public Health Practice	Dr. Stephen Corber
Director, Undergraduate Programs	Dr. Kitty Corbett

Governance within the Faculty

Graduate Studies Committee

Responsible for the development and review of all graduate programming within the Faculty of Health Sciences. It is also responsible for the evaluation of, and recommendation for, graduate admissions, graduation requirements, graduate scholarships and bursaries, thesis and project evaluation, and the ongoing performance assessment of graduate programs within the Faculty of Health Sciences.

Undergraduate Studies Committee

Responsible for the development and review of all undergraduate programming within the Faculty of Health Sciences. It is also responsible for the evaluation of, and recommendation for, undergraduate admissions, graduation requirements, undergraduate scholarships and bursaries, and the ongoing performance assessment of undergraduate programs within the Faculty of Health Sciences.

Faculty Executive Committee (FEC)

Responsible for providing overall strategic advice to the Office of the Dean. The FEC is responsible for working with the Dean to develop new policies, procedures, and overall planning for the Faculty.

Tenure and Promotion Committee

Responsible for evaluating and making recommendations regarding renewal, promotion, tenure and salary.

Faculty Development Committee (FDC)

Responsible for day-to-day operation of the Faculty, including oversight and management of the faculty budget. Membership of the FDC includes the Dean, Associate Deans, Director of Administration and Operations, and other staff as necessary. FDC decisions and deliberations are included in the Dean's Report to Faculty Council.

Major components of the Faculty

Students served

Annualized Activity FTE (AFTE) Enrollment	2009/10
Undergraduate AFTE	487.33
Graduate AFTE	107.75
Total AFTE Enrollment	595
Majors (Approved)	1,064
Annualized Graduate Headcount	132.33
Co-op Education Placements	103

Programs offered

Degrees

Bachelor of Arts (Honours)
Bachelor of Arts
Bachelor of Science (Honours)
Bachelor of Science
Master of Public Health
Master of Science

Certificates and diplomas

Post–Baccalaureate Diploma
Graduate Diploma in Global Health

Specialized or programmatic accreditations

Council on Education for Public Health (USA-based): Master of Public Health degree and undergraduate BA and BSc programs. www.ceph.org

Research

The research activities of the Faculty of Health Sciences span the spectrum from applied community and health services to fundamental research carried out at the bench. Research programs in children's health, mental health and addictions, population health, global health, health promotion and disease prevention, environmental and occupational health, and prevention of chronic and infectious disease have been established. Several integrative crosscutting themes have also emerged as important strengths within the Faculty. The research collaborations are also building across other faculties in the university. Interests in social inequities and health disparities, life course perspectives on the prevention and management of disease, and a concentration in addressing the needs of vulnerable communities provide collaborative opportunities both within the Faculty and across SFU.

Research centres and institutes

The Faculty of Health Sciences houses the following research centres and institutes:

Centre for Applied Research in Mental Health and Addiction (CARMHA)

An interdisciplinary research centre focusing on research, knowledge translation and capacity building activities within the important health areas of mental health and addiction within a public health framework. www.carmha.ca/

Children's Health Policy Centre

An interdisciplinary research group focusing on integrating research and policy to improve children's social and emotional well-being or children's mental health. www.childhealthpolicy. sfu.ca/

Centre for Study of Gender, Social Inequities and Mental Health

A CIHR Centre for Research Development – creates and supports interdisciplinary and inter-sectoral teams of researchers and research users committed to eliminating gender disparities and social inequities in mental health and addictions.

Student services

Academic advising and recruitment

Methods of educational delivery

Lectures, labs, seminars, tutorials, research seminars, practicums (including local, national and international placements) and independent research (for projects and theses).

Faculty resources

FTE CFL by rank	2009/10
Professor	9.00
Associate Professor	8.00
Assistant Professor	16.50
Instructor	–
Lab Instructor	–
Lecturer	1.00
Total FTE CFL	**34.50**

Full-Time Teaching Equivalent resources	2009/10
Tenure-Track Faculty	33.50
Lecturers	2.00
Lab Instructors	–
Sessionals	1.97
Visiting	–
Limited Term	1.56
Faculty Associates	–
Other	0.19
Total FTTE	**39.22**

Budgeted FTE Support Staff	2009/10
APSA	9.00
CUPE	8.00
Total FTE Support Staff	**17.00**

Teaching Assistants	2009/10
FTE TAs (1 FTE = 8 contact hours)	13.3
TA Base Units	212.2

Financial resources and expenses	2009/10
Actual Expenditures ($ 000)	$6,667.45
Operating Budget ($ 000)	$6,830.85
% of Operating Budget to Salaries	72%
% of Operating Budget to Benefits	16%
% of Operating Budget to Salaries/Benefits	88%

Research grants and contracts ($ 000)	2009/10
External Sources	$5,550.30
Internal Sources	$220.00
Total research grants and contracts	**$5,770.30**

Community connections

Community service is central to the Faculty of Health Sciences and a cornerstone of the curricular design and mission of the Public Health program. Faculty members assume leadership roles in professional organizations that aim to promote community health education; participate in research collaboration, consultation or other similar activity with local, provincial, national and international organizations; and engage in public outreach activities from the local to the international level. The Faculty has partnerships with the BC Centre for Disease Control on infectious disease control, the BC Centre of Excellence for HIV/AIDS on vaccine development and highly active anti-retroviral therapy accessibility, the Fraser Health Authority on health system strengthening, and in India, China, Zambia, Mongolia and Mexico on public health system development. Many students in the Faculty are engaged with the community through their student practicum placements, some of which have strong service components, and the undergraduate and graduate courses often organize community service activities and events.

Faculty of Health Sciences structure
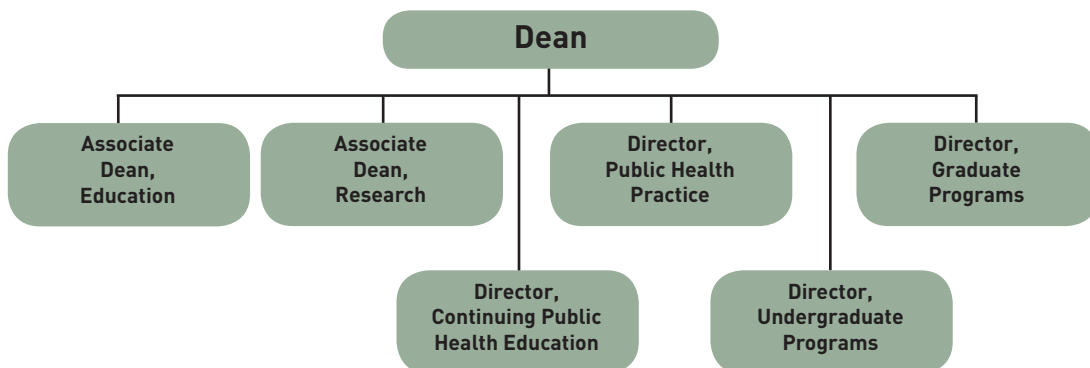
Faculty of Science

Dedicated to excellence, the Faculty of Science continually strives to innovate as a leader in scientific research and education. The Faculty pursues science from all perspectives – not bound by the rigid framework of a traditional school. It offers a firm foundation in science while encouraging students to harness our world-class resources to take the direction of their interests.

Faculty planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Faculty leadership

Position	Name
Dean	Dr. Claire Cupples
Associate Dean	Dr. Rolf Mathewes
Chair, Biological Sciences	Dr. Felix Breden
Chair, Biomedical Physiology and Kinesiology	Dr. Peter Ruben
Chair, Chemistry	Dr. Zuo-Guang Ye
Chair, Earth Sciences	Dr. Derek Thorkelson
Chair, Mathematics	Dr. Manfred Trummer
Chair, Molecular Biology and Biochemistry	Dr. Bruce Brandhorst
Chair, Physics	Dr. Barb Frisken
Chair, Statistics and Actuarial Science	Dr. Richard Lockhart

Governance within the Faculty

Dean's Advisory Committee
Composed of the Chairs of the Departments, the Associate Dean and is chaired by the Dean. It normally meets bi-weekly and, as its name implies, advises the Dean on Faculty business.

Undergraduate Curriculum Committee
Discusses and approves curriculum items including new course proposals, program changes, new programs and other undergraduate issues.

Graduate Curriculum Committee
Discusses and approves curriculum items including new course proposals, program changes, new programs and other graduate issues.

Equity Committee for hiring new faculty
Establishes search committees; generates advertisement and strategy statement; lists candidates to be interviewed.

Safety Committee

Composed of staff, students and faculty representing most areas of the Faculty. The Committee meets monthly to deal with issues related to safety in teaching, research and other areas in the Faculty of Science.

Major components of the Faculty

Students served

Annualized Activity FTE (AFTE) Enrollment	2009/10
Undergraduate AFTE	4,323.80
Graduate AFTE	466.66
Total AFTE Enrollment	4,790
Majors (Approved)	3,012
Annualized Graduate Headcount	599.33
Co-op Education Placements	392

Programs offered

Degrees
Bachelor of Science (Honours)
Bachelor of Science
Master of Environmental Toxicology
Master of Pest Management
Master of Science
Doctor of Philosophy
Doctor of Philosophy under Special Arrangements

Certificates and diplomas
Certificate in Actuarial Mathematics
Certificate in Earth Sciences
Certificate in Forestry Geoscience
Certificate in Health and Fitness Studies
Certificate in Applied Human Nutrition
Post Baccalaureate Diploma in Biological Sciences
Post Baccalaureate Diploma in Kinesiology
Graduate Diploma in Bioinformatics
Graduate Diploma in Quantitative Methods in Fisheries Management

Specialized or programmatic accreditations

Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA). www.ccupeka.ca/en
Canadian Society for Chemistry. www.cheminst.ca

The Faculty also provides the required courses for professional accreditation of students in Earth Sciences by the Professional Engineers and Geoscientists of BC (APEGBC) (www.apeg.bc.ca), for professional accreditation of students in Actuarial Sciences by the Canadian Institute of Actuaries (www.actuaries.ca) and the Society of Actuaries (www.soa.org), and for professional accreditation of students in a Statistics program by the Statistical Society of Canada (www.ssc.ca).

Functions accomplished

Research

The Faculty of Science at SFU is among the most productive for its size in Canada. Researchers in each department are working on leading projects in a wide variety of areas. The Faculty generates 50 percent or more of the University's annual research income, has 18 Canada Research Chairs, 2 Leading Edge Endowment Fund (LEEF) Chairs, the Thelma Finlayson Chair in Biological Control, the Shrum Chair in Science, an Endowed Chair in Coastal Studies and a Forest Renewal BC Chair.

Research centres and institutes

The Faculty of Science hosts or collaborates in sponsoring a number of research centres and institutes both at SFU and across Canada. These include:

4D LABS

Offer the use of multiple facilities with state-of-the-art equipment for academic, industrial and government researchers. They focus on accelerating the design, development, demonstration and delivery of advanced materials and nanoscale devices.

Behavioural and Cognitive Neuroscience Institute (BCNI)

Fosters interdisciplinary research and training concerning the relationship between mind and brain. Building on the strengths of world-renowned researchers who investigate a variety of behavioural, cognitive, sensory-motor and neurophysiological phenomena, the BCNI focuses on a broad range of topics such as attention, perception, language, memory and action. www.sfu.ca/vpresearch/centres+institutes/BCNI.html

Centre for Experimental and Constructive Mathematics (CECM)

Explores and promotes the interplay of conventional mathematics with modern computation and communication in the mathematical sciences. www.cecm.sfu.ca/about/index.shtml

Centre for Natural Hazards Research (CNHR)

Conducts innovative research on geophysical processes that are a threat to the population and economic infrastructure of Canada. www.sfu.ca/cnhr

Centre for Wildlife Ecology

Fosters high quality, graduate training and research, conducts basic and applied research in wildlife ecology, and provides knowledge and personnel that will help Environment Canada

and other agencies meet the challenges of conservation in the 21st century. www.sfu.ca/biology/wildberg

Chemical Ecology Research Group (CERG)

Includes members from the University of British Columbia, University of Northern British Columbia, Trinity Western University and Simon Fraser University, from various specific areas of study. The Group is devoted to the study of semiochemicals – message-bearing chemicals – with particular reference to insect pests of agriculture and forestry. The ambrosia beetle and the mountain pine beetle, which cause millions of dollars in damage to provincial forests each year, are among the targets of this research. The Group works closely with government laboratories and industrial companies in providing basic research in biological pest control together with field assays and application strategies. http://web.mac.com/ckeeling/CERG/Home.html

Evolutionary and Behavioural Ecology Research Group

Pursues basic research in the field of evolutionary and behavioural ecology, utilizing a wide range of study organisms, including plants, insects and other invertebrates, fish, birds and mammals (including humans). www.sfu.ca/biology/berg

Centre for Interdisciplinary Research in Mathematics and Computing Science (IRMACS)

A unique, interdisciplinary research facility that enables collaborative interaction – intellectually, physically and virtually. IRMACS removes traditional boundaries between scientific disciplines and creates a stimulating environment for its researchers. It provides a versatile, computationally sophisticated infrastructure for scientists whose primary laboratory tool is the computer. www.irmacs.sfu.ca

Tri-University Meson Facility (TRIUMF)

A world-class subatomic physics research laboratory. It is one of three subatomic research facilities in the world that specialize in producing extremely intense beams of particles. The heart of the facility is the world's biggest cyclotron, which is used to accelerate 1000 trillion particles each second. A consortium of Canadian universities operates TRIUMF, including SFU, under a contribution from the National Research Council of Canada. TRIUMF at Simon Fraser University is located in the Department of Chemistry and involves people from the Department of Chemistry and the Department of Physics. www.triumf.ca

Western Canadian Universities Marine Sciences Society (Bamfield)

Supports diverse coastal and marine research of the highest calibre and is recognized as among the very best research and training facilities in the world. Bamfield Marine Sciences Centre is a world-class teaching and research facility located on the outer west coast of Vancouver Island, Canada. www.bms.bc.ca

Student services

Academic advising, done at the Department level, with an additional three people in the Office of the Dean.

Methods of educational delivery

Lectures, labs, seminars, tutorials, distance education, lab internships, field schools, independent research.

Course and program collaborations with units outside SFU

Bioinformatics MSc degree, partnership with the University of British Columbia and the BC Cancer Research Centre.

Faculty resources

FTE CFL by rank	2009/10
Professor	82.00
Associate Professor	56.00
Assistant Professor	48.50
Instructor	–
Lab Instructor	1.00
Lecturer	39.80
Total FTE CFL	**227.30**

Full-Time Teaching Equivalent resources	2009/10
Tenure–Track Faculty	186.50
Lecturers	79.60
Lab Instructors	1.00
Sessionals	21.38
Visiting	–
Limited Term	18.99
Faculty Associates	–
Other	0.56
Total FTTE	**308.03**

Budgeted FTE Support Staff	2009/10
APSA	27.18
CUPE	66.21
POLY	5.00
Total FTE Support Staff	**98.39**

Teaching Assistants	2009/10
FTE TAs (1 FTE = 8 contact hours)	462.7
TA Base Units	3013.0

Financial resources and expenses	2009/10
Actual Expenditures ($ 000)	$36,813.59
Operating Budget ($ 000)	$35,442.68
% of Operating Budget to Salaries	79%
% of Operating Budget to Benefits	17%
% of Operating Budget to Salaries/Benefits	96%

Research grants and contracts ($ 000)	2009/10
External Sources	$35,056.27
Internal Sources	$1,240.77
Total research grants and contracts	**$36,297.03**

Ancillary services

The Faculty of Science offers specialized support for research and teaching with its Science Technical Centre and Science Stores. The Technical Centre provides highly skilled staff in the areas of electronics and instrumentation, glassblowing and precision machining and fabrication. Science Stores supplies a variety of commonly used chemicals and equipment and assists with purchasing, safety information, dangerous goods shipping and receiving and removal of hazardous waste for Science and other faculties.

Community connections

The Faculty of Science has a strong outreach program that involves faculty going to elementary and high schools, and invites people to campus to see the faculty's world-class laboratories and classrooms. The Faculty is also involved with Continuing Studies in Science, which promotes the understanding of scientific discoveries and research through interdisciplinary discussions and partnerships, as well as the Center for Coastal Studies, which coordinates the Linking Science with Local Knowledge that links scientific knowledge with local knowledge for improved, sustainable oceans and coastal management, and assists Fisheries and Oceans Canada with an ecosystem approach to ocean resource management. Across the Faculty, members regularly address societal and complex contemporary issues.

Faculty of Science structure

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD
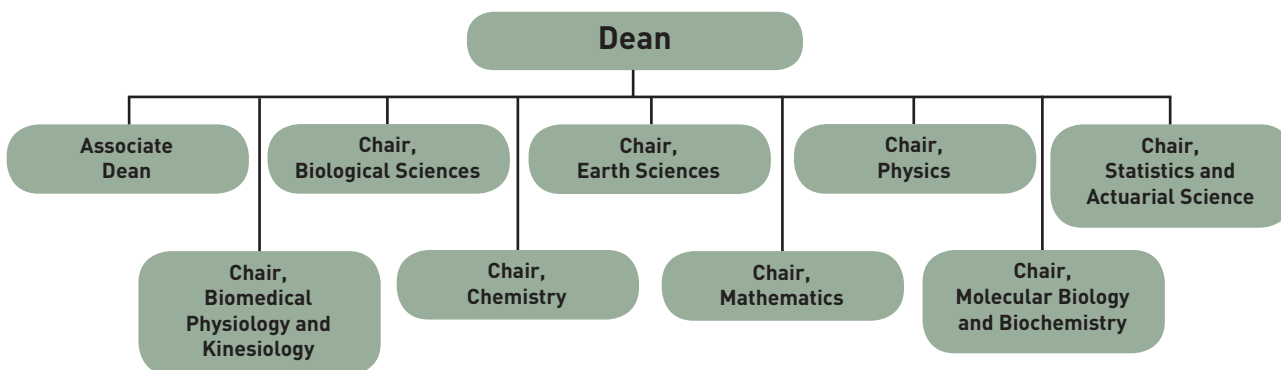
Self Evaluation Report

Appendix C

Graduate Studies
and
Lifelong Learning

Graduate Studies

The Office of the Dean of Graduate Studies is responsible for the promotion of the graduate student enterprise, providing insight and oversight in areas of graduate program development, graduate student professional development, enrolment management and merit-based financial support. These responsibilities are carried out via the Dean's role as Chair of the Senate Graduate Studies Committee, which is responsible for the academic components of graduate programs including academic regulations, admissions, program modifications and graduation, and as Chair of the Senate Graduate Awards Adjudication Committee, which allocates all internal merit-based awards. The Dean is a member of the Senate Policy Committee on Scholarships, Awards and Bursaries that is responsible for setting the terms of reference for SFU internal awards and the Senate Policy Committee on Enrolment Management Planning.

The Dean's Office plays an administrative role in maintaining all graduate student records and managing the admissions and graduation processes. It provides internal and external adjudication services for all award programs and is responsible for the administration and disbursement of all internal and external awards. The Dean's Office is the academic home for Special Arrangement Graduate Students program and manages all thesis and project examination procedures.

Planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Leadership

Position	Name
Dean	Dr. Wade Parkhouse
Associate Dean	Dr. George Agnes
Director, Graduate Records, Admission and Regulation	Mary Ann Pope
Director, Administrative Services	Thea Hinds

Governance

Senate Graduate Studies Committee

Reviews and makes recommendations to Senate concerning new graduate programs and major changes to graduate programs; reviews and approves new graduate courses, course deletions and minor program changes; and administers, reviews and recommends substantive changes to Senate. Considers and decides on policy recommendations concerning Graduate Studies.

General Meeting of Graduate Chairs

Considers policies and changes to Graduate Studies administration and receives information concerning Graduate Studies across the University.

Major components of Graduate Studies

Academic

- *Development of graduate regulations and policies and associated recommendations to Senate.*
- *Insight and oversight in areas of graduate program development.*
- *Oversight of graduate program and curriculum changes.*
- *Home for Special Arrangements students (individual and cohorts).*
- *Home for Graduate Certificates.*
- *Ensuring adherence to graduate general regulations.*
- *Assistance in the development of enrolment targets and management.*
- *Recruitment of outstanding graduate students.*

Administration

- *Administration of graduate regulations and policies.*
- *Admissions, registration and student records.*
- *Monitoring of student progress and eligibility to graduate.*
- *Administration of all graduate student merit-based awards (internal and external).*
- *Administration of doctoral thesis defences (including external examiner oversight).*
- *Administration of the awards budget (external and internal awards).*
- *Development of procedures for allocating awards and award decisions.*
- *Communication of all graduate matters to individual graduate programs.*

Services

- *Promotion of the graduate enterprise.*
- *Student advising over a wide range of issues, including registration and fees, policies and procedures, scholarship programs and disbursements, and personal/individual problems.*
- *Postdoctoral Fellow Office.*
- *Advising faculty and staff on both policy issues and technical (system 'how-to') issues.*
- *Graduate Student Professional Development.*
- *Convocation services for graduating masters, doctoral and graduate diploma students.*
- *Recommendations, analysis, requirements gathering and testing of enhancements to the student information management system.*
- *Provision of data and statistical information from SIMS.*
- *Organization and facilitation of graduate program workshops.*

Students served

Graduate Headcount (Annualized), by Program	2009/10
PhD (total)	1167
Full-time Students	581
Continuing Students★	535
Credit Program Students★★	0
On Leave	51
Master's (total)	2199

Full-time Students	1346
Continuing Students★	290
Credit Program Students★★	529
On Leave	34
Graduate Diploma	743
Qualifying	13
Special	19
Exchange	30
Total	4171

Source: IRP

* In "per-term fee" programs, after 6 completed terms of full-time enrolment (for master's degree programs) or 8 terms (for doctoral degree programs), students who have not completed their degree program are referred to as "continuing from a fee perspective" but are still full-time students (pay ½ fees)

** Students enroled in a "per-credit fee" program

Resources

Personnel

Budgeted FTE Support Staff	2009/10
APSA	5.0
CUPE	8.5
Total FTE Support Staff	13.5

Financial Resources and Expenses

2009/10 Operating Budget	% Salaries and Benefits	% Non-Salary
$1,221,947	91.6%	8.4%

Scholarship sources	2009/10
SFU Graduate Scholarship, Bursary and Awards	$6,354,121
Pacific Century Graduate Scholarships (PCGS)★	$601,684
Graduate Fellowships	
(administered by Dean, Graduate Studies from SFU Faculties/Schools)	$130,625
Other internally-funded awards	$196,500
Tri-Councils★	$5,597,415
Provincial (excluding PCGS)	$426,169
SFU endowed, donor-designated, national-industrial, travel or research	$1,169,706
Total	**$14,476,220**

* Canadian Institutes of Health Research; Social Sciences and Humanities Research Council; Natural Sciences and Engineering Research Council of Canada.

Graduate Studies structure

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                          │     Dean     │
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  ┌───────────────┐    ┌───────────────────────┐    ┌───────────────┐
  │   Associate   │    │       Director        │    │   Director    │
  │     Dean      │    │ Graduate Records,     │    │ Administrative│
  │               │    │ Admission and         │    │   Services    │
  │               │    │ Regulation            │    │               │
  └───────────────┘    └───────────────────────┘    └───────────────┘
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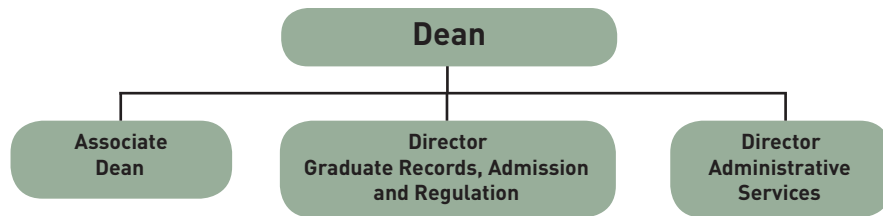
Lifelong Learning

Lifelong Learning (formerly Continuing Studies) provides a broad range of high-quality educational programming and community outreach and engagement activities. It is one of the largest and most diverse continuing education units among Canadian universities. The activities and programs of Lifelong Learning introduce adult and non-traditional learners to a university environment, act as a public showcase for the university's teaching and research activities, present SFU's professional and educational expertise to the University's wider communities and present a positive public image of SFU as an engaged and innovative university. Lifelong Learning's activities help build new and lasting partnerships locally, provincially, nationally and internationally, incorporate the latest educational technologies and respond quickly to the changing needs of its communities. Because of the Vice President, Academic's conviction that learning about teaching occurs throughout a faculty member's career, the Teaching and Learning Centre was moved under Lifelong Learning in September 2010.

Mission Statement

Lifelong Learning seeks to provide academic programming that allows students and groups to achieve their intellectual, professional, aspirational and cultural goals through programs for lifelong learning that build on the strengths and academic capital of the university and the resources of the community.

Planning

www.sfu.ca/content/sfu/vpacademic/academic_planning/academic_plans/current_three_yearplans.html

Governance

Leadership

Position	Name
Dean	Dr. Helen Wussow
Associate Dean and Director, Centre for Integrated and Credit Studies	Dr. Tom Nesbit
Associate Dean	Dr. Yvonne Tabin
Director, Teaching and Learning Centre (interim)	Dr. Stephanie Chu
Director, Centre for Online and Distance Education	Brian Naicker

Unit-wide governance in Lifelong Learning is conducted through a Management Committee consisting of the Dean, two Associate Deans, two representatives (one each) from non-credit and credit programs, a representative from our community education (grant-funded) programs, a representative from online learning, another from the Teaching and Learning Centre and a member-at-large chosen by the Dean. Items of a personal or confidential nature are delegated to a sub-committee consisting of the Dean and two Associate Deans.

Governance at a program level is the responsibility of individual program directors in conjunction with advisory committees comprised of faculty, staff and community representatives (see Continuing Studies Annual Report 2008/09, pp 50-54).

Advisory Boards

Senate Committee on Continuing Studies

Career and Life Planning Steering Committee

Centre for Online and Distance Education Advisory Committee

City Program Advisory Committee

Community Education Program Advisory Committee

Aboriginal Health and Human Resources Initiative – Preparation for Health Careers in Aboriginal Communities Advisory Committee

Diploma in Rehabilitation Management and Program Advisory Committee

Continuing Studies Endowment Committee

Continuing Studies in Science

Dialogue Programs Advisory Committees: Certificate in Dialogue and Civic Engagement; Diploma in Dialogue and Negotiation Academic Advisory Committee; Dialogue Steering Committee

Integrated Studies Academic Steering Committee

International Teaching Assistants Program Advisory Committee

Interpretation and Translation Program Advisory Committee

Management and Professional Programs Steering Committee

Research and Evaluation Unit Advisory Committee

Seniors Program Academic Advisory Committee

7th Floor Media Advisory Committee

SFU NOW Advisory Committee

SFU Publications Board

Major components of Lifelong Learning

Educational programs offered

Centre for Integrated and Credit Studies

Offers credit courses at SFU Vancouver, in the Harbour Centre building and part–time degree completion programs for adults.

Centre for Online and Distance Education

SFU's distance education centre: offers courses in more than twenty-five academic areas, using 21st century technologies and providing credit toward SFU degrees, certificates and diplomas.

City Program

Dedicated to understanding the city and how citizens can shape its future. Its courses, free lectures and programs cover a wide range of urban issues, including transportation, affordable housing, urban sustainability, real estate development, planning law, land use ethics, urban design and heritage conservation.

Dialogue Programs

Lifelong Learning offers a non-credit Certificate and a Diploma in Dialogue, convenes dialogue events on important public issues, and offers its students planning and facilitation services in dialogue-based programming.

English Language and Culture Program

An intensely interactive learning experience in a university setting that teaches English to non-English speakers. The program emphasizes the importance of improving English skills and understanding the culture in which a language is used.

Interdisciplinary Programs

The administrative home to the Philosophers' Café, the Canadian Academy of Independent Scholars and Civitas, a contemporary political discussion group.

International Teaching Assistants Program

A graduate program specially designed for teaching assistants and graduate students who speak English as an additional language. The program helps students' academic communication and teaching skills.

Interpretation and Translation Program

Dedicated to training linguistically and culturally fluent bilinguals who are able to facilitate cross-cultural communication in a variety of professional settings.

Management and Professional Programs

Provide foundational and advanced continuing education in the broad area of business and management. The unit offers courses, certificates and professional designation programs, and works with SFU academic units, business and community groups and other universities to develop and deliver continuing education in business and management, including MBA field schools, customized training programs and public lectures. This unit oversees two very unique endowments that have been established at Simon Fraser University: The Salvation Army Development Endowment Fund and the BMO-Bank of Montreal Endowment.

Project Japan

Provides language programs in basic Japanese, cross-cultural communication and teaching English in Japan, and career development seminars and counseling for its graduates.

Seniors Program

Committed to help adults achieve their intellectual, professional and cultural goals through programs for lifelong learning that build on the strengths of the University and the resources of the community. It offers non-credit courses for those 55 years of age or older.

SFU NOW

A program designed to provide flexibility for part-time study for working adults through providing regular SFU courses in the evenings and on weekends. All SFU NOW-sponsored

classes give priority to SFU NOW students, who are not typically available for regular daytime classes.

Writing and Publishing Program

Offers non-credit certificates, courses, public lectures and events to those interested in the fields of writing, editing or publishing. The focus and mission of the program is to provide adults an opportunity to explore and improve their writing and editing talents.

Community Engagement Services

7th Floor Media (7FM)

Develops and prototypes new media applications for education and culture. It creates Web sites, on-site and online museum experiences, as well as interactive applications for cell phones and other mobile devices. It also provides consulting and advice on the design and implementation of educational and cultural new media initiatives to a range of local, national and international organizations.

Community Education Program

Designed to create access to education and other resources for socially excluded individuals and communities. The program works with multicultural communities who experience ongoing poverty, racism, gender bias and low levels of literacy. It develops community-based projects which address critical needs identified by the community, and in which community members play active roles in decision-making, implementation and evaluation.

SFU Publications

The role of this unit is to publish texts and textbooks of high-production quality and peer-reviewed content for use in university and university college courses and for general use in the academic community. The texts include a range of academic publications, including reprints and new editions.

Students served

Enrollment in Lifelong Learning courses, programs, and events (2009/2010)

Credit Courses and Programs	Total: 23,690
Centre for Online and Distance Education (CODE)	14,632
SFU credit enrollments at Harbour Centre	6,770
Integrated Studies Programs	949
SFU NOW: Nights or Weekends	1,339
Non-Credit Courses, Programs, and Public Events	**Total: 19,056**
City Program	3,183
Community Education Program	99
Continuing Studies in Science	813
Dialogue Programs	1,972
English Language and Culture Program	*588
Interdisciplinary Studies	3,793
International Teaching Assistants Program	136

Interpretation and Translation Program	*44
Language, Culture and Heritage Programs	275
Management and Professional Programs	2,426
Seniors Program and Opera Studies	3,082
Writing and Publishing Program	2,645
Total Credit and Non-Credit Enrollments	**Grand Total: 42,746**

* Enrollment in multi-course cohort programs was counted as one enrolment per student.

Methods of Educational Delivery

Lifelong Learning courses and programs encompass a broad range of educational activities that encourage and provide for adult and lifelong learners to study for professional or personal advancement. They can take the form of conventional university courses and seminars, workshops, public lectures, conferences and moderated discussions, home study, distance or online courses, hands-on projects or customized training.

Teaching and Learning Centre

The mandate of the Teaching and Learning Centre is to enable faculty members and instructional staff to provide high quality learning experiences for SFU students at all three campuses. Its activities include general and discipline-specific approaches to teaching and learning and it engages in internal and external partnerships to support institutional strategic priorities.

The Centre:

- *Fosters a positive community and culture around teaching and learning as it communicates initiatives and practices by collaborating with academic and administrative departments, instructors, staff, and students;*
- *Enables growth, independence, and a scholarly approach to teaching, for future and current instructors at various points in their career, by responding to the evolving needs and issues regarding teaching and learning at SFU;*
- *Supports the design, development, implementation and evaluation of effective teaching and learning experiences; and*
- *Provides creative media services that enhance teaching and learning experiences.*

Course and program collaborations with units outside SFU

Lifelong Learning works in close collaboration with a wide variety of educational, social, business, cultural and professional organizations to conceptualize and oversee its various programs. However, all Lifelong Learning programs are delivered solely by SFU and are not offered in conjunction with other organizations. Although the Teaching and Learning Centre's activities focus on the University community, part of the Centre's mandate is to work to advance a culture of teaching and learning within some of the institutions with which SFU engages.

Resources

Personnel: Approximately 166 staff

Financial Resources and Expenses

Credit Activities	2009/10
Base Budget ($ 000)	$7,187,420
Salary and Benefit Expenses ($ 000)	$6,998,168
Non-Salary Expenses ($ 000)	$936,883
Other Revenue/Transfers	$1,815,186
Non-Credit Activities	**2009/10**
Revenue and Internal Transfers ($ 000)	$7,422,374
Salary and Benefit Expenses ($ 000)	$6,893,859
Non-Salary Expenses ($ 000)	$1,638,593

Community Connections

Lifelong Learning has extensive community connections with local, provincial, national and international advisors and partnerships. In addition to its community connections in planning and offering courses and programs, it offers a range of community engagement services and initiatives from developing new media applications for education and culture to providing training programs to communities in developing countries.

Lifelong Learning structure

Dean

Associate Dean and Director Centre for Integrated and Credit Studies

Associate Dean

Director Teaching and Learning Centre

Director Centre for Online and Distance Education

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD
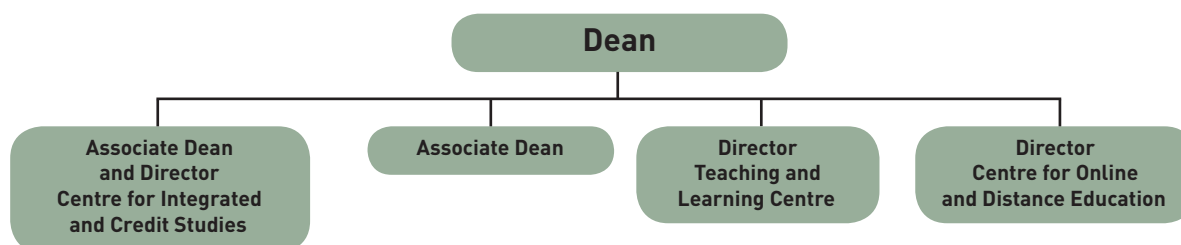
Self Evaluation Report

Appendix D

Administrative Units

Chancellor

The Chancellor is elected for a three-year term and is eligible for re-election, not holding office for more than six consecutive years. The Chancellor serves as chair of convocation, a member of Senate and the Board of Governors and confers all degrees. The Chancellor often represents the University within the larger community and is one of the University's chief ambassadors.

Noted Canadian broadcaster, politician and business leader Carole Taylor was installed as Simon Fraser University's tenth Chancellor on Friday, June 17, 2011 at the University's Spring Convocation ceremony.

Carole Taylor is an Officer of the Order of Canada and a former B.C. Minister of Finance. She has chaired multiple high-profile boards during her celebrated career, including CBC/Radio Canada, Canada Ports Corporation and the national Economic Advisory Council.

Carole Taylor is a graduate of the University of Toronto and holds honorary degrees from Simon Fraser University, British Columbia Institute of Technology, the BC Open University and the Justice Institute of BC. She is the recipient of SFU's 2010 Community Leadership Award (with husband and former Vancouver Mayor Art Phillips).

Policies and procedures

www.sfu.ca/policies/gazette/board/B10-12.html

Former Chancellors

Name	Tenure
Dr Gordon M. Shrum	1963–1968
Dr Kenneth P. Caple	1968–1975
Dr Jack Diamond	1975–1978
Dr Paul T. Cote	1978–1984
Dr William M. Hamilton	1984–1987
Dr Barbara J. Rae	1987–1993
Dr Joseph Segal	1993–1999
Dr Milton K. Wong	1999–2005
Dr Brandt C. Louie	2005–2011

President and Vice Chancellor

The President and Vice Chancellor is accountable to the Board of Governors for providing overall leadership and direction to Simon Fraser University, from academic affairs and international initiatives to enrolment and student life, and serves as a national and international ambassador for the university community. The President is responsible for defining the strategic direction of the University with the approval of the Board of Governors, and for coordinating overall strategic planning within the policy frameworks established by the Board and Senate.

The President also has primary responsibility for fundraising in support of the University, and for advancing the University's external interests and relationships with friends and alumni of the university, local community leaders, legislators and government officials, and philanthropic organizations.

Governance

President and Senior Administrators

Position	Name
President and Vice Chancellor	Prof. Andrew Petter
Vice President, Academic and Provost	Dr. Jon Driver
Vice President, Legal Affairs and University Secretary	Prof. Judith Osborne
Vice President, Finance and Administration	Dr. Pat Hibbitts
Vice President, Research	Dr. Mario Pinto
Vice President, External Relations	Dr. Philip Steenkamp
Vice President, University Advancement and Alumni Engagement	Cathy Daminato
Director, President's Office	Mavis MacMillen

Internal Committees
- *Board of Governors*
- *Senate (chair)*
- *Senate Committee on Agenda and Rules (chair)*
- *Board of Governors' Academic Operations, Finance, External Relations, Employee Relations and Compensation and Executive Committees (ex-officio voting member)*
- *Vice Presidents' Group (chair)*
- *Vice Presidents/Deans' Group (chair)*

External Committee/Association Membership
- *India Advisory Committee (co-chair)*
- *Surrey Advisory Committee (co-chair)*
- *SFU/Burnaby City Liaison Committee*
- *Research Universities Council of BC*
- *Council of Western Canadian University Presidents*
- *Association of Universities and Colleges of Canada*

Policies and Procedures
- *Governance: www.sfu.ca/policies/crosswalk_index.html#T9*

Roles and Responsibilities: Direct Reports

Vice President, Academic and Provost (VPA): (Dr. Jon Driver)
- *Academic programs, faculty and staff and academic support services.*
- *The primary objectives of the Vice-President, Academic and Provost (VPA) are to resource and support an outstanding education for SFU students, provide a productive research environment, promote excellence in research and scholarship, and respond to community needs for education and research.*

Vice President, Legal Affairs and University Secretary (VPLA): (Prof. Judith Osborne)
- *Negotiations with the Faculty Association and various employee groups*
- *Interpretation and application of University policies*
- *Senior advocate on equity issues*
- *Executive management of the broad range of the University's legal affairs*
- *University Secretary, SFU Board of Governors*

Vice President, Finance and Administration (VPFA): (Dr. Patricia Hibbitts)
- *Planning, accounting, control and management of the University's financial resources and its physical plant*

Vice President, Research (VPR): (Dr. Mario Pinto)
- *advocating for university research and guiding policy development at the university, provincial and national levels, as well as responsibility for all aspects of the research enterprise at the university*

Vice President, External Relations (VPER): (vacant)
- *Government and international relations*
- *Community engagement*
- *Public affairs and media relations*
- *Ceremonies and events*
- *Art Gallery*
- *Design Group*

Vice President, University Advancement and Alumni Engagement (VPUAAE): (Cathy Daminato)
- *Promoting the mission and programs of the University through fund development from public and private sources. Funds raised support capital expansion, research, community engagement and the student experience at all three campuses.*
- *Alumni relations*

Director, President's Office (Mavis MacMillen)
- *Administration of the business of the President's office*
- *Communications and liaison*
- *Budgets, including operating, capital and specific purpose budgets*
- *President's time and activities*

President Portfolio – Operating Budget and Personnel

Operating Budget

2009/10 Budget	% Salary and Benefits	% Non-Salary
$982,122	66.8%	33.2%

Source: Finance

Personnel

2009/10 Faculty	2010/11 Staff	Total
0	5.0	5.0

Source: IRP

Planning documents

- *Mission Statement http://www.sfu.ca/pres/mission.html*
- *Values and Commitments http://www.sfu.ca/pres/vandc.html*
- *President's Agenda http://www.sfu.ca/pres/president/agenda1011.html*
- *University Planning Framework http://www.sfu.ca/finance/uploads/page/12/University_Planning_Framework_03-02-11_FINAL_NO_APPENDIX1.pdf*

Office of the President and Vice Chancellor structure

President and Vice Chancellor

Director President's Office

Vice President, Academic and Provost

Vice President, Legal Affairs and University Secretary

Vice President, Finance and Administration

Vice President, Research

Vice President, External Relations

Vice President, University Advancement and Alumni Engagement
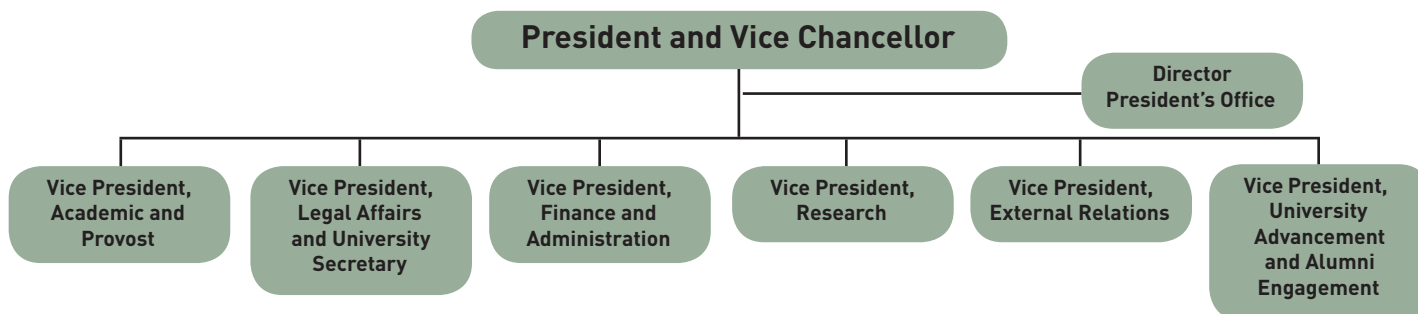
Vice President Academic and Provost

The Vice President, Academic and Provost (VPA) is responsible for all academic programs—undergraduate, graduate, and non-credit—in eight Faculties and Lifelong Learning. Support for those programs, and their students, is also a VPA responsibility, through Student Services, Graduate Studies and other support units. The primary objectives of the Vice-President, Academic and Provost are to resource and support an outstanding education for SFU students, provide a productive research environment, promote excellence in research and scholarship and respond to community needs for education and research. The VPA contributes to the research mission of the University by hiring high quality researchers, encouraging the development of research strengths, support of graduate students and collaboration with the Vice-President Research.

Governance

Vice President, Academic and Provost and Senior Administrators

Position	Name
Vice President, Academic and Provost	Dr. Jon Driver
Associate Vice President, Academic and Associate Provost	Dr. William Krane
Associate Vice President, Students	Dr. Tim Rahilly
Executive Director, Surrey Campus	Joanne Curry
Executive Director, Vancouver Campus	Dr. Laurie Anderson
Director, Office for Aboriginal Peoples	William Lindsay
Director, Academic Planning and Budgeting	Dr. Glynn Nicholls
Director, Administration	Jan Sanderson
Director, Financial and Budget Administration	Anita Stepan
Director, Office of Francophone and Francophile Affairs	Dr. Claire Trépanier
Director, Institutional Research and Planning	Dr. Jacy Lee
Director, University Curriculum and Institutional Liaison	Sarah Dench

Deans

Position	Name
Faculty of Applied Sciences	Dr. Nimal Rajapakse
Faculty of Arts and Social Sciences	Dr. John Craig
Beedie School of Business	Dr. Daniel Shapiro
Faculty of Communication, Art and Technology	Dr. Cheryl Geisler
Faculty of Education	Dr. Kris Magnusson
Faculty of Environment	Dr. John Pierce
Faculty of Health Sciences	Dr. John O'Neil
Faculty of Science	Dr. Claire Cupples
Lifelong Learning	Dr. Helen Wussow
Graduate Studies	Dr. Wade Parkhouse

Committees
- *Senate Committee on University Priorities*
- *Senate Committee on Enrollment Management and Planning*
- *Senate Committee on Undergraduate Studies*

- *University Planning Committee (co-chaired by the Associate Vice President, Academic and the Associate Vice President, Finance)*
- *Deans' Council*
- *Chairs/Directors' Group*

Policies and Procedures

Academic policies http://www.sfu.ca/policies/academic/

Roles and Responsibilities

Associate Vice President, Academic and Associate Provost (Dr. William Krane)
- *Strategic academic planning and evaluation (enrollment planning, faculty renewal planning, strategic enrollment management, budget modeling, university planning framework, campus coordination, academic external reviews, French language programs)*
- *Academic space planning and development (capital planning, major capital projects, Fraser International College development)*
- *Teaching and learning development*
- *IT services and infrastructure*

Reports
- *Director, Institutional Research and Planning*
- *Director, Academic Planning and Budgeting*
- *Director, Office of Francophone and Francophile Affairs*
- *Dean, Lifelong Learning (dual report to Vice President, Academic)*
- *Chief Information Officer (dual report to Vice President, Finance and Administration)*

Associate Vice President, Students (Dr. Tim Rahilly)
- *Strategic development, review and analysis of the University's provision of student services and other forms of support and enhancement for students*
- *Leadership for student engagement and student success*
- *In conjunction with the Associate Vice President, Academic, leadership in developing and implementing the Strategic Enrollment Management agenda*

Reports:
- *Registrar and Executive Director, Student Enrollment*
- *Executive Director, Student Affairs*
- *Senior Director, Athletics and Recreation*
- *Director, Administration*
- *Director, Communication Services*
- *Financial Analyst*

Executive Director, Surrey Campus (Joanne Curry) and Executive Director, Vancouver Campus (Dr. Laurie Anderson)
- *Strategic planning and financial, facilities and operational management for the campus*

- *Business development, marketing, community outreach, communications*
- *Liaison and relationship building*

Director, Office for Aboriginal Peoples (William Lindsay)
- *Leadership and coordination of Aboriginal activities (teaching, research and engagement)*

Director, Academic Planning and Budgeting: (Dr. Glynn Nicholls)
- *Academic planning*
- *Accountability reporting*
- *Institutional accreditation*
- *External reviews*

Director, Administration (Jan Sanderson)
- *Recruitment and selection process for senior positions*
- *VPA communications*
- *Administrative and committee support*

Director, Financial Budget and Administration (Anita Stepan)
- *Financial and budget related issues (VPA office and portfolio)*
- *Position management*
- *Faculty renewal*

Director, Office of Francophone and Francophile Affairs (Dr. Claire Trépanier)
- *Programs and courses taught in French (Faculty of Arts and Social Sciences and Faculty of Education)*
- *French cultural activities*
- *Francophone and Francophile community relations (BC, Canada and international)*

Director, Institutional Research and Planning (Dr. Jacy Lee)
- *Data and performance metrics*
- *Analysis and research on University activities for decision support*
- *Planning-related analysis and projections*
- *Institutional surveys*
- *Government and ranking agency liaison for data-related requests*

Director, University Curriculum and Institutional Liaison (Sarah Dench)
- *New curriculum initiatives*
- *Relationships with other institutions, including Fraser International College*
- *Secretary to the Senate Committee on University Priorities*
- *Degree Quality Assessment process*

Vice President, Academic Portfolio – Operating Budget and Personnel

Operating Budget

	2009/10 Operating Budget ($)	% Salary and Benefits	% Non–Salary
Faculties (8)	180,894,414	92.2%	7.8%
Office of Graduate Studies★	8,599,183	18.2%	81.8%
Office of Lifelong Learning	20,604,856	89.7%	10.3%
Surrey Campus	7,736,016	39.8%	60.2%
Vancouver Campus	7,303,272	60.3%	39.7%
Students and International★	36,354,716	57.8%	42.2%
VPA Support Units	14,029,591	34.6%	65.4%
VPA Budget Total	275,522,048	79.9%	20.1%

Source: Finance
*Includes the budget for scholarships, bursaries and awards each office administers.

Personnel

	Faculty FTE	Staff FTE	Total FTE
Faculties (8)	930.1	417.3	1,347.4
Office of Graduate Studies		12.0	12.0
Office of Lifelong Learning		101.1	101.1
Surrey Campus		36.5	36.5
Vancouver Campus		59.9	59.9
Students and International		218.3	218.3
VPA Support Units		65.3	65.3
Total		910.4	1,840.5

Source: Institutional Research and Planning (IRP)

Planning documents

http://www.sfu.ca/vpacademic/academic_planning/academic_plans.html

- *SFU Three-Year Academic Plan – 2010-2013*
- *Faculty Three-Year Plans – 2010-2013*
- *Continuing Studies Three-Year Plan – 2010-2013*
- *Graduate Studies Three-Year Plan – 2010-2013*
- *Student Services Three-Year Plan – 2010-2013*
- *First Nations Strategic Plan*

Vice President, Academic and Provost structure

Vice President, Academic and Provost

Deans

Applied Sciences

Arts and Social Sciences

Beedie School of Business

Communication, Art and Technology

Education

Environment

Health Sciences

Science

Graduate Studies

Lifelong Learning

Executive Directors

Vancouver campus

Surrey campus

Associate Vice President, Academic and Associate Provost

Associate Vice President, Students

Directors

University Curriculum and Institutional Liaison

Office for Aboriginal Peoples

Administration

Finance and Budget Administration

Vice President, External Relations

By building and strengthening Simon Fraser University's governmental, international and community relationships and standing, the Office of External Relations enhances awareness and provides support for the University's teaching, research and community engagement missions and assists in laying the foundation for continued expansion and excellence.

The Vice President, External Relations helps build a network of support that reflects Simon Fraser University's increasing national and international profile and presence. He/she achieves this by focusing on strengthening SFU's relationships with municipal, provincial and national governments, supporting development of its international associations and activities and foster its robust relations with the diverse communities it serves.

The Vice President, External Relations also oversees the University's communications, marketing and public relations activities as well as Ceremonies and Events, the SFU Design Group and the SFU Art Galleries.

Governance

Vice President, External Relations and Senior Administrators

Position	Name
Vice President, External Relations	Dr. Philip Steenkamp
Director, Government Relations	Wilf Hurd
Director, Public Affairs and Media Relations	Don MacLachlan
Director, Ceremonies and Events	Holli Redekop
Director/Curator, Art Gallery	Bill Jeffries
Director, Design Group	Carol Knight

Committees
- *SFU Board of Governors*
- *Finance and Administration Committee*
- *External Relations Committee*
- *Senate Committee on University Honours*
- *SFU Community Trust Board of Directors*
- *SFU Community Trust Finance Committee*
- *SFU/Burnaby City Liaison Committee*
- *SFU Gallery Committee*
- *Simon Fraser Vancouver Campus Coordinating Committee*
- *SCA Building Committee*
- *Woodward's Coordination Committee*

- *Urban Studies Steering Committee*
- *Surrey Advisory Council*

Policies and Procedures

http://www.sfu.ca/policies/gazette.html

Roles and Responsibilities

Director, Government Relations (Wilf Hurd)
- *Liaison with federal, provincial and local government*
- *Strategic advice on the priorities of federal and provincial governments*
- *Community relations*

Director, Public Affairs and Media Relations (Don MacLachlan)
- *Media relations*
- *Strategic communications*
- *Web management*
- *Publications*

Director, Ceremonies and Events (Holli Redekop)
- *Ceremonial, social, fundraising and special events*

Director/Curator, Art Gallery (Bill Jeffries)
- *Exhibition spaces*
- *University's collection of art objects*

Director, Design Group (Carol Knight)
- *Design and creative production services*
- *Design standards*
- *Branding use of University's logo and word mark*
- *Building signage*

Vice President, External Relations Portfolio – Operating Budget and Personnel

Operating Budget

	2009/10 Operating Budget	% Salary and Benefits	% Non salary
The Design Group	$300,515	106.1%	–6.1%
Ceremonies and Events	$802,348	52.6%	47.4%
External Relations Administration	$329,177	82.5%	17.5%
Government Relations	$195,514	65.1%	34.9%
Public Affairs and Media Relations	$1,019,144	68.1%	31.9%
Art Gallery—Burnaby campus	$198,865	50.2%	49.8%
VP External Relations	$2,845,563	68.0%	32.0%

Source: Finance

Personnel

	Faculty FTE	Continuing Staff FTE	Total FTE
The Design Group	–	4.0	4.0
Ceremonies and Events	–	6.0	6.0
University Relations Administration	–	2.0	2.0
Government Relations	–	1.0	1.0
Public Affairs and Media Relations	–	7.4	7.4
Art Gallery—Burnaby campus	–	1.8	1.8
VP External Relations	–	22.2	22.2

Source: Institutional Research and Planning (IRP)

Planning documents

- *Marketing Communications Plan*
- *Simon Fraser University Gallery Strategic Plan*
- *SFU Graphics Standards http://www.sfu.ca/clf/standards/index.html*

Vice President, External Relations structure

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                    │ Vice President, External Relations   │
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│ Director │ │ Director │ │ Director │ │ Director/│ │ Director │
│Government│ │  Public  │ │Ceremonies│ │ Curator  │ │  Design  │
│Relations │ │Affairs and│ │and Events│ │Art Gallery│ │  Group   │
│          │ │  Media   │ │          │ │          │ │          │
│          │ │Relations │ │          │ │          │ │          │
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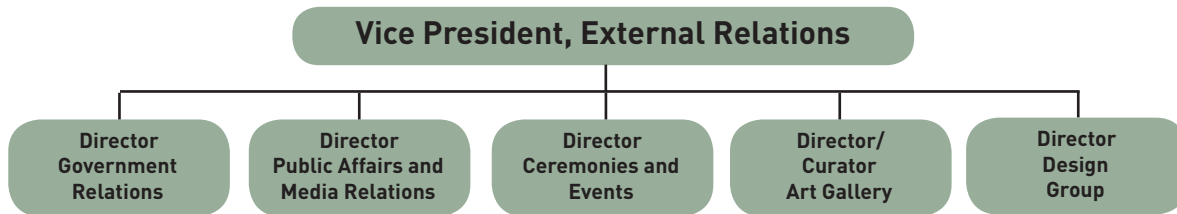
Vice President, Legal Affairs and University Secretary

The Vice President, Legal Affairs (VPLA) provides executive management of the University's legal affairs, human resources and governance, including advice on access to legal services, risk and case management, education and training; is responsible for advising on policy development and interpretation; and serves as senior advisor on equity issues. As University Secretary, the VPLA is responsible for the effective functioning of the University's Board of Governors. The Board and its committees are primarily responsible for financial, property and general policy matters. The VPLA is also responsible for negotiations with the Faculty Association and oversees the administrative areas listed below.

Governance

Vice President, Legal Affairs and Senior Administrators

Position	Name
Vice President, Legal Affairs and University Secretary	Judith Osborne
Director, Human Resources	Dario Nonis
Director, Academic Relations	Gayle Myers
University Archivist	Ian Forsyth
Internal Auditor	Gary Chan
Director, Human Rights	Brenda Taylor
Director, Special Projects	KC Bell
Associate Legal Counsel and Associate Board Secretary	Li-Jeen Broshko

Policies and Procedures

The Vice President, Legal Affairs has overall responsibility for university policies. http://www.sfu.ca/policies/

Roles and Responsibilities

Executive Director, Human Resources (Dario Nonis)
- *Serves as the University's senior negotiator with all campus unions and the administrative and professional staff association*
- *Provides human resources leadership in support of the University's mission and objectives by continually reviewing, developing and implementing services and programs that add value and enhance employee and organizational effectiveness*

Director, Academic Relations (Gayle Myers)
- *Administers a comprehensive career development program for faculty and librarians*
- *Provides salary administration for faculty, librarians and academic administrators*
- *Provides advice and support to academic administrators on academic contract administration and policy interpretation*
- *Liaises with Faculty Association staff*

University Archivist (Ian Forsyth)

- *Responsible for the management of corporate records and information resources in all media across the organization*
- *Leads and supervises an integrated program encompassing records management, access to information and protection of privacy, copyright and archives*

Internal Auditor (Gary Chan)

- *Provides an independent and objective assurance, and adds value and improves the University's management processes, operations and governance processes through the conduct of a comprehensive, risk-based internal audit plan*

Director, Human Rights Office (Brenda Taylor)

- *Administers the University's Human Rights policy and the Disability Accommodation in the Workplace policy and co-ordinates the University's employment equity program*

Director, Special Projects (KC Bell)

- *Provides a range of strategic and confidential support services for the President and the Vice President, Legal Affairs, which include, but are not limited to, research and policy analysis, drafting documents, coordinating and administering projects initiated in the Vice President, Legal Affairs or President's offices, administering the University's liquor licenses, and liaising with the Simon Fraser Student Society and other groups as needed*

Associate General Counsel and Associate University Secretary (Li-Jeen Broshko)

- *Advises and assists on contractual matters, including licenses, memoranda of agreement/understanding and other legal instruments (research contract issues are referred to research services)*
- *Reviews internal and external contracts to protect the University from legal liability in complex contractual risk transfer mechanisms, which include the indemnity, liability, insurance, warranty, copyright, intellectual property or limitation of liability clauses*
- *Assists in drafting appropriate contract language as needed and liaises with parties external to the University*
- *Provides support to the Board of Governors and its committees and can provide advice on governance matters*

Vice President, Legal Affairs Portfolio – Operating Budget and Personnel

Operating Budget

	2009/10 Operating Budget ($)	% Salary and Benefits	% Non-Salary
Human Resources	3,549,077	93%	7%
Academic Relations	2,203,938	97%	3%
University Secretariat	262,080	81%	19%
Human Rights Office	145,498	83%	17%
Archives & Records Management	544,863	98%	2%
Internal Audit	348,525	67%	33%
VP Legal Office	513,705	87%	13%
Vice President Legal Total	7,567,686	92%	8%

Source: Finance

Personnel

| VP Research Portfolio	Faculty FTE	Staff FTE	Total FTE
Human Resources	–	20.9	20.9
Academic Relations	–	5.0	5.0
University Secretariat	–	1.0	1.0
Human Rights Office	–	1.0	1.0
Archives & Records Management	–	4.5	4.5
Internal Audit	–	2.0	2.0
VP Legal Affairs Office	–	3.0	3.0
Total VP Legal Affairs	–	37.4	37.4

Source: Institutional Research and Planning (IRP)
Notes: Data as at March 31, 2010 include continuing staff FTEs only with employee status of "Active" and "on-leave".
The organizational units are determined using HAP Deptid and VP rollup codes.

Planning documents

- *Audit Plan*

Vice President, Legal Affairs structure
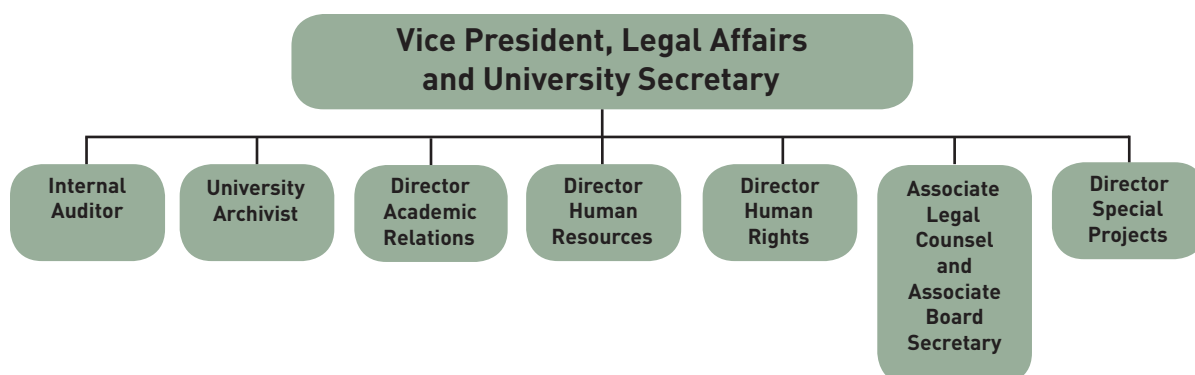
Vice President, Finance and Administration

The Office of the Vice-President, Finance and Administration provides exemplary service to support the academic, research and community engagement mission. The Finance and Administration area comprises diverse activities such as financial planning and budgets, ancillaries, facilities management, information technology, payroll, bookstore, campus planning, environmental safety, to name a few. The Office of the Vice-President, Finance and Administration supports sustainability throughout the campus.

Governance

Vice President, Finance and Administration and Senior Administrators

Position	Name
Vice President, Finance and Administration	Dr. Pat Hibbitts
Associate Vice President, Finance	Martin Pochurko
Chief Information Officer	Dr. James Black
Chief Facilities Officer/University Architect	Lee Gavel
Chief Safety Officer	Michael McAdam
Executive Director, Ancillaries	Raj Nadrajan
Ombudsperson	Jay Solman

Committees
- *Finance and Administration Committee*
- *Audit Committee*
- *Investment Advisory Committee*
- *SFU Community Trust Foundation Board*
- *Joint Employee Pension Committee*
- *IT Governance Committee*

Policies and Procedures

http://www.sfu.ca/policies/

Roles and Responsibilities

Associate Vice President, Finance: (Martin Pochurko)
- *Provision of all accounting services such as vendor payments, employee travel and expense reimbursements, payroll processing, research accounting, internal and external financial reporting, capital accounting, specific purpose and endowment accounting, banking and accounts receivable*
- *Annual development and monitoring of the operating budget, including forecasting*
- *Management of long- and short-term investments, cash, and financial risk*
- *Procurement of goods and services*
- *Strategic planning and decision support including research and analysis to support the University's planning framework, strategic initiatives, and resource allocation*

Reports:
- *Director, Financial Services*
- *Director, Budget Office*
- *Director, Procurement Services*
- *Director, Treasury*
- *Director, Planning and Analysis*

Chief Information Officer: (Dr. James Black)
(dual report to Vice President, Academic)
- *Applications and technology*
- *Client and research services*
- *Enterprise systems and project management*
- *Information technology infrastructure*
- *Institutional, collaborative and academic technologies*
- *Network services*

Chief Facilities Officer/University Architect: (Lee Gavel)
- *Facilities administration*
- *Facilities development*
- *Facilities operations*

Chief Safety Officer: (Michael McAdam)
- *Security*
- *Environmental Health and Safety*
- *Risk Management*

Executive Director, Ancillaries: (Raj Nadrajan)
- *Bookstore*
- *Childcare*
- *Food Services*
- *Document solutions*
- *Residence and catering*
- *Meeting, events and conference services*
- *Parking*

Ombudsperson: (Jay Solman)
(jointly funded by the Simon Fraser Student Society and Simon Fraser University; the position administratively reports to the Vice-President, Finance and Administration)
- *Confidential, informal, independent and neutral dispute resolution services*

Vice President, Finance and Administration Portfolio – Operating Budget and Personnel

Operating Budget

	2009/10 Operating Budget	% Salary and Benefits	% Non–Salary
VP Finance/Administration Office and Services	$691,113	86.2%	13.8%
Safety Office	$2,122,990	85.5%	14.5%
CIO—Computing Services	$16,974,561	68.7%	31.3%
Facilities Services	$20,887,718	34.2%	65.8%
Financial Services	$5,013,009	95.6%	4.4%
VP Finance/Administration	$45,689,391	56.9%	43.1%

Source: Finance

Personnel

	Faculty FTE	Continuing Staff FTE	Total FTE
VP Finance/Administration Office and Services	–	7.0	7.0
Safety Office	–	23.0	23.0
CIO—Computing Services	–	117.0	117.0
Facilities Services	–	115.0	115.0
Financial Services	–	113.5	113.5
VP Finance/Administration	–	375.5	375.5

Source: IRP (as at March 31, 2010)

Planning documents

- *Capital Plan http://www.sfu.ca/fs/Campus-Planning/5-Year-Capital-Plan.html*
- *IT Strategic Planning Project https://www.sfu.ca/cio/Planning/index.html*

Vice President, Finance and Administration structure
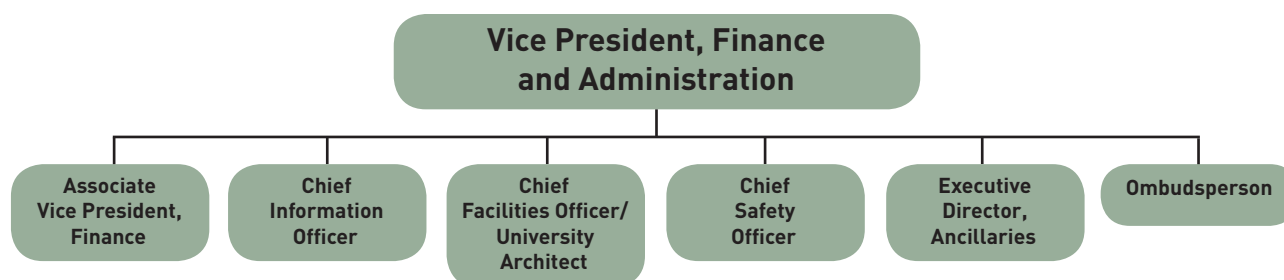
Vice President, Research

SFU is an internationally recognized research–intensive university, where the advancement of excellence in research is a defining feature. In the last decade, the investment of about $500 million in capital funds has considerably enhanced our infrastructure and expanded our program offerings, strengthening our recruitment and retention programs and enhancing the learning experience for students at all levels. Our researchers bring in about four times the research income that they did a decade ago, and have more than doubled their scholarly output in peer–reviewed publications. They are achieving national and international recognition through awards, participation on grant selection and review committees, research chair appointments, community outreach activities, and participation in high–profile research collaborative initiatives. SFU's centres and institutes are conducting research that contributes to public understanding and facilitates evidence–based decision–making. Our researchers are embedded in local, national and international communities, investigating issues relevant to today's societal and economic needs. We are preparing students for tomorrow's challenges and career opportunities, and mobilizing next–generation models to transfer knowledge through the pipeline of ideas, to innovation, to commercialization.

Governance

Vice President, Research and Senior Administrators

Position	Name
Vice President, Research	Dr. Mario Pinto
Associate Vice President, Research	Dr. Norbert Haunerland
Dean, Library Services/University Librarian	Dr. Charles Eckman
Director, Office of Research Services	Ellen Loosley
Director, Innovation Office	Mike Volker
Director, Animal Care	Dr. Chris Kennedy
Director, Office of Research Ethics	Dr. Hal Weinberg
Director, Radiation Safety and Biocontainment Laboratories	Dr. Andrew Barton
Director, Environmental Health and Safety*	Apollonia Cifarelli
Manager, Communications and Research Awards	Melanie Monk
Faculty Research and Library Communications	Barry Shell

*Dual report to Chief Safety Officer

External Board Memberships

Vice President, Research
- *Canada-India Education Alliance (CIEA)*
- *Council of Canada Academies Expert Panel on Research Integrity*
- *Centre for Drug Research and Development (CDRD)*
- *Discovery Parks Board*
- *Genome Sciences Institute Steering Committee*
- *Natural Sciences and Engineering Research Council of Canada (NSERC) Committee on Research Partnerships*
- *Pacific Institute for Climate Solutions (PICS)*
- *Steacie Institute for the Molecular Sciences (SIMS)*

Associate Vice President, Research
- *ATLAS Canada Tier-1 Centre, Board of Governors*
- *BC Centre for Addictions Research (CARBC)*
- *Down Syndrome Research Foundation (DSRF)*
- *Population Data BC GOC*
- *Pacific Institute for the Mathematical Sciences (PIMS)*
- *TRIUMF (Tri-University Meson Facility)*
- *Advanced Applied Physics Solutions (AAPS)*
- *Westgrid, Governing Council*

Policies and Procedures

Research policies http://www.sfu.ca/policies/gazette/research.html

Roles and Responsibilities

Associate Vice President, Research: (Dr. Norbert Haunerland)
- *Externally funded research chairs*
- *Internal research grant adjudication*
- *Research centres and institutes*
- *Development of proposals to major grant competitions at the provincial, national and international levels*
- *Main contact for Canada Foundation for Innovation*

Reports:
- *Animal Care*
- *Major Projects Office*

Dean, Library Services/University Librarian: (Dr. Charles Eckman)
- *Strategic planning for library collection development, services, staffing, automation and physical facilities*
- *Policies and programs in support of learning and research objectives*
- *Regional, national and international cooperative projects*

Director, Office of Research Services: (Ellen Loosley)
- *Assistance to SFU faculty in obtaining and administering financial support for their research*

Director, Innovation Office: (Mike Volker)
- *SFU researchers/industry partnerships (local and global)*
- *New venture companies and licensing*
- *Intellectual property management*
- *Technology transfer and licensing*
- *Startup and spinout company incubation*

Director Animal Care: (Dr. Chris Kennedy)
- *Animal Resource Centre*
- *Animal Care Facility*
- *ALCAN Aquatic Research Centre*
- *Protocol approval and compliance monitoring (Canada Council on Animal Care mandated University Animal Care Committee)*

Director, Research Ethics: (Dr. Hal Weinberg)
- *Ethical conduct for research involving human subjects (Tri-Council Policy Statement)*
- *Ethical Conduct for Research Involving Humans)*

Director, Radiation Safety and Biocontainment Laboratories: (Dr. Andrew Barton)
- *Canadian Nuclear Safety Commission laws and regulations*
- *Radiation Safety Office*
- *Biocontainment Level 3 Facility*

Director, Environmental Health and Safety: (Apollonia Cifarelli)
(dual report to Chief Safety Officer)
- *Safety policies, processes and programs*
- *Identification, reporting and addressing safety hazards*

Manager, Communications and Research Awards: (Melanie Monk)
- *Major external research-related award nominations*
- *VPR-level communications*
- *Innovation Office activity reports to external funders*

Faculty Research and Library Communications: (Barry Shell)
- *Faculty research communications*
- *Library communications*

Vice President, Research Portfolio – Operating Budget and Personnel

Operating Budget

	2009/10 Operating Budget ($)	% Salary and Benefits	% Non–Salary
Library	17,220,057	52%	48%
Research Services	493,682	100%	0%
Innovation Office	712,370	100%	0%
Animal Care Facility	725,719	73%	27%
Ethics Policy Admin	317,668	90%	10%
Radiation Safety	154,758	87%	13%
Major Projects Office	558,908	98%	2%
VP Research Office	2,217,864	31%	69%
Vice President Research Total	22,401,026	55%	45%

Source: Finance

Personnel

	Faculty FTE	Staff FTE	Total FTE
Library	–	123.0	123.0
Research Services	–	6.8	6.8
Innovation Office	–	8.0	8.0
Animal Care Facility	–	6.7	6.7
Ethics Policy Admin	–	3.0	3.0
Radiation Safety	–	1.5	1.5
Major Projects Office	–	6.2	6.2
VP Research Office	–	9.7	9.7
Total VP Research	–	165	165

Source: Institutional Research and Planning (IRP)

Planning documents

- *SFU Strategic Research Plan 2010-2015 http://www.sfu.ca/vpresearch/docs/ SRP2010_15.pdf*
- *SFU Strategic Research Plan 2010-2015 for the Canada Research Chairs and Canadian Foundation for Innovation Programs http://www.sfu.ca/vpresearch/docs/ CRC_CFI_SRP.pdf*

Vice President, Research structure

Vice President, Research

Directors

Research Services

Innovation Oiffice

Research Ethics

Radiation Safety and Biocontainment Laboratories

Environmental Health and Safety*

*dual report to Chief Safety Officer

Dean, Library Services/University Librarian

Associate Vice President, Research

Manager, Communications and Research Awards

Faculty Research and Library Communications
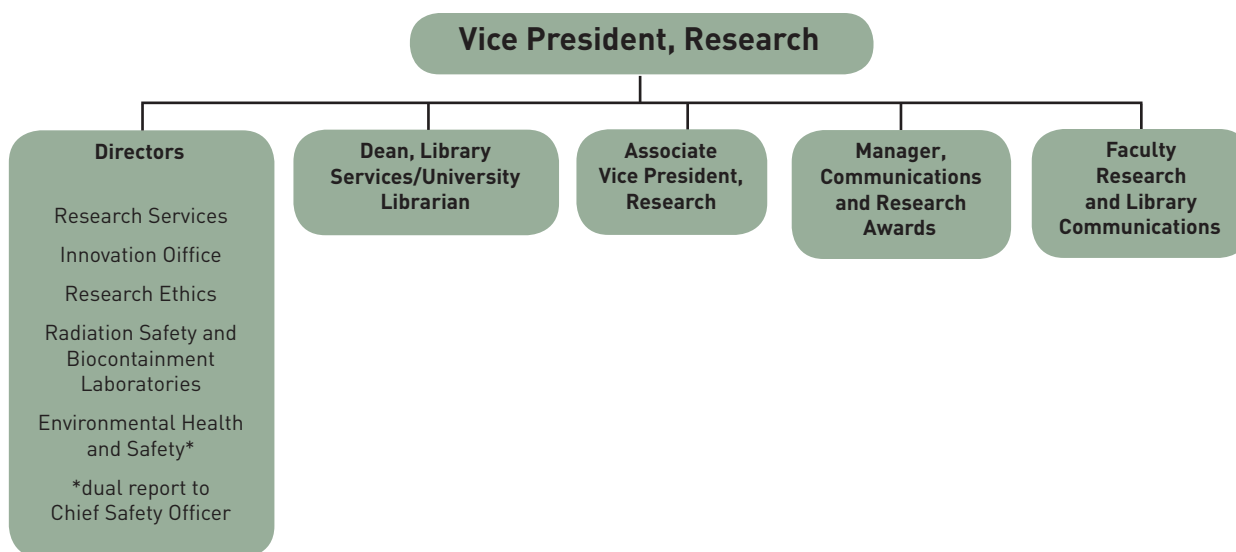
Vice President, University Advancement and Alumni Engagement

The Vice President, University Advancement and Alumni Engagement (VPUAAE) supports the mission and goals of the university through fund development from public and private sources. Funds raised support capital expansion, research, community engagement and the student experience at all three campuses. VPUAAE is responsible for managing the SFU Foundation, and Friends of SFU, a US–based 501(C)3 organization that receives donations from US donors.

Working closely with the Alumni Association, the VPUAAE fosters engaging and mutually beneficial relationships between SFU and its global community of over 110,000 alumni.

Governance

Vice President, University Advancement and Alumni Engagement and Senior Administrators

Position	Name
Vice President, University Advancement and Alumni Engagement	Cathy Daminato
Senior Director, University Advancement	Christine Arnet
Director, Advancement Services and Donor Relations	Erin Geary
Director, Annual Giving	Wanda Dekleva
Director, Principle Giving	Virginia Hasselfield
Director, Marketing and Communications	Erica Branda
Director, Planned Giving	Doug Puffer
Director, Alumni Relations and Executive Director, Alumni Association	Julie Saito
Director, Advancement Information Systems and Records	Ivana Plesnivy
Associate Director, International Alumni and Protocol	Catherine Price

Committees

- *SFU Board of Governors*
- *External Relations Committee*
- *SFU Commmunity Corporation Board of Directors*
- *SFU Foundation*
- *Simon Fraser Community Presentation Society Board*
- *Woodward's Transition Committee*
- *Woodward's Coordination Committee*

Policies and Procedures

Donors and Fundraising policies http://www.sfu.ca/policies/Crosswalk_Index/index.html#T3

Roles and Responsibilities

Senior Director, University Advancement (Christine Arnet)

- *Leads faculty-based major and leadership gifts fundraising team, including all solicitation, cultivation and stewardship activities*
- *Personally solicits major gifts for special projects*
- *Contributes to strategic and management plans for University Advancement*

Director, Advancement Services and Donor Relations (Erin Geary)
- *Directs gift processing, prospect management and research, program support and donor relations*
- *Directs budget planning, analysis and reporting in University Advancement*
- *Provides advice regarding tax receipting and charitable organization guidelines and regulations*

Director, Annual Giving (Wanda Dekleva)
- *Directs SFU's annual fundraising programs to alumni, faculty, staff, parents, students, corporations and friends*
- *Personally solicits annual leadership gifts*
- *Ensures stewardship and donor recognition for annual fund donors*

Director, Principle Giving: (Virginia Hasselfield)
- *Develops strategies for principle gifts fundraising in the realm of (250,000+)*
- *Works with the Vice President, Advancement and senior university team to build new philanthropic relationships that will strengthen SFU's reputation provincially, nationally and internationally*
- *Ensures the effective implementation of all proposals and subsequent donor recognition and stewardship for principle gift donors*

Director, Marketing and Communications: (Erica Branda)
- *Provides strategic and organizational leadership to the marketing, advertising and communication activities of University Advancement*
- *Develops and implements UA's integrated marketing, communication and advertising plans*

Director, Planned Giving: (Doug Puffer)
- *Develops strategies and programs for planned gifts fundraising*
- *Implements donor recognition and stewardship for planned gift donors*
- *Directs the administration of estates*

Director, Alumni Relations and Executive Director, Alumni Association (Julie Saito)
- *Directs alumni engagement marketing and communications efforts, alumni events, benefits and services and volunteer engagement*
- *Liaises and supports alumni groups and representatives*
- *Directs revenue generation initiatives to fund alumni programs*
- *Liaises with Alumni Association and Board of Directors*

Director, Advancement Information Systems and Records: (Ivana Plesnivy)
- *Defines information systems and records needs of University Advancement*
- *Advises the Vice President, University Advancement regarding information technology needs and strategic allocation and implementation of resources*
- *Oversees contributor relations (SIMS), University Advancement records and desktop computer support*

Associate Director, International Alumni and Protocol
- *Directs planning, communications and outreach events for SFU's domestic and international alumni outreach*
- *Plans President's international travel and accompanies President on international trips*
- *Hosts senior international guests and delegations visiting SFU*
- *Maintains SFU's relationship with local diplomatic community*
- *Organizes biennial SFU event for BC Consular Corps*

Planning documents
- *University Advancement Strategic Plan*
- *Funding Priorities http://www.sfu.ca/advancement/funding_priorities/*

Vice President, University Advancement and Alumni Engagement structure
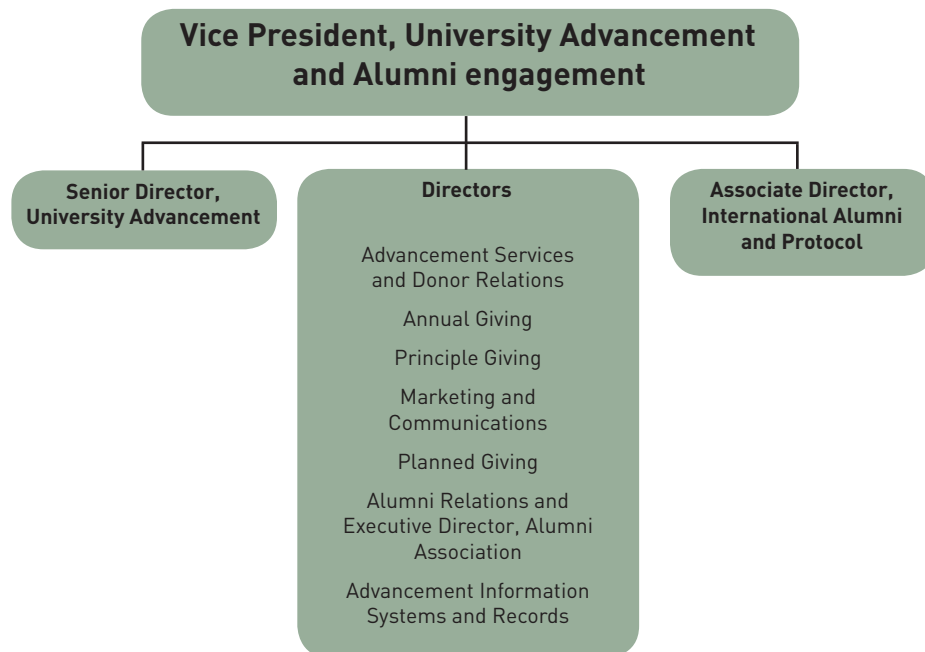
SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

Strategic Research Plan
2010 - 2015

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SIMON FRASER UNIVERSITY
STRATEGIC RESEARCH PLAN
2010-2015

Introduction

In more than 44 years, SFU has gained an international reputation for its strengths in the liberal arts and sciences, as well as for its innovative interdisciplinary and professional programs. Now spanning many disciplines in eight faculties, SFU offers more than 100 undergraduate major and joint major programs and more than 45 graduate offerings. Mentored by faculty acclaimed for their research and teaching abilities and coached by dedicated advisors and employers in our work integrated learning program, our more than 100,000 graduates enjoy many career opportunities. The advancement of excellence in research is a defining feature of SFU, with leading individuals and well-recognized groups engaged in a wide variety of key research activities. We have been awarded more than 40 Canada Research Chairs in areas that complement our strategic research goals, including both Tier 1 Chairs for outstanding researchers who are world leaders in their fields, and Tier 2 Chairs for exceptional emerging researchers with the potential to lead in their field. SFU has 39 Royal Society of Canada Fellows, distinguished Canadian scholars who are selected by their peers for outstanding contributions to the natural and social sciences, the arts, and the humanities. *Our goal is to be the most research-intensive comprehensive university in Canada, competing effectively in defined areas with the top tier institutions in the country, and internationally renowned for the excellence of our scholarship*.

SFU is recognized for its high level of peer-reviewed scholarly output and its impact on the advancement and transfer of knowledge, the best measures of creative thought. According to Research Infosource, we rank highly in terms of the number of publications by our faculty members, and first among the comprehensive universities for the impact of our publications. Our community members are participating on research panels and on granting committees, and they are being increasingly recognized with prestigious awards.

SFU is one of the national leaders in the pipeline from ideas, to innovation, to commercialization. Out of creativity in fundamental activities comes innovation, and out of innovation, applications that have societal and economic impact. Our University / Industry Liaison Office (UILO) is recognized as one of the finest in the country, and has developed innovative new models for technology transfer such as the TIME (Technology, Innovation, Management, Entrepreneurship) Centre, Venture Connection, and WUTIF (Western Universities Technology Innovation Fund).

Our significant growth in research output has been made possible by a corresponding growth in research input, and we have made significant progress towards creating a supportive environment within which research and scholarship can flourish. In terms of total Tri-Council research funds per faculty member, we rank #14 in the country. Our researchers have consistently exceeded the national success rates in NSERC and SSHRC competitions, and in 2008/09 we also exceeded the national success rate in the CIHR operating grant program. Our astounding 126% growth in research income between 2002 and 2007—and ability to attract $86 million in sponsored research funding in 2008—has put us into the top-20 group of Canadian post-secondary institutions in this measure. We have been successful in obtaining funding to seed key initiatives, in recruiting high-profile faculty members and students, in building our research infrastructure, and in developing extensive collaborative and international networks. SFU continues to optimize its Strategic Research Plan (SRP) to capitalize on its strengths in independent scholarly efforts and in cross-disciplinary initiatives. We are working actively to inform changes in federal government policy and administration and to ensure provincial investment in higher education and research.

Knowledge generation and knowledge transfer through research, scholarship, and teaching are fundamental to the mission of the University. It is imperative to recruit and retain outstanding scholars

who will attract highly qualified graduate and undergraduate students, champion bold initiatives, strengthen critical areas of research, develop new areas of excellence in research, and enhance synergies between teaching and research. Providing opportunities for research training to our undergraduate and graduate students is essential for the success of university-based research activities, and is central to the mission of a research-intensive university. SFU ranks #3 in the country, following the Universities of Toronto and Waterloo, for the number of NSERC doctoral prizes. Graduate students are important members of the research community, both as research assistants and independent scholars. Graduate degrees currently comprise about 18% of the total degrees that SFU awards per year. Our goal is to increase this to 22% by 2015 by improving rates of completion and time to completion through better funding and supervision practices. Emphasizing an interdisciplinary, theme-based approach that is firmly rooted in the study of fundamentals will strengthen graduate research and teaching. We propose also to increase opportunities for undergraduate research through independent study semesters and research assistantships. We are determined to augment SFU's talent pool and research infrastructure, thereby contributing to the productivity and international competitiveness of British Columbia and Canada.

As a comprehensive university, SFU champions the liberal arts and sciences and promotes individual and collaborative research. Our research environment has been developed and is sustained by the creativity and excellence of individual researchers, whose efforts the University will continue to support. Indeed, individual strength is a critical component of an effective thematic approach. We propose to build on these strengths to define particular strategic research directions that will define SFU and give us a competitive edge. The Strategic Research Plan (SRP) identifies distinctiveness as well as excellence. In keeping with the character of the University, collaboration and synergy are strongly advocated, while selective investment of resources will always be consistent with the advancement of excellence.

SFU engages communities in university research, e.g., the technology industry, the business community, the rural or urban community, the preschool-12 education sector, the francophone community, the immigrant community, or the Aboriginal community. Our track record of development of the Vancouver campus community should inspire bold urban renewal projects in Surrey and the Great Northern Way campus. We have a unique opportunity for the School for the Contemporary Arts to engage the Vancouver community with its cultural infrastructure, and to firmly ensconce SFU as the cultural and intellectual heart of the community.

We live in a pluralistic society: culturally, racially, and ethnically. SFU must provide leadership in educating students about human differences in an increasingly diversified world in order to help develop a civil citizen and a civil society. Through research initiatives, we must instill in our students appreciation of societal structures and social and scientific responsibility for a sustainable world.

Background and Process

In December 2004, the Vice-President, Research convened a Task Force to develop a Strategic Research Plan for the University. The Task Force comprised one representative from each of the Faculties of Applied Sciences, Business Administration, Education, Health Sciences and Science, and two representatives from the Faculty of Arts and Social Sciences. The Vice-President, Research and the Vice-President, Academic appointed four additional members. The Task Force was asked to identify research capacity and areas of strength across the University, with the goal of drafting a new plan. The Task Force generated a first draft of the SRP after consultation with selected researchers and presented it to the senior academic administrative group (Faculty Deans, Vice-Presidents Academic and Research, and the President). A revised draft, incorporating suggestions from this initial consultative process, was made available for general consultation throughout the SFU community, including faculty, staff and student organizations. Following the consultation phase, a final draft was prepared for submission to the Senate Committee on University Priorities (SCUP), Senate, and the Board of Governors for consideration, revision and approval. The five-year 2005-2010 Strategic Research Plan (SRP) served as a road map

towards establishing the focus, infrastructure, and capability to improve the research performance of the University. The SRP articulated the University's strengths by identifying five integrative research themes that cross disciplinary and administrative boundaries: Communication, Computation, and Technology; Culture, Society, and Human Behaviour; Economic Organization, Public Policy, and the Global Community; Environment; and Health. These themes represented frameworks for mapping an already healthy landscape of independent inquiry.

In September 2009, the Vice-President, Research communicated the plan for the optimization of the SRP to guide the University through 2015. All members of the University community were invited to provide input through the Faculty Deans, who were asked to provide written proposals to the Vice-President, Research. In November 2009, a series of public fora were held at all three campuses, and an email account was set up to provide the entire University community with another method to submit commentary. The Vice-President, Research drafted the 2010-2015 SRP with the assistance of this commentary, and with further input from inspired faculty. The draft articulated the University's strengths by amplifying the original integrative research themes and by adding two new themes: Origins and Pedagogy. In addition, the critical role of the fundamentals of research was stressed in the new plan. On January 4, 2010, a living draft of the SRP was posted on the Vice-President, Research Office website for a second round of public consultation via email submissions. The next draft was posted on February 1, 2010 for a third round of consultation, and the final draft was submitted for approval through the regular University channels beginning in March 2010.

Major Objectives of the Strategic Research Plan (SRP)

The SRP is intended to serve as a road map for establishing the focus, infrastructure, and capability that is necessary to improve the research performance of the University. The SRP articulates the University's strengths by identifying integrative research themes that cross disciplinary and administrative boundaries. New discoveries in Canada and around the world are being made by interdisciplinary teams of investigators organized to address research questions that are multidimensional and inspired by global societal, environmental, and economic change. The themes of research are consistent with the sub-priorities of the S&T Strategy of Canada.

The major objectives of the SRP are to:

- Maximize opportunities for discovery and innovation;
- Promote internationally competitive research and scholarship;
- Cultivate excellence through selective investment in emerging areas of research;
- Facilitate collaborations across disciplinary and institutional boundaries;
- Recruit and retain outstanding students, research fellows, and faculty;
- Encourage effective communication and dissemination of research results;
- Optimize use of our research and scholarship resources;
- Recognize the full value of intellectual property;
- Achieve thematic coherence in the expression of SFU's research interests;
- Engage all our communities for the benefit of society.

Research Environment

We seek to enhance a research environment at SFU that is responsive to new challenges and opportunities. We regularly offer social networking events to encourage the University community to share expertise from across the different sectors of the University. We expect that promising collaborative efforts will be seeded and will continue to develop. Selected areas will be fostered through further education, for example by inviting internationally renowned academics to SFU for limited periods ranging from one month to one year. These individuals will act as catalysts for further development of strategic initiatives, and serve as mentors for faculty, postdoctoral fellows, and graduate and undergraduate students. We will invest in key faculty positions and in the recruitment of exceptional students. We will be opportunistic, taking full advantage of special situations and resources as they develop. We will host colloquia and conferences to broaden our knowledge of leading-edge research around the world. We will continue to participate actively in global initiatives and build bridges to international partners of exceptional calibre, facilitating faculty, postdoctoral and student exchanges, and supporting student internship programs in partner countries.

In this context, SFU's Centres and Institutes will play a critical role. SFU has close to 50 research centres that fall under the direct authority of individual Deans. There are also 18 research institutes that report to the Vice-President Research, have a University-wide mandate, and represent SFU's activity as part of multi-university consortia. These Centres facilitate collaborative research, especially multi-disciplinary research; undertake specific types of teaching or training programs; facilitate multi-university initiatives, such as Centres of Excellence; and provide specific types of services to the community. Many of our Centres and Institutes also play an important role in disseminating the results of university-based research to the public sphere, and contributing significantly to public policy decisions.

Interplay of Research and Teaching

Investment in research enhances the teaching and learning experience for students, since research discoveries can be incorporated in curriculum topics and student queries sometimes inspire research questions. Recruitment of stellar faculty, who contribute not only to research programs but also to undergraduate and graduate teaching, will motivate the next generation of scholars and encourage student participation in research. Such individuals tend to spark students' interests by providing the latest research perspectives, and also attract outstanding undergraduate and graduate students. The top undergraduate students will "set the standard" for their peers, serving as role models, while the graduate students will advance knowledge as research assistants and provide valuable instruction to undergraduates as teaching assistants. Furthermore, research-intensive faculty will provide opportunities for undergraduate and graduate students to explore scholarly research, through focused course seminars, independent study semesters, and through thesis supervision. The combination of these memorable elements will heighten the experience of both students and faculty and will build loyal alumni.

Strategic Research Themes

The SRP articulates SFU's strengths by identifying integrative strategic research themes that cross disciplinary and administrative boundaries. In defining these themes, we intend to facilitate and encourage both individual initiatives and new collaborations within existing structures. However, through the process of identifying our research strengths and existing and potential synergies among them, we intend to encourage and support cross-disciplinary initiatives that build on our strengths and show potential for significant impact and leverage. Excellence in research and strategic investment of resources aligned with this thematic approach will give SFU a distinctive edge and comparative advantage, leading to our goal of being the most research-intensive comprehensive university in Canada, and competing effectively in selected areas on the international scene.

SFU recognizes the contributions of all researchers across the entire spectrum of scholarly inquiry at, and associated with, the University. We plan to maximize our strengths, building on themes that unify initiatives from the humanities to the sciences and engage our many communities. The strategic research themes encompass both cross-disciplinary teams and disciplinary or individual contributions to our collective achievements.

The following matrix summarizes SFU's seven strategic research themes, although we acknowledge that linkages might be established between these themes. The associated perspectives are intended to illustrate approaches to issues of scholarship within each theme, and transcend the themes. We anticipate that individual faculty will identify their own interests within certain cells in this matrix.

RESEARCH THEMES	PERSPECTIVES				
	Fundamentals	Constructs	Systems	Applications	Globalization
Origins					
Communication, Computation, and Technology					
Culture, Society, and Human Behaviour					
Economic Organization, Public Policy, and the Global Community					
Environment, Resources, and Conservation					
Health and Biomedical Sciences					
Pedagogy					

By way of example, with respect to the Health Informatics subtheme under "Health and Biomedical Sciences", Fundamentals might include basic research that spans the computational, cognitive, social/organizational and socio-technical disciplines. Constructs could include the development of models, tools, and policies, such as models for representing knowledge, new materials for information delivery, tools for electronic-based teaching, and policies for health care delivery. Systems research can include how people, communities, organizations, economies, and societies use and are impacted by information and information technologies. Applications in this area are diverse and might include health databases, molecular electronic devices, improvements to information system performance, etc., for clinical and administrative applications. Finally, globalization includes the study of the boundary-less transfer of information that impacts individuals, populations, and socioeconomic systems worldwide, including international exchanges of faculty and students, field schools, and training programs. Another example entails the study of materials science and engineering. Fundamentals span basic research in physics, chemistry and engineering science, such as condensed matter theory and the study of new materials, fuel cell theory, and microelectronics. Constructs could include the combination of new

chemical composites and microfabrication techniques to generate the next generation of fuel cells or biochips. Systems research might feature the interaction of nanomaterials with biological systems, including the public perception and ethical implications of the use of nanotechnology in living systems. As materials are required for just about every technology or industrial purpose, applications of this research are vast and include those in aviation and aerospace, alternative energies, the automotive industry, intelligent systems, fuel cells, solar cells, electronics and optoelectronics, nanotechnology and biotechnology, health care, information and communications, and design of green buildings. Finally, globalization will include the international dissemination of new tools for global health, security, communication, and environmental protection.

Research on public perception and on the ethical, economic, educational, political, and safety aspects of the introduction of new technologies and other applications, is critical, and spans all of the research perspectives. These areas are the subjects of inquiry of many of SFU's social sciences and humanities researchers, and their research informs practices and changes in public policy, business administration, education, international development and relations, security issues, and government.

Origins

The Nature, Origin, and Fate of the Universe
> One of the most important questions that has occupied mankind since antiquity is: "What is the universe made of and how did it evolve?" Answering these questions is at the origin of most fields of scientific research. Mathematics provides a natural framework for drawing conclusions about deeper mechanisms from observed data. Physics and chemistry seek to identify the physical laws governing nature, while biology and medicine strive to understand life in the broadest sense. The subfields of physics, subatomic physics and astrophysics/cosmology deal with nature at widely differing scales, from the smallest to the largest. It is very interesting that there is such a large overlap between these two fields and that, in a sense, the loop is closed when considering the very high energy densities of particle physics and the origin of the universe, the Big Bang. In this connection, SFU researchers are critical players in the world's largest particle physics experiment, ATLAS, using the Large Hadron Collider (LHC) located in Switzerland. SFU led the proposal for the ATLAS Tier-1 data analysis centre at TRIUMF that is responsible for processing the data and relaying it to other secondary analysis centers. Experiments include the reconstruction of the first seconds of the universe and the search for dark matter produced in collisions of the LHC in order to construct theories of the origin and fate of the universe. Other SFU faculty members are involved in the development of accelerated radioactive beams at TRIUMF. At the ISAC (Isotope Separator and Accelerator) facility, it is possible to study nuclear reactions which otherwise occur only in high-temperature stellar environments. The aim is to understand the origins of the elements in the universe.

> SFU's Telematics Research Laboratory (TRL) and PolyLAB for Advanced Collaborative Networking Unit has world-class expertise in the development and management of Information Communications Technology (ICT) test sites for human and robotic exploration of the solar system and beyond, with technologies ranging from wireless communications through to secure and life-critical collaborative networking, GIS, and virtual reality-based systems to support mission operations. The work at PolyLAB is internationally recognized as helping to define concept system architectures used by space agencies around the world for future surface lunar, Mars, and asteroid ICT infrastructures.

The RNA World and Molecular Evolution
> Several SFU researchers are active in unraveling the puzzle of how life might have emerged. The molecule RNA (RiboNucleic Acid) that has recently been shown to have the ability to copy itself and to promote biological processes, may have played an ancestral role in the emergence of life by

building and powering the earliest organisms. New avenues of research are attempting to search the genome for thousands of active small RNA segments and to understand what these segments do. The principles of RNA evolution in the primordial RNA-world apply to modern cellular function. Understanding how changes in molecular building blocks alter their structure, dynamics and function is the foundation for the science of molecular evolution. Such understanding is required for the design of antibacterial and antiviral drugs against which pathogens cannot develop resistance, currently a major health issue worldwide. Correlating the molecular foundations of evolution at the organismal and societal levels requires an interdisciplinary effort between SFU's molecular and biological scientists, mathematical and computation scientists, behavioural ecologists and psychologists, and other social scientists.

Biodiversity

Understanding and conserving biodiversity are now widely recognized as crucial for human wellbeing. Several internationally renowned research groups at SFU, including those in wildlife and behavioural ecology and salmon conservation, are focusing on the ecology, evolution, and conservation of biodiversity. There is complementary strength in applied research on the ecology and conservation of forests and fisheries. SFU is unusual among North American universities in that its strengths in present-day biodiversity research are complemented by considerable expertise in past biodiversity and human-environment interaction. SFU has invested heavily in the infrastructure required to pursue research in biodiversity in multiple departments across several Faculties, and is now exceptionally well positioned to perform biodiversity research in an era of global change and unprecedented anthropogenic modification of natural ecosystems. Over the next five years, we will focus on ensuring that the benefits of SFU's ability to combine research and training on past, present and future biodiversity are fully realized.

Human Evolution

In recent years a number of disciplines have experienced a significant growth of interest in the application of Darwinian theory to questions concerning humans, and it is now clear that evolution provides a powerful framework for understanding not only our genes and anatomy, but also our cognition and behaviour. For example, evolutionary perspectives are increasingly used to understand economic behaviour with respect to risk, time preference, and social status. As well, interest in Darwin's impact on social history and subsequent cultural conditions continues to intensify. SFU is exceptionally well positioned to become a world leader in this rapidly growing area of interdisciplinary endeavour. Many of our researchers are using the conceptual and analytical tools of evolutionary ecology to understand key aspects of human biology. In addition, SFU has invested heavily in the infrastructure required to carry out research on human evolution, including the creation of laboratories for the extraction of ancient DNA and stable isotopes, research in the mathematical and algorithmic underpinnings of bioinformatics, and a facility for the capture and analysis of 3D shape data. Further investments will exploit the research and training synergies created by this combination of an unusually diverse group of human evolution researchers and first-rate research facilities.

The Development of Human Thought, Culture, and Institutions

SFU has long supported vigorous, historically grounded research into human societies, cultures, and ideas. The study of the past is critical to these endeavours because it is through narratives about and understanding of the past that we ground ourselves in the present. Human societies allot power and resources, create systems of justice, and ultimately project themselves into the future through stories about where we came from. We not only reveal the past through our work – we also explore the very basis upon which we make sense of the world today. Inquiry into the past reveals ways in which "ways of knowing" in the past and the present are conditioned by the value systems in which we live. The critical study of the past is thus essential to the research and teaching agendas of many departments and programs at SFU.

Researchers at SFU explore culture and human development in a variety of contemporary domains, including the links between social and cultural contexts that affect cognition, identity, values, family relations, artistic and literary creativity, and individual and social welfare. With broad areas of expertise including those in anthropology, business, english, first nations studies, history, humanities, international studies, literary studies, philosophy, political science, psychology, sociology, and women's studies. SFU is poised to emerge as Canada's foremost centre for the study of those factors that underlie individuals' perceptions of, influence over, and interactions with other people. Researchers in archeology, economics, and history are currently exploring the origins of social and economic institutions. In addition, SFU encompasses a number of research centres and individuals involved in the contemporary and historical study of justice and ethics. SFU's strengths can be found in the diversity of research methods used in both laboratory and field settings, and in its focus on both basic theoretical research and the application of theory to significant social issues. Such research demonstrates that rigorous social science can and should engage questions of basic human processes while also providing insights relevant to the society in which we live.

Communication, Computation, and Technology

SFU has a long history of leading-edge research in communication, computation and advanced technologies. Our expertise spans research issues from theory to applications to policy, with researchers from many disciplines involved, including chemistry and chemical biology, communications, computing science, criminology, economics, engineering science, interactive arts and technology mathematics, molecular biology and biochemistry, physics, psychology, and statistics.

Materials Science and Engineering

Materials Science at SFU has long enjoyed a strong national and international reputation. The effort spans the spectrum from curiosity-driven research leading to the discovery of new materials and new materials properties, to more applied research culminating in applications-driven engineering and development. The original research direction of Materials Science –making materials ever more pure and perfect – is ongoing. For example, SFU leads the world in the study of the novel properties of a new and more perfect form of silicon. More recent directions involve the study of complex materials, exemplified by the high temperature superconductors and the related field of highly correlated electron materials. Economic forces drive continuing efforts to reduce the cost of materials without reducing their functionality. Much new work is focused on understanding how the micro- and nanostructure of materials can change their properties, leading to new applications in electronics, communication, energy storage and conversion, and health sciences.

An interdisciplinary and collaborative approach by biochemists, biologists, chemists, engineering scientists, molecular biologists, and physicists will permit new materials to be integrated with existing technologies to create novel platforms and devices, such as biochips. An essential part of our strategy is participation by SFU in national and international joint ventures such as the Tri-University Meson Facility (TRIUMF) and the Canadian Light Source (CLS). For example, SFU researchers form bridges to the Centre for Molecular and Materials Science at TRIUMF, with research foci in environmentally friendly chemistry, superconductivity, and molecular magnetism, and are prominent in the multi-university consortium that is turning a cluster of beam lines and spectrometers into a national user facility for materials science. At SFU, 4D Labs provides an important centralized processing and analysis infrastructure in support of the Materials Science effort.

Intelligent Systems and Computer-Aided Design

Intelligent systems are an integral part of modern technological products and processes. They can be found in consumer products to advanced systems such as surgical robots and space stations. SFU has a long history in intelligent systems research and their industrial applications. This area includes

artificial intelligence, data mining, intelligent data processing, the semantic web, computer-aided vision, sensors and sensor networks, robotics, mechatronic systems, microelectronics, embedded computing and systems, and advanced instrumentation. Intelligent systems research is inherently interdisciplinary and has its foundation in computer science, computer and software engineering, electrical engineering, and mechanical engineering. SFU researchers are currently leading intelligent systems development for applications in biomedical technology, energy systems, communications, manufacturing, transportation, public safety and security and web-based applications. Our facilities include a range of well-equipped laboratories and a micro-fabrication facility that plays a unique role in training, research and specialized services to industry. Computer-aided design systems have matured into comprehensive environments that enable users to efficiently work with their designs. Research in this area explores the use of unified constraint and simulation-based modeling that enables designers to create designs adapted to context and to the physical forces; and constraints and simulation to establish a new design space in which histories enhance the ability to explore new alternatives for designs.

Automotive Technologies

SFU has invested significantly in the Mechatronics Systems Engineering (MSE) program. Mechatronics is the integration of mechanical, electronic, control, software, and computer engineering for the development of advanced electromechanical products and systems for a wide range of industrial applications. Research topics include next generation engine mounts, vibration-based energy harvesting, airbags, and intelligent systems for autonomous vehicles. These efforts are complemented by those of an internationally recognized group of researchers with expertise in polymer/electrochemistry, modelling structures and processes in fuel cells, bio-fuel cells, and novel methods for preparing proton-conducting membranes. This group has strong connections with the NRC Institute for Fuel Cell Innovation, and will develop collaboratively the next generation of nanostructured materials for fuel cell applications. SFU has also been a host node for a highly successful mathematical modelling initiative associated with hydrogen fuel cell design.

Imaging Science and Visual Analytics

Imaging research draws upon investigations across the disciplines and campuses of SFU, involving both foundational issues and applications. Investigation into the visual presentation of data and relationships is fundamental to this field, as is the study of how human beings perceive and use visualizations for communication, analysis and decision-making. The foundations of imaging research incorporate work in the areas of modeling, signal detection and processing, mathematics, statistics, data processing and storage, animation, language analysis, cognition and perception. Building on these foundations, imaging research then deals with human-computer interaction, reasoning, transformation and dynamic visualization in different manners, depending on the application area and the type of processes being investigated. Areas as diverse as finance, aircraft safety, crime reduction and public health all require information systems that support human cognitive processes—discovery, insight, problem solving, and communication—and enable innately human abilities to find meaning in information spaces composed of massive volumes of data that are dynamic, complex and uncertain in nature. Key applications of the research include medical imaging, visual analytics, data mining, business intelligence, finance, manufacturing, transportation, public safety, health and the environment.

Information, Communication, and New Media Technologies

A cluster of excellence exists in information and communication technology research at SFU. Areas of excellence are multimedia, wireless communications, RF/microwave communications, network systems and modeling, algorithms, information retrieval and web-based systems and natural language. Efforts are currently in progress to develop a formal collaboration with the Communications Research Centre in Ottawa. SFU research labs have strong industry connections in the above areas. In addition, research strengths exist in the areas of the IT sector of the economy, and

life and mission-critical ICT for disaster management and public safety, coastal surveillance, and disaster relief. Areas of expertise include ICT systems for extreme environments, early warning, and integrated multi-disciplinary response. Business researchers study knowledge, innovation and technology, with particular expertise in project management. ICT provides a necessary substrate for many areas of research, and SFU has and will continue to build strong links between ICT and the disciplines that use ICT in research.

Games, animation and new media are research areas in their own right and are also enabling technologies for many aspects of culture, society, and industry. Research at SFU covers the spectrum from technology to use in real contexts: from the use of multi-processor architectures for digital games and enabling algorithms for simulation, digital games for learning and training, play interfaces for culture, media-based pain therapy, believable character animation, and aesthetics of visualization. SFU plays a major role in the research and management of the Network of Centres of Excellence in Graphics, Animation and New Media (GRAND).

Communication, Collaboration, and Computation

SFU has internationally recognized expertise in communication, collaboration and computation, including computational security and safety. This subtheme builds on extensive expertise in combinatorial algorithm development and qualitative and quantitative modeling of complex social systems using advanced mathematical, statistical, and computational methods. The Interdisciplinary Research in the Mathematical and Computational Sciences (IRMACS) Centre provides critical infrastructure required to communicate and collaborate with remote and difficult to access communities, such as remote and Aboriginal communities in northern BC, as well as the ability to provide remote collaboration and visualization capabilities for both research and educational initiatives. SFU is a leader in the development and deployment of collaborative technologies in the support of research at the national level.

Technology and the Arts

Ongoing developments in media and computing technologies link interactive arts and technology with musicians, filmmakers, dancers, and other scholars in contemporary arts. In addition to enjoying an international reputation for interdisciplinarity in artistic practice, SFU researchers are studying historical and current dimensions of media culture in visual, filmic, aural, print, and digital formats. Researchers are focusing on studying and designing technologies that empower and enrich the users' experiences within interactive spaces, understanding current interactive media designs, and virtual environments to inform the design of next generation interactive media productions. We focus on expressive systems that augment the users' experience, including the development of expressive motion within visualization and virtual environments, expressive characters (both face and body movements), and expressive interactive performances. An allied research thread is the development of computational systems that produce or simulate creativity, and the construction of cognitive models of human creativity and creative expression that can be the basis for computational creativity. Another emerging area of research is the study of human-centered media and communication systems for museums. A coordinated initiative that merges theory and practice in the artistic uses of new technologies and the scholarly analysis of traditional media (including print and photography) builds on current strengths and creates a distinctive research environment.

Culture, Society, and Human Behaviour

As a comprehensive university, SFU champions the liberal arts and sciences and promotes pioneering interdisciplinarity. We enjoy the presence of hundreds of excellent researchers whose record of awards, grants and publications demonstrates the University's success in building a community of creative thinkers and practitioners, a combination exemplified by a cluster of scholar-poets who excel as both wordsmiths and socio-cultural theorists. Areas in which interdisciplinary innovation is receiving

particular attention include, but are not limited to, the following potential targets for strategic development. Alongside the role of humanities scholars in teaching and modeling critical thinking, the social impact of the University is further enhanced by the qualitative methodologies of experts in such specializations as anthropology, business, criminology, gerontology, political studies, psychology, sociology, and women's studies. In all these areas, the challenge is to develop focal points (individuals or groups) to enable dispersed researchers to cohere in creative research groups that will be distinctive to SFU.

Research in the Humanities

Philosophers, historians, classicists, literary critics and linguists investigate and describe the ever-changing realities of contemporary life, and teach us how to question and critique the political, social, sexual, economic, and historical frameworks within which we all live and work as world citizens. Scholars of English study the entire spectrum of literary and textual activity, from the genesis of a writer's creative spark through the various stages of a manuscript's development and dissemination. Those specializing in print culture put particular emphasis on the socio-cultural circumstances of a work's production and reception (transcription, printing, illustration, publication, branding, sales, adaptations), reception, and endurance over time. Others study the ways that literary and public texts shape nationalist, ethnic, and global power relations, while specialists in rhetoric analyze the conventions and subtleties of public discourse, covering the gamut from humour to political documents. Dramatic literature and theories of performance constitute another focal point, from medieval mystery plays to present-day film and theatre. Scholars of history, whose research strengths are social history and cultural history, grapple explicitly, profoundly, and critically with knowledge others often recognize only dimly or in passing: that the future was created yesterday. Specific research specialties share themes that overlap time and region: indigenous peoples; empire, colonialism, and postcolonialism; gender and sexuality; law and society; medicine and science; race and ethnicity; religious and intellectual history; and oral history. With their focus on people, communities, and culture, historians' study of trends, changes, and transitions renders them uniquely qualified to comment on new policies, planning, and resistance. Their knowledge that the past was complex, conflicted, and contested results in research and tools that enable understanding of the present and contribute to the future.

Foundations of Ethical Evaluation and Ethical Implications of Research

SFU possesses a broad range of research expertise both in the foundations of ethics and in applied ethics; this expertise can be found in areas including archaeology, business, criminology, education, environmental sciences, health sciences, philosophy, political science, and public policy. All research, from the fundamental discoveries of science to the development of new technologies, policies, strategies, and new ways of understanding, stand to have a significant impact on the way we lead our lives. For example, the "Intellectual Property Issues in Cultural Heritage" (IPinCH) international collaboration headed by SFU is working to explore and facilitate fair and equitable exchanges of knowledge, including the theoretical, ethical, and practical implications of commodification, appropriation, and other flows of knowledge about the past, and how these may affect communities, researchers, and other stakeholders. At SFU, researchers are concerned about the ethical implications of their research, and the university community as a whole takes seriously our ethical responsibilities. We take a leadership role in ensuring that research has a positive impact on human welfare, by pursuing the systematic investigation of our moral beliefs, from their philosophical foundations to their applications in the form of general principles, to public policy issues arising in the Canadian context.

Aboriginal Studies

Research into Aboriginal issues involves faculty members in anthropology, archaeology, economics, education, health, history, linguistics, literature, psychology, resource management, and sociology. SFU is conducting essential and leading-edge research on examining contemporary urban and rural issues in the Aboriginal community, preserving Aboriginal languages, partnering with bands and communities in Aboriginal education, examining classroom climate issues for Aboriginal/minority

students, resource management in Aboriginal communities, barriers to Aboriginal labour market success, and archaeological research. SFU researchers are well recognized for their critical analysis of issues dealing with Aboriginal sites; their work links the historical past to current concerns, as in a major collaborative research initiative to investigate the intellectual rights issues raised by archeological practice. Other researchers focus on the spectacular rise of Aboriginal and Métis writers and artists. With the appointment of a Director of the Office of First Nations and new space dedicated to Aboriginal studies, the time is opportune to integrate researchers across the University.

International Studies

Canada's Asia Pacific Gateway Strategy includes a focus on fostering strong relationships in education, research, and the exchange of innovative ideas and technologies. By lending our collective knowledge and building our research capacity through partnerships with Asia Pacific institutions, we can play a valuable role in this strategy. SFU has had an intellectual engagement with China for over two decades, and since then, we have expanded to create relationships with many other Asia Pacific institutions for mutually rewarding flows of highly qualified human capital. Given our geographical and demographic location, researchers at SFU are particularly interested in examining connections between Asia and Canada from a number of different disciplinary and interdisciplinary perspectives. This research emphasis is informed by a deep understanding of Asian countries, cultures, and economies. SFU has also augmented its commitment to internationalization of research through several important new initiatives. Research in this area includes international studies and international policy, advanced by new endowed research chairs in religion and cultural change, and international law and human security. The Human Security Report project analyses global and regional trends in political violence and their causes and consequences, and has put SFU on the map internationally as a resource for governments and nongovernmental organizations alike. The Centre for the Comparative Study of Muslim Societies and Cultures represents another interdisciplinary collaboration that has few Canadian counterparts. The World Literature program is focusing on the way aesthetic forms and topoi pass from one culture or time to another, most often in defiance of political and social boundaries.

Safety, Security, Criminal Behaviour Assessment and Treatment, and Forensic Studies

SFU has significant strength in the analysis of criminal behaviour and forensic studies. The Institute for Canadian Urban Research Studies (ICURS) is one of three main centres for environmental criminology, as well as computational security and safety. Together with IRMACS, internationally recognized expertise exists in security research in computational criminology and the criminal justice system. The Criminology Research Centre studies youth crime, violence against women, and the role of some mental disorders in criminal behaviour. The Mental Health Law and Policy Institute, with members from numerous countries, promotes interdisciplinary collaboration in research and training in areas, e.g. psychology and criminology, related to mental health and policy. The Centre for Restorative Justice is unique in Canada, and there are only a handful of such research centres worldwide. The Centre for Forensic Studies links archaeology and biology in state-of-the-art labs with a focus on forensic science and technology. These groups provide a powerful hub around which crime-related research in other units can be focused. The newly appointed LEEF Chair in the Reduction of Youth Violence partners with Children's Hospital to reduce violence and victimization among youth.

Another significant research focus builds on SFU's existing strengths in security and health research. Its aim is to establish new research capabilities that will enable SFU to be recognized internationally as a leader in public safety, security, and health science. Specifically, this initiative builds on expertise in security research in ambient assistive living, disaster relief, violence risk reduction, public health monitoring and intervention, public policy and health, the social and psychological influences of health, and homelessness and addiction. SFU has invested in significant infrastructure for secure computing facilities for research that involves highly sensitive datasets. This infrastructure consists of a central, high-security computer lab coupled to secure networks, secure

data storage, and secure satellite labs with data processing and visualization facilities. Strong regional, national and international partnerships are in place, with access to highly secure datasets from these stakeholders—a combination that places SFU in a leadership position in security and health research.

SFU researchers are developing strengths in other aspects of security, such as polymer chemistry, microelectronics, optics and nano-fabrication of new materials for new high-tech security technologies. For example, research and training programs in advanced materials and engineering take advantage of collaborative initiatives in materials science and business to foster and cultivate a culture of innovation, by bringing safety and security technologies from the bench-top to the marketplace and producing graduates with knowledge in entrepreneurship. The core expertise in optical, electronic, magnetic, polymeric and nanomaterials puts SFU in an ideal position to target key technologies including security inks and taggants for surveillance and identification, and sniffers for pathogens, pollutants, toxins, contaminants and explosives. SFU researchers are also leading the Human Security Report Project, researching global and regional trends in political violence and their causes and consequences. SFU researchers are working on ways to increase the safety, health and welfare of employees, and by extension to those who are impacted by safety issues in the workplace (family members, employers, customers, suppliers, and nearby communities).

Evolution, Cognition, and Culture

The relationship between the sciences and humanities has long been fraught with difficulty–a tension captured by C.P. Snow in the phrase "The Two Cultures." Recently, researchers on both sides of the sciences/humanities divide have recognized that the evolutionary and cognitive sciences have advanced to a point where it is now possible to move beyond the two cultures and develop an approach to the study of traditional humanities subjects such as ethics, religion, and literature that is compatible with, but not reducible to, the way in which scientists approach their subject matter. SFU is in an excellent position to become a world leader in this ambitious, interdisciplinary plan to integrate the sciences, social sciences and humanities. For example, researchers in archaeology, biological sciences, business administration, linguistics, and psychology, including the CRCs in Human Evolutionary Studies and Management of Technology, are using phylogenetic methods from biology to understand the evolution of a range of social and cultural phenomena, while researchers in English are carrying out work in the area of biosemiotics, which focuses on the wide variety of forms of communication in biological systems, and research in psychology focuses on the development of communication in infancy. Through participation in the influential Centre for the Evolution of Cultural Diversity currently sponsored by the UK Arts and Humanities Research Council, SFU is poised to bring focus to this area of evolution, cognition, and culture in an international context.

Urban Communities

Located in one of the best-known "livable" cities in the world, SFU has research strengths covering a wide variety of urban issues, from urban design and planning to the study of the individual resident, including the social, artistic, and environmental aspects of urban life. Specific strengths exist in the areas of urban studies, geography, computing science, mathematics, criminology, computing science, economics, and forensic psychology. The Metropolis British Columbia Centre of Excellence for Research on Immigration and Diversity is part of an international network that supports studies of the economic, social and political dimensions of immigration, with British Columbia emphasized as a case study in ethnic diversity. Cultural researchers are probing key and complex issues of social cohesion, antiracist education, violence in society, multiculturalism and cultural adaptation, citizenship, diasporic cultures, and nationhood. There are promising possibilities for interdisciplinary research focusing on second-language learning, public education and the wellbeing of communities. French language researchers in the Faculty of Education, for example, conduct research that focuses on multilingual students from diverse origins and a growing population from Francophone Africa to understand their linguistic and cultural practices and examine how the education system responds to

their needs. The CTEF-funded "Modelling of Complex Social Systems" (MoCSSy) program brings together extensive expertise in criminology, health science, urban dynamics, computer science, and mathematical modelling, under the unifying theme of modelling the complex dynamics that drive the linked epidemiologies of crime, disease, homelessness and other social ills in urban neighborhoods.

Intervention Impact Assessment

Rapid change in our underlying economic and technological world has led to rapid change in the stratification of our society, with increasing inequality and poverty accompanying vast increases in wealth. What are the social and economic impacts of effective transition programs for immigrants? What happens when we do a better job of providing educational opportunities for Aboriginal peoples? What role does effective Labour Market Information play in individual decision-making, and ultimately, on the economy? How might the use of technology improve access to learning and/or opportunity for disadvantaged groups? These are all examples of research questions that might fall outside the traditional Tri-Council research programs, but that have large-scale implications. In general, funding for most forms of service delivery, including educational and social programs, is increasingly linked to the ability of the service provider to demonstrate results. Despite the increased attention being paid to "accountability", the mechanisms, tools and practices for effective impact assessment remain, at best, blunt instruments (consider for example, the Fraser Institute ranking of schools or the Macleans' ranking of universities). An interdisciplinary approach, harnessing the research approaches of economists, sociologists, psychologists and educators, would provide a framework for significant advances. SFU researchers currently possess great strengths in each of these areas, and are in an excellent position to develop more sophisticated research methods for impact assessment and to subsequently apply those methods to a wide range of social interventions. By doing so, SFU can capitalize on its acknowledged strength and leadership in the social sciences and humanities, and position itself at the forefront of an emerging research need.

Economic Organization, Public Policy, and the Global Community

This theme covers a vast amount of research in the social sciences, business, and other areas. It includes individuals and families, firms and markets, governments, and the global community.

Economic Organization

SFU has significant strengths in the theoretical analysis of firm organization, law and economics, public economics, the study of economic institutions, and econometric analysis.   Expertise in these fields is complemented by strengths in computational, experimental, and evolutionary methods, which are reflected in the Centre for Research on Adaptive Behaviour in Economics and the Canada Research Chair in Economic Theory and Evolution. There are also strengths in a number of applied fields including strategic change, corporate governance, capital and risk management, biotechnology management, art management, and the environmental, ethical, and sustainable management of organizations. Current efforts include concentrations in the CMA Centre for Strategic Change and Performance Measurement, the Centre for Corporate Governance and Risk Management, and the Global Asset and Wealth Management Centre.

Public Policy

The role of the public sector in our economic and social lives has increased as our private wealth has grown over the past decades. This has spurred research on how policy is formed, what policies are good and in what contexts, and on the unintended consequences of policy decisions. Such research is carried out in economics and the Public Policy Program. For instance, the Centre for Public Policy Research CPPR in the Public Policy program is unique in western Canada, with research drawn from economics, political science, women's studies, business, education, criminology, resource and environmental management, and communications. It has current or planned strengths in tax policy, Aboriginal policy, labour markets, environmental and natural resource policy both in Canada and

developing countries, and governance issues in developing countries. Policy-related research is also pursued in the CURA Economic Security Project, the Learning City project, the Institute of Governance Studies, and the Mental Health Law and Policy Institute, among other venues. Expansion of the CPPR would complement existing or projected policy research in health sciences, urban studies, international studies, and communications.

The Global Community and Emerging Markets

SFU has several research groups concerned with international economic relations, transnational organization, and global culture. One group focuses on issues of trade, international finance, and economic development in low-income countries; another investigates the management of global enterprises. The new Centre for Global Workforce Strategy carries out multidisciplinary research on issues surrounding effective workplace management strategies. The Jack Austin Centre for Asia Pacific Business Studies has a mandate to examine a broad range of issues relevant to the Asia Pacific region, particularly Canada's role in the area. The Centre for Global Political Economy addresses the intersection between global and domestic political economy, while the MCRI Globalism Project studies the effects of globalization on people in a range of individual countries. SFU researchers examine issues of knowledge, innovation and technology, including issues related to the formation, operation and growth of biotechnology firms and on the IT sector of the economy. The Global Asset and Wealth Management Centre focuses on markets and risk management, to bridge the gap between traditional finance theory and the growing field of behavioural finance. Research on global institutions will focus on peace and security studies; development, environment, and international economic relations; governance and civil society; and human rights and international law.

The Creative Economy

The Creative Economy, defined to include the whole of the creative chain for core cultural goods and services, including their creation, production, manufacturing, distribution, and support, has emerged as both a substantial and an expanding sector of the Canadian economy. It now accounts for 7.4 percent of GDP and 1.1 million jobs. Growing more quickly than the economy in general, creative enterprise has become an economic driver in the contemporary world. Employment in the creative economy is growing at a faster rate than other kinds of employment, and requires new patterns of work built on flexibility and innovation from workers, employers, government and educators. The creative economy also generates the social capital that is fundamental to social cohesion. Understanding the nature and dynamics of the creative economy is critical to Canada's social, cultural and economic future, and SFU's strengths in the contemporary and interactive arts, literary and publishing studies, and technology position it to play a leading role in research in this area.

Environment, Resources, and Conservation

SFU has an excellent record of high-profile research related to the environment. This research is conducted throughout the University. The research approaches and topics span a range of sectors from theoretical and mechanistic studies to applied management strategies. Mirroring the major natural resources of British Columbia, research clusters at SFU focus on the relationships between economic development, conservation and biodiversity in terrestrial and aquatic ecosystems, as well as on natural hazard prediction and prevention. Our research includes not only chemical, molecular biological, toxicological, physiological, and behavioural studies, but also risk assessment, management, and historic and economic considerations. The ultimate goal of this multifaceted approach is to provide a sound basis for sustainable development and the responsible use of our natural resources.

Planning, Development, Management, and Sustainability

SFU will pursue research in a number of areas related to the development, planning, management, and sustainability of human settlements and the impact of human and natural disturbances on environments and communities. Research foci include governance and equity issues, spatial and labor

market dynamics, consumption patterns, industrial restructuring, and ecological, economic and social sustainability. Related foci include sustainable development policy; sustainability and quality of life indicators, assessment and evaluation; public space and urban/regional livability; health care and access; property rights and spatial inequities; local economic development; and the development of mathematical tools in resource allocation and management. Research related to development and the environment in selected world regions, especially Latin America and Asia, will include health and water use, property rights in natural resources, land use conflicts, tourism development and management, shifting cultivation and cash cropping, environmental governance and co-management, environmental policy at local level (including protected area issues), various applications of economics and social theory to conservation and management, and the role of foreign investment in development. SFU research integrating the social and natural sciences focuses on the impacts of human development and natural disturbances on natural and urban environments and communities. Emphasis is placed on the causes of and responses to natural hazards, such as earthquakes and landslides, and on sustainable development strategies that integrate economic, social, and environmental objectives. Research on both geoscientific and biological phenomena in the ocean environment is integrated within the SFU-supported Neptune Canada project. Research in environmental education and education for sustainable development will be key to understanding human interactions with the environment.

Ecosystems and Resources

In the 21st century, environmental research has broadened to encompass concerns such as species at risk, biodiversity, sustainability and endangered habitats. SFU researchers, including those in the Centre for Wildlife Ecology (CWE) and the Cooperative Resource Management Institute (CRMI), conduct basic and applied research in wildlife, fisheries and forest ecology and provide knowledge and personnel that will help meet the challenges of conservation. Information, ideas, expertise, resources and opportunity flow back and forth from SFU to government agencies such as Environment Canada (EC) and Fisheries and Oceans Canada (DFO), as well as FORREX (the Forum for Research and Extension in Natural Resources) to help inform policy and decision-making, while SFU faculty and students benefit from enhanced opportunities for discovery and applications-based research. SFU will partner with EC, DFO, and FORREX to accommodate new research areas under their broadened mandates.

SFU continues to be a major player in research aimed at the understanding and management of fish populations in their marine and freshwater habitats, as well as the broader management of the coastal zone. Such research encompasses the genomic analysis of salmon, fish disease prediction and management, socio-economic studies on fishing communities, stock and risk assessment, sustainable management of wild and farmed species, coastal tourism and socio-economic studies of fishing communities. Strategic initiatives will strengthen the links between applied ecological approaches and coastal management. SFU researchers are also investigating the ecosystem science of large rivers, carbon and nutrient cycling in lakes, hydrology of lakes and river floodplains, biogeochemical mass fluxes to the ocean from small catchments, plant water interactions, glacial processes and soil erosion. Marine investigations focus on understanding natural variability and biogeochemical linkages within the ocean and climate system and responses to perturbations.

SFU research related to terrestrial ecosystems includes ecological, institutional and economic approaches to the conservation of ecosystem services, biodiversity conservation and invasive species, and ecosystem-based forest management (including an understanding of natural disturbance regimes and forest dynamics) and industrial forestry issues. Energy and materials management is also emphasized, through developing and applying sustainable policy models that are both technologically explicit and behaviorally realistic. Management of protected areas, advisory and advocacy issues in the environmental policy process and the valuation of ecosystem goods and services are key interests. SFU researchers also study the modern and ancient geological

environments, natural hazards, and geological resources. Fundamental research on Earth materials is connected to the overall Earth system and relevance to society. Tracking Earth conditions from past conditions to the present and into the future is providing an improved view of the changing environment and climate. Understanding temporal changes in water resources and ice conditions, and the nature and mitigation of geological hazards, are key foci. Geological resources presently under study include metallic mineral occurrences, gemstones, oil and gas deposits, and subsurface water. Investigations range from direct studies of the resource commodities to methods of ore extraction, establishment of scientific infrastructure, and predictive models for resource exploration. SFU will also focus on geoscience research linked to the exploration and development of BC shale gas, and BC hydrocarbon resources in general.

SFU has a strong spatial research emphasis in health and environment, including optimal location of health services and population health. This concentration is augmented with visualization approaches, such as multi-dimensional geovisualization and geospatial interface research. Modeling of complex spatial environmental systems, land use, land cover and urban growth continue to be important activities, together with modeling of dynamic spatial phenomena in forestry and landscape ecology.

Climate Change Solutions

As a founding member of the Pacific Institute for Climate Solutions (PICS), SFU researchers are well positioned to contribute to the development of innovative climate change solutions, seek new opportunities for positive adaptation to climate change solutions, and lead the way to a vibrant low-carbon economy in BC and globally. PICS seeks to support transformative change in response to the many challenges raised by climate change through multidisciplinary research conducted in partnership with governments, the private sector, other researchers and civil society, in order to undertake research on, monitor, and assess the potential impacts of climate change, and to assess, develop and promote viable mitigation and adaptation options to better inform climate change policies and actions. The Institute's research strategy is currently focused on four key interdisciplinary themes: a low carbon-emissions economy, sustainable communities, resilient ecosystems, and social mobilization.

Researchers involved with SFU's Adaptation to Climate Change Team (ACT) are studying critical climate change impact topics: biodiversity, extreme weather, energy, water security, crop and food supply, population displacement, health risks, new technologies, and sea level rise. Working in conjunction with leading experts, ACT will explore these issues and the linkages between them, the problems they pose as well as potential solutions, and produce policy recommendations for adaptation. Researchers in SFU's CTEF-funded "Climate Change Impacts Research Consortium" are taking a risk-based approach to the study of the secondary effects of climate change on human and ecosystem health.

Alternative (Green/Clean) Energy Technology

SFU is well positioned to become a leader in green energy technology research. Interdisciplinary initiatives in this area will focus on energy production, distribution, and utilization, along with related manufacturing technology and green IT. Current research includes fuel cell materials, design and diagnostics, energy management and harvesting, new generation fuel injectors for hydrogen technology, green IT technology, green computing, smart grids and smart houses. Another key area of research involves investigating human-centered sustainable systems at the intersection of conservation, sustainable design, alternative energy production and social behaviour around our ecological footprint. The rise of ubiquitous computing, smart environments and the widespread use of mobile devices offers an opportunity to enable occupants to dynamically interact with building technologies through digital media.

<u>Aboriginal Communities and the Environment</u>

Aboriginal issues in relation to the environment have been a significant focus at SFU and will grow in importance over the coming years. We have substantial research strengths in applications of resource management and resource planning to Aboriginal communities, with a particular focus on Aboriginal and place-based community co-management, forest management, fisheries and aquatic management, protected areas and heritage planning, and strategic land-use planning. Other areas with a strong Aboriginal focus include heritage tourism, and coastal zone management and planning, geographic information science, and community planning and development. Commensurate with increasing control over lands, waters, and resources by Aboriginal people in Canada and worldwide, we will continue to develop our strengths in issues related to resource and environmental management and planning by Aboriginal people on their traditional lands. This will focus on applications related to sustainable community development, economic strategies and resource use as well as conservation strategy and heritage protection. These activities will draw both on our existing strengths in management and planning, and analytical tools such as geographic information systems, but also on existing strengths at SFU in Aboriginal resource management practices and traditional ecological knowledge. We will also develop our engagement with Aboriginal peoples, both in a research context and an educational context, through collaborative research projects and field-schools especially with local Aboriginal communities (First Nations and Métis), and increased Aboriginal curriculum throughout our programming.

Health and Biomedical Sciences

A common goal for health-related cross-disciplinary research at SFU is to describe human health in its full context, including the diverse impacts that social inequities have on health. SFU has developed a reputation for excellence and innovation in health research, involving faculty from across the spectrum of disciplines and organizational units at the University. With such a wide array of health sciences interests, SFU seeks to strengthen a number of interrelated research areas that impinge directly on human health. We have particular strength in genomics, bioinformatics, and health informatics, biostatistics, biomedical sciences, neuroscience, medicinal chemistry and drug development, biomedical devices, biomedical imaging, mental health and addictions, as well as in health policy and cultural and population studies, from basic investigations to clinical applications. The establishment of the Faculty of Health Sciences and its state-of-the-art facilities provided a special opportunity for innovative new multidisciplinary research initiatives and graduate programming. Novel research and graduate programs have or are being developed in population and public health, global health, infectious diseases, aging and chronic illness, and brain function and development. Partnerships between SFU and the hospitals and health authorities in the Lower Mainland enhance these opportunities. SFU is a leader in the secure analysis of sensitive data. Population Data BC, a platform for supporting research on human health, wellbeing and development run by a consortium of researchers from institutions around BC including SFU, will provide researchers with access to linkable individual data for integrated analysis of health outcomes using a range of secondary sources. Our goal is to develop interdisciplinary collaborations and partnerships that bridge the biomedical, clinical, and social sciences and involve the wider community, building on SFU's tradition of innovative and effective outreach. Examples are the new Institute for the Reduction of Youth Violence, a joint partnership between SFU and Children's Hospital that aims to reduce adverse health and mental health consequences of youth violence; and the Centre for Research on Early Child Health and Education, that links scholars in universities and research centres to increase access to universal health and education programs for young children.

<u>Genomics, Bioinformatics, Health Informatics, and Biomedical Technologies</u>

The completion of the Human Genome Project in 2003 produced the first DNA sequence of a human genome and has stimulated the functional genomic analysis of thousands of additional organisms and the development of higher throughput and cheaper sequencing technologies. Genome structural variations among individuals are being revealed at single base-pair resolution, promoting exploration

of the relationship between genotypes and phenotypes. Genomic sciences are redefining the research landscape of the fundamental life and biomedical sciences and their applications, including cell and molecular biology, structural biology, population and evolutionary biology, microbiology, aquaculture, agriculture, fisheries management, forestry, environmental sciences, drug discovery and assessment, neuroscience, and biotechnology. The concept of personalized medicine is being realized based on the application of the genomics of cancer, aging, mental health, chronic and infectious diseases to the diagnosis and treatment of patients. Genomic technologies have important applications in disciplines such as anthropology (e.g., tracing human migrations), conservation biology (e.g., assessment of biodiversity), and forensics. The explosive development of genomics has created demand for more effective computational data management systems and bioinformatic tools for data analysis and interpretation, and has spawned new fields including transcriptomics, proteomics, and systems biology. SFU already has considerable expertise in genomics, bioinformatics, and data mining, spread across several Faculties, and is developing interdepartmental teaching and training programs. SFU has taken a leading role in the development of a regional Genome Sciences Institute that builds on its partnership with the Genome Sciences Center based at the B.C. Cancer Agency.

SFU also has significant strengths in biomedical technologies. Current research focus areas are medical imaging, radiopharmaceuticals, computational anatomy, bio-sensors, biomedical optics, signal processing, biomechanics, assistive technologies, haptics, micro / nanotechnologies for medical applications, micro-fluidics, biochips, bioinformatics, computational biology, health informatics, and chronic disease management. Research in this area is highly interdisciplinary and involves computer scientists, engineers, interactive arts researchers, biomedical scientists, kinesiologists and psychologists from SFU working in teams with clinicians to develop new tools and products. The combined effort is intended to address issues of individual human health, ranging from molecular, cellular, and systems biology to population health and its modeling.

GE3LS Analysis

The consequences of scientific and technological innovation are significant, especially when it comes to genomics and its Ethical, Economic, Environmental, Legal, and Social aspects (commonly called GE3LS). Research will inform new legislation to control innovative growing practices in agriculture, and economic and environmental practices in fisheries and forestry, where genomics techniques can be used to select fish or trees able to withstand the effects of climate change. Genomics research has economic and social implications in such applications as bee colony collapse, bioremediation for industrial waste from Canada's resource industries, and diagnostic tools for disease and mental disorders. As whole genomes of organisms become known, together with their subtle variations and functional characterizations, there will arise issues of intellectual property and ownership of such information. What's more, genomic information is published in publicly available databases, and questions arise as to the social impacts of how the public will use this information. Such information can be used by experts in risk communication of health-related genomic information, both for public health events such as pandemics, and for individual's health-related information. It can also be used in repatriation and other claims of cultural relationships and affiliation. Issues of cost-benefit and potential quality of life benefits associated with early diagnoses will have to be explored. Finally, research can ultimately extend to the choice of a partner in a world where a mate's genome can predetermine life expectancy, personality, and mutual compatibility. How society deals with such a brave new world will be the focus of research in this subtheme.

Chronic and Infectious Diseases

SFU has outstanding researchers studying both chronic and infectious diseases. Considerable strength exists in the realm of genomics, bioinformatics, biomolecular interactions, psychological and psychiatric disorders, and we are developing strength in proteomics and metabolomics. Researchers on the CTEF-funded "Bioinformatics for Combating Infectious Diseases" project are

focused on the development of more accurate and faster bioinformatics algorithms and tools for identifying anti-infective drug targets, candidate drugs and potential vaccines. The interdisciplinary team is capitalizing on SFU's unique strengths in computational, physical, chemical and biological sciences to discover potential new therapeutic targets and test them first *in silico* and then in the laboratory. Another CTEF-funded team of researchers with expertise in organic and inorganic materials, bio-organic chemistry, molecular biology, biochemistry, biomedical physiology and kinesiology and computer sciences are working together with experts in ethics, medicine and medical imaging to take novel molecules and nanomaterials from the chemistry lab into the clinical setting, and to develop new and innovative strategies for medical imaging, diagnostics, surgery and drug delivery. The team is working synergistically to create, apply and test novel approaches for the diagnosis and treatment of prostate cancer and kidney stones as their first targets.

Significant investment in personnel and physical infrastructure at SFU has ensured that the drug development pipeline from genomics input to pharmaceutical output is well represented at SFU. SFU, with its strength in medicinal chemistry, is an important node of the Centre for Drug Research and Development (CDRD), focusing on the development and evaluation of new drug candidates. Since one-third of approved drugs will go off patent by 2012, SFU is well poised to discover the next-generation of drugs and to partner with pharmaceutical companies. Additional strengths exist in virtual reality therapy and training, visualizations and accessible tools for managing pain over time, and the extension of these tools to the community via social media and mobile technologies.

Continued growth in this area will require strengths in clinical and health psychology, developmental biology, environmental toxicology and receptor biology, climate change, cardiovascular disease, healthy aging and the social determinants of health, and support for emerging strengths in neuroscience and mental health, HIV/AIDS and addiction research, violence reduction research, vaccine and drug development, bioinformatics, and genetic and epigenetic studies, infectious disease modeling at both molecular and population levels, microbial epidemiology, ecology and evolution, the innate immune response to infection and the cellular/molecular basis of infectious disease pathogenesis.

Strategic research that bridges nutrition, biomedical and behavioural science would complement existing strengths. Collaborations in this area require support of a wide range of technologies including biomarkers, transgenic animals, nanotechnology, novel imaging and visualization modalities, province-wide comprehensive data and geographic information systems, and complex social modeling.

Human Development and Aging
Research strength in human development and aging exists in basic biomedical, population, and social sciences. These include the areas of children's social, emotional, and mental health, brain development, brain function and problem-solving, mammalian developmental biology, birth defects, molecular-genetics, epigenetics of cellular differentiation, health policy, adolescent mental health, health behaviour and risk, youth crime and violence, gender and aggression, and longitudinal studies on aging. The broad field of neuroscience offers an exciting area for strategic investment, especially in areas focusing on aging and degenerative diseases of the nervous system and its connection to behavior and health. SFU strength exists in clinical psychology, neurobiology of addiction and of age-related degenerative disease, and psychological mechanisms underlying youth aggression. SFU will apply its combined strength in imaging, neuroscience, genetics, epigenetics, and cellular physiology to the study of development and aging.

Population and Public Health and Health Services
Population and public health is a major focus of SFU research. There are many areas of overlap with the other two focus areas, for example cardiovascular and chronic disease management and

environmental and occupational health. Another important crosscutting element is the flagship program in Global Health. Expansion of population sciences and public health practice across areas of shared research focus, such as in infectious diseases and global health, mental health, environmental, occupational health and earth systems, and Aboriginal health and the impact of social disparities on health could increase synergies in emerging areas of cross-disciplinary strength at SFU. Bridging SFU's substantial strengths in biomedical sciences and health services to population and public health would result in a competitive advantage. Such an approach would build on newly established research strengths focused on population level interventions and health policy sciences, such as: research chairs in Children's Health Policy, Applied Public Health, Cardiovascular Health, Reduction of Youth Violence; the research centres, including the Centre for the Study of Gender, Social Inequities and Mental Health, the Centre for Children's Health Policy, and the Centre for Applied Research in Mental Health and Addictions; the Canadian Multi-site Research Demonstration Project in Mental Health and Homelessness; emerging research capacity in toxicology and environmental and occupation health with faculty recruitment in the area of Children's Environmental Health, and partnerships with BC Children's Hospital, Health Canada, Environment Canada, and the Pacific Institute for Climate Solutions; and SFU's Community Trust Endowment Fund investment in two cross-Faculty interdisciplinary teams, the Modeling of Complex Social Systems and Secondary Effects of Climate Change on Human and Ecosystem Health.

Continued growth to support this subtheme would include bridging areas in social inequities of health, global and Aboriginal health, ethics, health economics and health policy including new health services models, intervention trials and uptake of best practices in primary health care. Growth of research strength in environmental and occupational health would include a focus on molecular toxicology, genomics, proteomics, and metabolomics that study the cellular and molecular responses to drugs and to xenobiotics associated with environmental exposures, and would include the development and use of biomarkers, medical imaging, and basic neuroscience.

Health Systems

There is a growing need to understand how health systems function, and this presents an important and exciting area of research that is largely neglected in Canada. Foci include comparative studies of international primary health care systems, explorations of the cost effectiveness of chronic disease prevention and management approaches, estimates of health resource needs and mix of specialists, organizational studies of inter-professional training and practice structures, performance outcomes of innovations in primary care practice and incentive structures, organizational studies of leadership and processes in health system change management, forecasts of health care needs and health system responses, assessments of the impact of primary care interventions on indicators of population health, community assessments of the social determinants associated with chronic disease distribution, and the issues of health equity, social justice, and ethics in health care. The resulting research outcomes will provide objective information to aid decision-making by Canadian provincial and federal government agencies and ministries. It also provides an opportunity for global outreach, as comparative studies will form a significant component of the research activities. SFU would be a vital hub in a network of similar endeavours, providing the opportunity for research collaboration and faculty and student exchanges. Global organizations with an interest in the strengthening of health systems, e.g. the World Health Organization and the World Bank, are potential clients and partners.

Pedagogy

Pedagogy stresses the mutually constitutive and intersecting activities of scholarship, teaching, and engagement. It concerns both the art and the science of teaching, and involves teachers engaging learners spontaneously and methodologically. Boundaries between teachers and learners are not always fixed. Research in this theme is conceptualized as a framework of four essential components: understanding,

research use, knowledge mobilization, and reciprocity. *Understanding* involves fundamental explorations to map what is and can be in education, what we value of education practices, and how processes of education unfold and can be transformed to benefit individuals and society. *Research use* refers to investigations about how understanding may be applied to address education issues. It includes, but goes beyond, developing and refining methods across the spectrum of educational practices and forms of educational inquiry. *Knowledge mobilization* refers to critical and self-reflective occasions where we apply research in practice, for example, determining the impact of educational interventions across individual and systemic levels. Finally, the notion of *reciprocity* concerns our studies of collaborations with the educational community, the settings for research mobilization, with an emphasis on designing and using feedback loops to inform and refine future research throughout the framework. Future research vitality lies in actively inter-relating these four framework components, and these components individually and together represent significant foci for emerging scholarship.

As represented in the draft recommendations of the SFU Task Force on Teaching and Learning, one of the principles of teaching and learning is to "engage in inquiry about teaching, and support pedagogical innovation to enhance our practices and student learning." This leads in turn to the recommendations that relate to research, including determining mechanisms to develop, recognize and integrate more research, experiential and international learning opportunities into the curriculum and recognize these with academic credit. Evaluation of alternative approaches to learning opportunities should be examined critically. The pilot program LUCID (Learning for Understanding through Culturally Inclusive Imaginative Development) is an example of imaginative education that incorporates culturally relevant stories, games, and images to promote imaginative thinking in the K-12 curriculum beyond the standard modalities of textbooks, worksheets and testing. The program has been shown to also strengthen children's language and collaborative learning skills.

Foundations for Success

We have been extraordinarily successful in designing and implementing the Foundations of Academic Literacy program. There is urgent need to better understand the short- and long-term impacts of this particular program, as well as complementary programs in other areas key to success in academe and the workplace. For example, there is significant need to amplify research in mathematics education that advances our understandings about cognitive and affective mechanisms in learning mathematics, that designs and tests strategies for learning mathematics, and that invents supports for teaching mathematics. SFU researchers are exploring the professional development of teachers; designing and teaching "Q courses"; the role of technology in teaching, collaborative group teaching and problem solving; virtual worlds for course delivery; understanding student mathematical cognition and learning, including studies into the aesthetics of mathematics, the nature of insight, concept formation, and anxiety; investigating ways in which the brain and body are implicated in learning and understanding mathematics; developing approaches to teaching mathematics that are responsive to cultural differences; and Masters and Ph.D. programs in mathematics education. Another cornerstone for success in today's world is technical literacy. This arises in the context of fast-paced evolution and occasional revolutions in technologies that affect education and people's readiness for new jobs. Research should be conducted on the benefits of the Undergraduate Curriculum Initiative through ongoing inquiry into the effectiveness of writing-intensive, quantitative and breadth courses.

Education and Human Development

Education is central to focusing and fostering human growth and development. These terms are used in a broad sense, to encompass: acquiring knowledge, developing skills, becoming prepared to apply and transfer achievements, exploring and articulating attitudes, generating and controlling motivation, and nurturing a positive sense of self in a context of connection to others. SFU pursues this research across the lifespan from early childhood through later adulthood in a variety of settings within and beyond schools. Research in this subtheme will enable us to better understand how

development happens, to identify factors affecting it, and to determine how to best intervene for the benefit of individuals and their social groups.

Education for Diverse Populations

SFU has significant expertise in second language acquisition and pedagogy, civics (in a broad sense grounded in ethical and moral considerations), issues in international education, and working in close and productive partnership in multi-cultural or cross-cultural contexts. For example, SFU researchers associated with the Metropolis British Columbia Centre of Excellence for Research on Immigration and Diversity have made significant contributions to the study of immigrant education at the urban and regional levels. Another example is the Imaginative Education Research Group and its projects such as "Building Culturally Inclusive Schools" that have furthered our understanding of successful educational practices in diverse cultural settings. The CTEF-funded research team, "Education Systems and Outcomes in Diverse Communities," brings thematic coherence to the work of a diverse set of researchers in areas of public policy, economic organization, aboriginal learning, immigration, urban studies, and population health. It builds on well-established strengths in economics, psychology and education, integrating them with one another and with emerging strengths in public policy, dialogue, and health sciences. Similarly, the Centre for Research on Early Child Health and Education represents an interdisciplinary approach to improving the lives of young children who are vulnerable to poor developmental outcomes due to biological and/or economic disadvantage. SFU research has also led to advances in our understanding of areas such as multicultural practices, philosophies of language, and the roles that language and culture play in pedagogical practice. SFU researchers have taken a leading role in the development and testing of innovations in the uses of media (e.g., video), technology (e.g., web-assisted learning) and pedagogical methods (e.g., applications of cognitive neuroscience to mathematics learning) to support education for diverse populations. For example, an exciting area of research is the role of mathematics and music, and interactive arts technologies, for instruction of autistic children.

In Canada, there is a clear need to improve both the participation and success rates of Aboriginal peoples at all levels of education. Accomplishing this goal will require new ways of understanding Aboriginal educational issues, exploring the current roadblocks and problems in the system that exacerbate the problem of low Aboriginal graduation rates, and new modalities of learning and new forms of engagement for Aboriginal Education. The central vision of the Accord on Indigenous Education (Association of Canadian Deans of Education) is that "indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish." A strong foundation for this critical work exists at SFU. Our research builds on an almost 40-year tradition of engagement with Aboriginal communities in teacher education, Masters' programs and other credit- and non-credit ventures. The LUCID pilot program has shown that the gap in learning between Aboriginal and non-Aboriginal cultures in schools can be reduced, and this could result potentially in increased high-school graduation rates among Aboriginal populations. Other work has explored Aboriginal knowledge, Aboriginal pedagogies, Aboriginal science, Aboriginal language and culture revitalization, and intergenerational teaching and learning, among other topics. Critical components of this research agenda include the further development and refinement of respectful and culturally appropriate research methodologies, the development, implementation and assessment of new pedagogical strategies, and the incorporation and mobilization of Aboriginal knowledge and philosophies into the mainstream educational system.

New Models for the Delivery of Medical Education

Alternative models of medical education are necessary to better manage Canada's health care system. SFU will explore a system of integrated care, built around integrated clinical disciplines that reflect patient care needs such as mental health, developmental health, acute care, chronic disease

management, rehabilitation, and palliation. A program based on preventive medicine, generalist training, primary care, community health, and innovative practice models such as integrated diagnostic services for primary care physicians could be developed. Activities would also build on the current pedagogical strengths of SFU in the areas of e-health and health promotion, nutrition and metabolism, virology, immunology, physiology, genetics, epigenetics, epidemiology, biostatistics, demography, mathematical modeling, virtual reality, social and policy science, and ethics, as well as in the complementary areas of molecular biology and biochemistry, chemical biology, biological physics, cognitive (neuro) sciences, biomedical engineering, and imaging sciences.

Technology and Education

Much is being made of the "21st Century Learner" who has both intention and capacity to gain maximum benefit from technologies in formal and self-directed education. We need to better understand the pedagogical basis of this online and blended learning, and are poised to take a leadership role in this research domain. A necessary but not sufficient component of this research naturally focuses on transformative tools; such as hardware and software that help learners study and learn more effectively. However, "technology" is not isolated from or independent of the people and settings in which it is used, nor should the concept of "technology" be falsely limited to machines and software. The goal in this area of research is to enhance, not replace, the human interactions that are the foundation of education.

Research in this area entails the active pursuit of knowledge about a range of mechanisms, designs, and means for achieving societally-valued and personal educational goals. Important topics for research therefore include mechanisms of learning, models of teaching, designs for curricula, policy assessment and development, leadership, and professional conduct in technologically-enhanced teaching and learning, among a wider array of factors.

SFU is an important centre of innovation in the study of learning and the development of educational technologies. Major research initiatives are underway in education, communication, and computing science, with psychology, statistics, and engineering science planning further involvement. Current projects build on a distinguished record of accomplishment in educational technology. For example, there is conceptualization of a research centre that will provide infrastructure and a locus for scholars to pursue groundbreaking research about education and new technologies across the spectrum of education settings, including tools that support administering and instructing online, research on virtual and blended methods of discussion, the development of research tools and software for personal study, and investigations about how simulations, learning objects and digital games can be used to achieve best practices.

Education for Sustainable Development

Education enables us to understand ourselves and others as well as our links with the wider natural and social environment, and this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, education for sustainable development aims to move us to adopting behaviours and practices that enable all to live a full life without being deprived of basics. Sustainability is a concept, a goal and a strategy. The concept speaks to the reconciliation of social justice, ecological integrity, and the wellbeing of all living systems on the planet. The goal is to create an ecologically and socially just world within the means of nature without compromising future generations. Sustainability also refers to the process or strategy of moving towards a sustainable future. What we teach, what we don't teach, and how we teach are all considered when creating sustainability education. Sustainability education is a process of creating a space for inquiry, dialogue, reflection, and action about the concept and goals of sustainable development. The research agenda includes the development, monitoring, and evaluation of environmental learning initiatives and the ongoing identification of sustainability indicators and evaluation tools. Such work includes: (1) developing and validating instruments for measuring

learning environments in community or ESD oriented programs, (2) creating rich descriptions of how these learning environments are characterized quantitatively and qualitatively, and how they differ from other educational settings, and (3) developing, implementing and testing a variety of program interventions in these learning environments while accounting for variations in learning, teacher engagement and other effects.

Institutional Support for Research

SFU provides critical personnel infrastructure support to facilitate research endeavours. Faculty mentors and grants facilitators provide aid to faculty in the preparation and critical evaluation of research grant proposals. The Vice-President, Research Office facilitates nominations for major national and international award opportunities, and enhances the profile of research at SFU by producing communications reflecting the value of our contributions in research and technology transfer activities. The Office of Research Services provides support in the identification, application and negotiation of research grants and contracts. Support is provided for research safety (Environmental Health and Safety), and for the approval of research involving animals (Animal Care Services) and human subjects (Office of Research Ethics). The University / Industry Liaison Office provides intellectual property and commercialization support. The Office of Research Accounting administers grants and contracts, and provides oversight and audit functions.

SFU recognizes that external funding of scholarly research through traditional avenues might be biased towards science and technology. Therefore, in the past five years, SFU has augmented its efforts to ensure that scholarly endeavours in the social sciences and humanities not be compromised and be supported adequately. Support for SSHRC small grants and travel grants, support for SSHRC 4A grants, publications, and safeguarding library collections are a top priority. To increase our participation in programs for major projects such as the Major Collaborative Research Institute (MCRI) and Community University Research Alliance (CURA) through SSHRC, as well as in social science research funded by provincial and federal ministries, support for grant preparation and administration is provided. Support for exhibitions and performances is also provided.

In addition, through SFU's Community Trust Endowment Fund (CTEF), we will continue to invest in major initiatives under the seven integrative research themes. The expectation is that the CTEF funding will enable these research initiatives to advance to a level that makes them competitive for major external awards. In keeping with this concept, funding will be ramped down over the years of a particular project. We propose also to provide CTEF networking grants to bring together faculty from different disciplines in workspaces to pursue interdisciplinary thematic research projects. We expect that these efforts will result in major cogent proposals submitted to external agencies.

Institutional Support for Students

SFU provides financial support for graduate students to facilitate their contributions to the research enterprise of the University in the form of entrance awards, fellowships, scholarships, bursaries, and teaching assistantships. In addition, SFU has an extensive array of private awards to support its graduate students. Fifteen SFU Community Trust Endowment Fund Graduate Fellowships in the Humanities for one semester of study will be granted to doctoral students in the humanities each year. These fellowships were created in recognition that research in the humanities in general is an essential element of the fabric of a research-intensive university. Another unique program supported by SFU is the Graduate International Research Travel Awards. These awards provide support for students to travel and live abroad to conduct their research. The Dean of Graduate Studies Office also provides support in terms of applying for and administering external graduate scholarships. The Dean of Graduate Studies works with the Office of Research Services to develop and administer policies related to intellectual property, and non-disclosure agreements related to externally funded contractual support for graduate students. A large

number of programs exist at SFU and are expanding to address the critical professional skills sets needed to participate in collaborative and interdisciplinary research. SFU is committed to using the resources at its disposal to attract and train outstanding international and domestic graduate students to SFU, including Vanier and other Tri-Council award holders, through the creation of special awards such as the "Provost Prize of Distinction" and the "Provost International Fellowship", and through enhancing the opportunity for scholarly activity. In addition, SFU is committed to provide opportunities for undergraduate students to engage in scholarly research and to support these activities through provision of research assistantships and internships.

Library Services

The library is a core service that supports research in all disciplines in a variety of ways. Foremost are the library collections. In addition to the book collection, the library has close to four million digital items, including seventy-two thousand online subscriptions. Primary research materials used by all disciplines are provided through special collections and membership access to the Centre for Research Libraries, as well as the online data library and memberships in data organizations such as the Inter-university consortium for political and social research (ICPSR). ICPSR maintains and provides access to a vast archive of social science data for research and instruction and also offers training in quantitative analysis. The Library offers services to digitize and permanently house online collections of data, electronic content, and reports, theses and articles related to specific research projects in all disciplines. About 825,000 print items are circulated or used in the library and about 3 million journal database connections are made every year. This published collection (both online and print) of secondary research receives significant usage from all disciplines. The Library works with researchers and publishers on initiatives such as the Public Knowledge Project, Synergies, Canadiana.org and the Canadian Research Knowledge Network to transform scholarly communication. Finally, the library works to control the cost of publication of research results through funding submission costs associated with Open Access journals and undertaking events and communications to raise awareness of publication options. These library services are highly valued and must be supported.

Librarians work with researchers to identify and retrieve primary materials essential to research and scholarship. Librarians also work with faculty during grant proposal preparation to develop proposals relating to data and information storage and, as research progresses, provide advice and facilities to store research papers, data, and information in secure and reliable institutional repositories.

Government Support for Research

In addition to the support that the federal government provides to the three national granting agencies, it has made a strong commitment to university-based research by investing in the Canada Research Chairs (CRC) program, the Canada Foundation for Innovation (CFI), the Networks of Centres of Excellence, the Centres of Excellence in Commercialization and Research, Genome Canada, Western Economic Diversification, and the Indirect Costs of Research program. These investments have rejuvenated Canadian research by attracting and focusing the efforts of stellar researchers, providing state-of-the-art infrastructure, and providing critical support to the universities to augment resources for research and technology transfer activities. This investment has significantly enhanced Canada's international competitiveness, and has caused other countries to examine the new Canadian model of research. While this progress is admirable, continued and increased support for discovery research is essential to creating knowledge that is the foundation for translation of ideas to innovation and new ventures.

The provincial government provides support through the BC Knowledge Development Fund (BCKDF), Genome BC, the Michael Smith Foundation for Health Research (MSFHR), the Pacific Institute for Climate Solutions (PICS), the Centre for Drug Research and Development (CDRD), through provincial ministries such as the Ministry of Health, the Ministry of Public Safety and the Solicitor General, the

Ministry of the Attorney General, and the Ministry of Children and Family Development, and through the Health Authorities. The provincial government also provides support through the Leading Edge Endowment Fund (LEEF) Leadership Chairs. To date, SFU has appointed four LEEF chairs in critical strategic areas: the Tom Buell Chair in Salmon Conservation and Management, the Chair in Pharmaceutical Genomics and Drug Development, the Chair in Cognitive Neurosciences, and a Chair in Prevention of Youth Violence. An additional search is underway for a Chair in Medical Imaging. The CRCs, LEEF, and other prestigious Chairs at SFU serve to seed and catalyze new initiatives as well as strengthen existing programs. We recognize the future value of further investment in selected areas that complement the resources of the Chairs. To this end, SFU has been highly proactive in providing or seeking matching funds for some of these initiatives.

Implementation

The Vice-President, Research, in conjunction with the Vice-President, Academic and the Faculty Deans, coordinates strategic investment in the thematic areas through major granting opportunities such as those provided by the Canada Foundation for Innovation, Major Collaborative Research Institutes Grants, Community University Research Alliance Grants, National Centres of Excellence, CIHR Team Grants, and Genome BC. Investments may also take the form of strategic faculty positions, seed funding for workshops and conferences, distinguished scholar visits, research support for undergraduate students, and other initiatives as opportunities arise. Initiatives that are demonstrably cross-disciplinary will receive higher priority, as we believe that promising research areas which cross Faculty and departmental boundaries will benefit most from targeted investments coordinated by the Vice-President, Research.

Impact of the Strategic Research Plan

We will undertake a periodic evaluation of research outputs using metrics appropriate to the diverse individual and interdisciplinary activities, as determined in consultation with the Faculty Deans. These data could include publications, conference proceedings, books, monographs, patents, government and public panel contributions, workshops, policy papers, performances, exhibitions, other forms of research, and awards and distinctions. This task is most readily accomplished by soliciting data from faculty through the Deans' offices once a year at the time of review of faculty for progress through the ranks. A common framework for reporting will establish a baseline from which we can gauge advancement in a particular discipline. Measures of output will also be obtained through the use of bibliometric analysis tools such as Thomson-Reuters' *InCites* using data from *Web of Science*, or Elsevier's *SciVal* that produces graphical representations of an institution's research performance using data from *Scopus*. Annual data from Re$earch Infosource and CAUBO will be used to evaluate SFU's research performance relative to other Canadian universities, including measures of research income, publication intensity, and publication impact. Data to evaluate the growth of SFU's internationalization efforts as they pertain to research will also be solicited, for example, the number of international research grants, the number of publications co-authored with international scholars, the number of international graduate students and visiting international faculty engaged in research at SFU, and the number of international awards received by SFU faculty and students. Together, these data will be used to monitor our progress towards achieving the objectives of this Plan, and to evaluate our overall research performance and research capacity.