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

ATTENTION	Senate	DATE	April 30, 2014
FROM	Gord Myers, Associate Vice-President, Academic	PAGES	1/1
RE:	Annual Strategic Review 2014		

In May 2012, the most current version of the University Planning Framework was developed. In keeping with best practices, SFU needs to assess its performance regularly through quantitative indicators and other qualitative measures to determine to what degree it is fulfilling its Vision/Mission.

The purpose of this Strategic Review is to provide an assessment of institutional performance using the identified indicators and other qualitative means as required. This review has been approved by the Vice Presidents. The intent is to share its results as appropriate (e.g., Senate, Board of Governors, web).

The Strategic Review also includes preliminary recommendations to improve the Planning Framework with regard to the indicators and we would welcome your comments accordingly.

Please send any comments or suggestions to [Louise Paquette@sfu.ca](mailto:Louise.Paquette@sfu.ca) by May 31. On your subject header please indicate whether your comments are intended for Engaging Research, Engaging Students, Engaging Communities or Leveraging Institutional Strength, or some combination. An updated Planning Framework will follow in due course and be made available.

Attach.



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Annual Strategic Review

2014

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1. Purpose

SFU's Annual Strategic Review demonstrates the university's commitment to vision/mission fulfillment. SFU regards the degree of vision/mission fulfillment as the extent to which the university's clearly articulated purpose and intentions are being achieved through its Vision/Mission and core themes. This document and the identified indicators within it, provide substantive evidence that SFU is accomplishing its objectives.

The adoption of best practices requires the review of institutional performance in achieving the Vision/Mission as well as continuous improvement of indicators. Regular, systematic, participatory, self-reflective, and evidence-based assessments of accomplishments are imperative in this endeavour. Assessments should be linked to quality and operational effectiveness, and should reflect the degree of vision/mission fulfillment.

Specific objectives have been articulated for each of the university's three core themes, Engaging Students, Engaging Research, and Engaging Communities, and the foundation supporting theme, Leveraging Institutional Strength. All are documented in the University Planning Framework (UPF). One to four indicators of achievement have been identified for each objective. In this review, each indicator is analyzed and assessed. At this time, the analysis only identifies "trends" in the data, and a positive trend is the desired assessment outcome as no specific targets have been set.

The analysis of each indicator is classified as being either "on course" or "needs review." If an indicator shows a positive trend over the time period measured, then the performance of that indicator is deemed to be "on course." If an indicator remains relatively neutral and does not show a distinct positive or negative trend over the time period being measured, then it is still deemed to be "on course" with the baseline year to which it is being measured. Finally, if an indicator shows a negative or downward trend throughout the time period measured, then that indicator is designated as "needs review." All indicators are then summarized and used to assess whether or not the core theme they are associated with is fulfilling the university Vision/Mission.

This report, including its recommendations, will provide the necessary evidence to demonstrate that SFU is meeting the standards required by the Northwest Commission on Colleges and Universities (NWCCU), and that SFU is fulfilling its Vision/Mission.

2. SFU's Strategic Vision/Mission

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

SFU's Vision/Mission

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

➤ **ENGAGING STUDENTS**

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

➤ **ENGAGING RESEARCH**

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

➤ **ENGAGING COMMUNITIES**

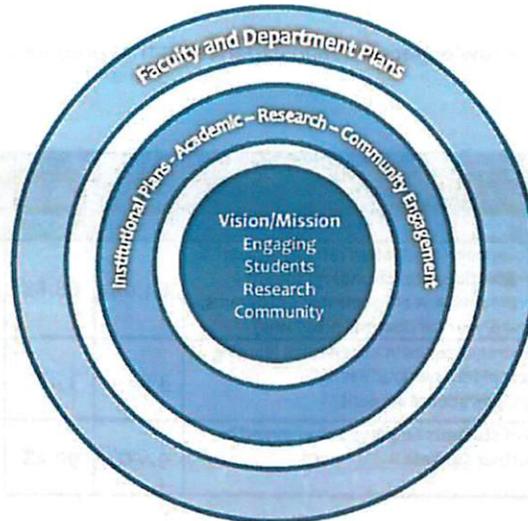
- *To be Canada's most community-engaged research university.*

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

3. The University Planning Framework

The UPF shows how SFU's Vision/Mission is to be achieved and supported through the contributions of other institutional plans and planning processes, which have been created and cultivated from the Vision/Mission itself. All institutional planning grows from the foundation of the Vision/Mission. The UPF is no exception. A copy of the UPF is provided in the Appendix.

Plans Originating from the Vision/Mission



SFU's Vision/Mission has three Core Themes: Engaging Students, Engaging Research, and Engaging Communities. Each of these core themes has a Goal associated with it and each Goal has a number of identified Supporting Activities that are intended to lead to the attainment of that Goal.

In order to ascertain whether or not SFU is fulfilling its Vision/Mission, it was determined that regular assessments of goal achievement within the UPF need to take place. The UPF was prepared in May 2012 and this review constitutes its first strategic assessment.

4. SFU Vision/Mission Fulfillment

A relatively steady positive progression, measured by the identified indicators in the UPF, will show that SFU is achieving its Vision/Mission.

This Strategic Review is a new model and the first assessment of its kind for SFU. It currently has no specific targets set for any of the indicators. Instead, it assesses trends in data, with a positive trend being the desired outcome. Once the model and methods of assessment become more established for each indicator, SFU will set targets.

5. Performance Reflected by SFU Planning Framework Indicators

For each of the core themes the data are provided in the form of a table and a graph that show the percentage change over a five-year period, with 2008 as the base year. This is followed by a brief discussion on performance and recommendations, and then a conclusion is drawn as to whether expectations have been met.

5.1. Core Theme 1: Engaging Students

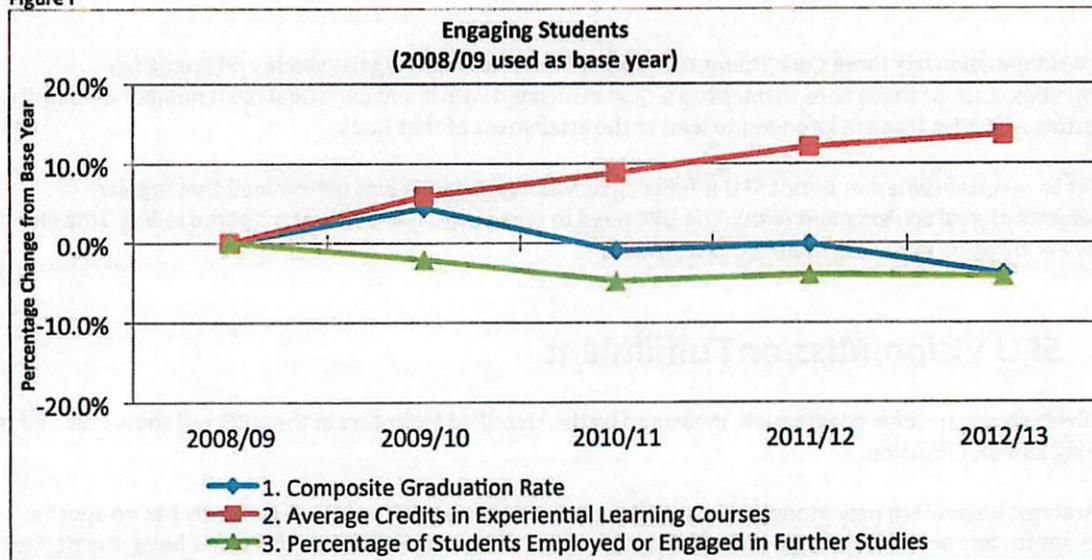
Goal

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

Table 1'

Goal: To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.							
Outcome	Indicator		2008/09	2009/10	2010/11	2011/12	2012/13
Students gain the knowledge to complete the degree requirements.	1.	Composite graduation rate (%) (6 year graduation rate for undergraduate programs, 4 year for master's programs, and 6 year for doctoral programs)	64.0%	66.8%	63.4%	63.9%	61.5%
Students acquire skills necessary in an ever-changing world.	2.	Average credits in experiential learning completed per graduating undergraduate student	33.8	35.8	36.8	37.9	38.4
Students apply knowledge in the workplace or further studies.	3.	% of students employed or engaged in further studies	92.3%	90.4%	87.9%	88.6%	88.4%

Figure 1



¹ All text and data in Tables 1, 2, 3, and 4 are taken from the University Planning Framework Appendix I prepared by the University Planning Committee on May 6, 2013.

5.1.1. Assessment Discussion

Indicator #1 – Composite Graduation Rate

Since 2008/09, the composite graduation rate has fluctuated slightly with its peak being in 2009/10 and its lowest point in 2012/13. This decreasing trend may be a result of the impact of increasing numbers of SFU students choosing to study and work concurrently, thereby slightly extending their academic time to completion. In some ways this work/study mix may assist students in better preparing for their transition to “an ever changing and challenging world.” As well, the increase in the number of students participating in experiential education opportunities could also be a contributing factor to extended time to completion. While SFU is keen to ensure timely credential completion, its concomitant commitment to work integrated learning may in fact delay completion times. Because of these various interpretations of this indicator, further assessment and monitoring of its utility with respect to the stated goal is advised.

This is not considered a significant change, and it is worthwhile noting that a global recession began in 2008 that affected all industries worldwide. During this time, post-secondary students were reported more likely to remain in school rather than graduate and seek employment in a depressed job market.

Indicator #2 – Average Credits in Experiential Learning

The data clearly show an upward movement in relation to credits earned in experiential learning. This supports SFU’s increasing commitment in regards to the importance of this model of education. The document *A Degree of Experience* (http://www.sfu.ca/content/dam/sfu/wil/DegreeofExperience_Mar_30_12.pdf) encapsulates the breadth and depth of these opportunities, which continue to grow at SFU and which continue to have high student demand. In particular, growth for co-operative education is also projected in response to faculty and student demand at both the undergraduate and graduate levels.

Indicator #3 – Percentage of Students Employed or Engaged in Further Studies

The data here show a somewhat inconclusive trend. The peak year is 2008/09 and the low year is 2010/11, with data showing a relative upward trend after this point. The significance of this trend needs to be assessed and monitored. More data and analysis will be needed to determine the statistical significance of this trend.

5.1.2. Recommendations

The indicators for this goal should be reviewed to determine their effectiveness in assessing progress on various aspects of the stated goal.

Indicator #1 – Composite Graduation Rate

This indicator may need to be replaced or complemented by additional indicators such as Employer Surveys, Graduate Surveys, and/or data from existing studies (e.g., BC Two Year Out, SFU Fall Survey) that specifically speaks to quality and relevance of program content from various stakeholder perspectives.

Disaggregation of this indicator into undergraduate, master’s, and doctorate rates needs to be considered and perhaps mentioned separately.

Also, it would be relevant to provide context and benchmarks in the form of similar data from other post-secondary institutions (if available) to see how SFU is faring in relation to other universities.

Indicator #2 – Average Credits in Experiential Learning

What the university defines as an “experiential learning course” may need to be reconsidered. An update or overhaul of the criteria used to define an experiential learning course should be undertaken in order to ensure relevance and accuracy.

Indicator #3 – Percentage of Students Employed or Engaged in Further Studies

This data may need to be measured against BC employment trends for an accurate assessment to take place.

The attempt to measure two distinct outcomes with a single indicator has proved to be ineffective. This data may need to be disaggregated. It may be more meaningful to simply look at the percentage of students employed after graduation and develop a second indicator showing students who continue with further studies.

5.1.3. Conclusion

Despite the shortcomings mentioned, the indicators that have been identified indicate relative stability in the attainment of this goal over the five years reported. Given the variety of interpretations that could be made regarding indicator #1, the downward trend in completion times can be seen to be either supportive or non-supportive of the goal; therefore, this indicator needs further review. Indicator #3 may also need to be supplemented by relevant contextual data such as provincial, national, and international employment rates for this demographic in order to fully understand how well SFU graduates are faring. Both indicators #1 and #2 will benefit with considerable attention given to the recommendations put forth for each. Indicator #2 is trending in a steady upward progression, and unlike the other two indicators, is a stable and steady measurement that is anticipated to continue trending in this direction. Given this indicator's relative stability and the fact that the other two indicators are currently associated with somewhat inconclusive results, SFU is confident stating that it is fulfilling its Vision/Mission in regards to this goal.

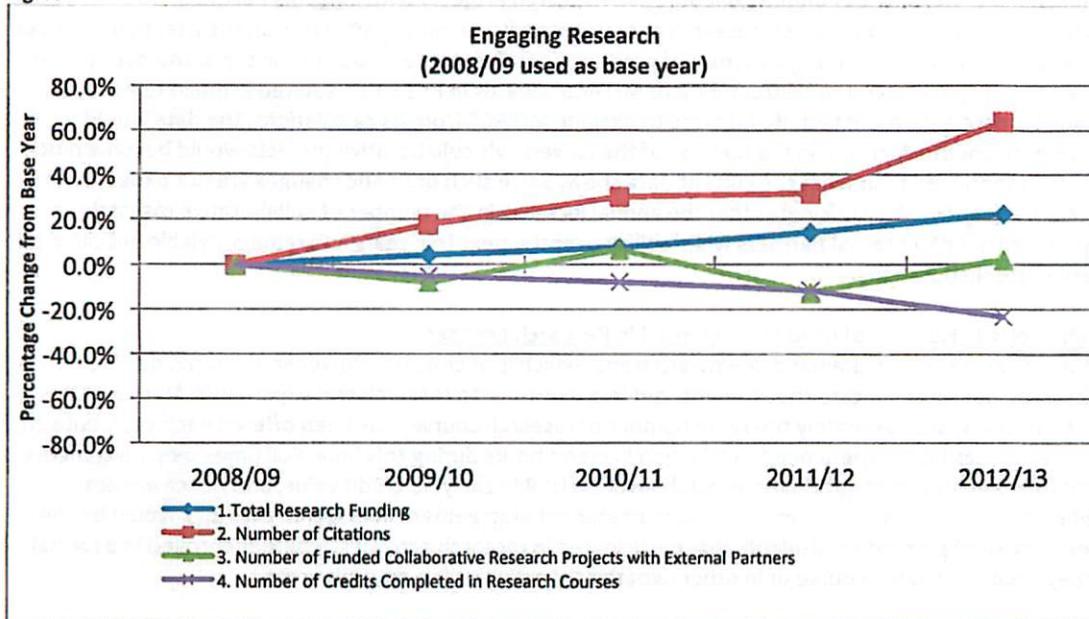
5.2. Core Theme 2: Engaging Research**Goal**

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

Table 2

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.						
Outcome	Indicator	2008/09	2009/10	2010/11	2011/12	2012/13
Research is at a high quality level.	1. Total research funding (\$)	\$83.8M	\$87.4M	\$89.9M	\$95.6M	\$102.6M
	2. Total number of citations for papers published in a 5 year period	34,448	40,482	44,797	45,300	56,399
Research is mobilized through partnerships/collaborations with external partners.	3. Number of funded collaborative research projects with external partners	357	329	381	313	364
Research is integrated into learning and teaching.	4. Number of credits completed in research courses per graduating undergraduate student by year	1.90	1.80	1.75	1.68	1.46

Figure 2



5.2.1. Assessment Discussion

Indicator #1 – Total Research Funding

SFU's total research income for the 2012/2013 fiscal year reached \$102.6 million, which is a 22% growth from 2008/09. Due to its downstream effects, the total research funding is a good indicator of research performance, as it affects many areas of research and innovation. Secondary effects of research funding include improvements in reputation and various university rankings, increases in SFU's allocation of Canada Research Chairs, larger CFI funding envelopes, and higher indirect costs payments. As a consequence of the increase in research funding success, SFU is well positioned to attract and retain high calibre researchers and students.

Indicator #2 – Number of Citations

In addition to the ability to attract funding, an important criterion for research success is an assessment of the quality of the research performed. For most disciplines, the impact of research can be assessed by measuring the total number of citations by other researchers (Thomson Reuters Incite database). Increasingly, university rankings rely on these citation data, making it a meaningful indicator of research performance. According to the latest world university rankings, SFU's reputation is catching up to the quality and impact of its research efforts as it continues to maintain its increasing publication output and citations trend. SFU has maintained its high ranking position since 2008 in Research Infosource rankings of publication impact (a measure of the probability of being cited in academic journals) among Canada's comprehensive universities, and is ranked 6th in Canada overall.

The 2013 *Times Higher Education* 100 Under 50 ranking lists SFU as #26 in overall performance among the world's youngest institutions (#7 in North America and #3 in Canada). SFU's ranking in the research and citations categories is higher than in 2012. The 2013 *Leiden Rankings* reports that SFU's publications are cited above average in two fields: Life and Earth Sciences, and Social Sciences and Humanities. In the *QS World University Rankings 2013/14*, SFU is tied with Dalhousie University for 244th in the world, 67th in North America, and 12th in Canada. 2012/13 is the third consecutive year in which SFU has improved its standing in citations per faculty.

Indicator #3 - Number of Funded Collaborative Research Projects with External Partners

While the overall number of SFU research agreements with external partners is on the rise, there has been, due to changes in the funding structure of granting agencies, some turbulence in this trend over the last five years. In particular, the restructuring of MITACS² awards in FY2011/12 resulted in much fewer of the low value student awards. In fact, if SFU were to exclude MITACS from its calculations, the data would normalize and the increase in the number of the university's collaborative projects would become much more pronounced than what the current data show. Since such dramatic changes are not expected to occur frequently, SFU anticipates that the annual increase in the number of collaborative research agreements with external partners will stabilize over the next few years and remain a viable indicator of research collaborations.

Indicator #4 - Number of Credits Completed in Research Courses

This indicator shows a dramatic downward trend, which is of concern. However, the rapid decline observed does not indicate that students get less exposure to research and experiential learning. Over the last five years, approximately the same number of research courses has been offered each year, but some of the courses have experienced a reduction in credit hours during this time. Full time co-op placements and full-semester undergraduate research awards (USRA) carry no credit value, and hence are not reflected in the indicator. A better measure of student engagement in research activities would be the percentage of graduating students that participated in research activities, whether enrolled in a formal independent research course or in other experiential activities (co-op, USRA, etc.).

The Vice-President Research actively promotes research involvement of undergraduate students and provides additional funding for Undergraduate Student Research Awards (USRA) in the Sciences and the Social Sciences.

5.2.2. Recommendations**Indicator #1 – Total Research Funding**

While total research funding is an important indicator for research success, the university may consider focusing on tri-council funding, which reflects rigorous peer review and has important downstream effects (CRCs, CFI, indirect cost of research allocations).

Indicator #2 – Number of Citations

While the number of citations is a strong indicator of research impact, and the results suggest that SFU is accelerating in the right direction, the university has some concerns over the reliability and accuracy of the data collection and calculation methodology. It is recommended that a more detailed analysis be undertaken to ensure that this steep increase in SFU's impact is indeed primarily a function of the university's performance and not of methodology changes in the data collection and analysis provided through InCite (Web of Science based). Validation of the trend by alternative information software (SciVal) that relies on Scopus data should be pursued.

Indicator #4 - Number of Credits Completed in Research Courses

It should be investigated how data on the percentage of students graduating that participated in research activities can be provided. An update on the list of courses considered research courses, as well as the criteria used to define a research course, should be done to ensure relevance and accuracy. To avoid distortions by frequent curriculum changes within departments, the university should consider a special designation for experiential learning.

² MITACS is a national, not-for-profit research organization that supports and helps to fund unique research and training programs across Canada. <http://www.mitacs.ca/>

5.2.3 Conclusion

Despite some methodological concerns, it is clear that the university shows continual improvement with its research performance. Indicators #1 and #2 each show a steady progression forward, while indicator #3 maintains a consistent level. Indicator #4 has taken on a slight downward trend, which might mean the university has to rethink whether this indicator is the best way of measuring the integration of research into teaching and learning. With three of its four indicators showing a steady progression upward or maintaining consistent levels over the five-year recording period, SFU is achieving its goals for this core theme.

5.3. Core Theme 3: Engaging Communities

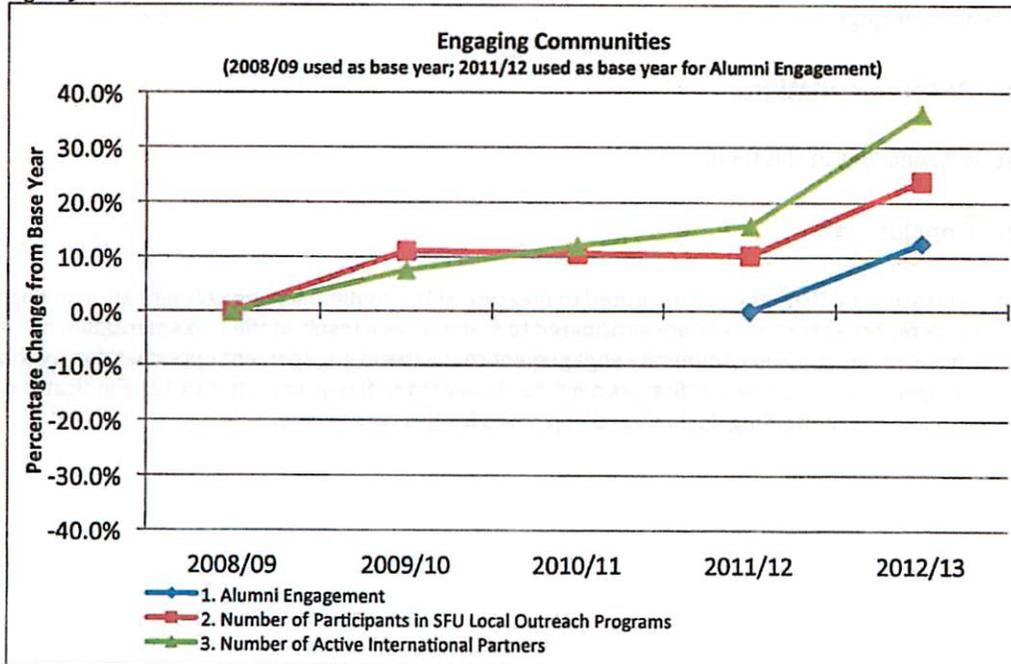
Goal

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

Table 3

Goal: To be Canada's most community-engaged research university.						
Outcome	Indicator	2008/09	2009/10	2010/11	2011/12	2012/13
SFU is engaged with its alumni.	1. Alumni engagement score ³	-	-	-	1.04	1.17
SFU is engaged locally.	2. Number of participants in SFU local outreach programs	7,888	8,764	8,729	8,704	9,779
SFU is engaged globally.	3. Number of active international partners	158	170	177	183	215

Figure 3



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

5.3.1 Assessment Discussion

Indicator #1 - Alumni Engagement

There currently are only two years of data for this indicator; however, the data suggest a positive upward trend. SFU expects to continue to increase this trend as the Alumni Engagement Office implements its strategic plan. The Office has recently launched an alumni directory that will allow it to obtain contact information for more of SFU's alumni. Ceremonies and Events is in the process of implementing a data management system that will be linked to alumni records to better track alumni engagement.

Indicator #2 - Number of Participants in SFU Local Outreach Programs

This indicator is on an upward trend, with a strong positive change occurring in the 2012/13 year (2012/13 saw a participation increase of approximately 1,000 students from the year before). During this period, a significant increase in community participation was recorded in four major outreach programs: Friends of Simon tutoring program, Philosophers' Café, Starry Nights, and SFU Summer Camps. With the implementation of the new Community Engagement Strategy, the university will continue to add participation numbers from additional programs, either ones new to SFU or other programs that are planned to sustain beyond a pilot phase. For example, the current numbers do not include participation in SFU's signature community engagement initiative, SFU Public Square, which in 2013 engaged over 4,500 people from 27 communities in community conversations on the British Columbian economy.

Indicator #3 - Number of Active International Partners

This indicator is showing a fairly steep and definitive upward trend. With a dual degree in Applied Sciences, partnerships between the Beedie School of Business and four other international graduate business schools, field schools, and international exchanges, SFU is committed to engaging the international community. This commitment will continue to grow as the university implements its International Engagement Strategy.

5.3.2. Recommendations

No recommendations at this time.

5.3.3. Conclusion

The three measurements that were instituted to measure SFU's community engagement are working as projected. Increases year over year are anticipated to continue as a result of the implementation of strategic plans for alumni and community engagement that expand engagement opportunities. With a substantial upward trend of two indicators over the documented five-year period and one indicator over a two year period, SFU is meeting its goals and objectives for this core theme.

5.4. Leveraging Institutional Strength

Goal

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

Table 4

Goal: To become financially flexible by continuously improving our administrative systems and strengthening our infrastructure and to engage the best people.							
Outcome	Indicator		2008/09	2009/10	2010/11	2011/12	2012/13
SFU is financially sound.	1.	Net operating assets	-\$19.5M	\$9.3M	\$45.0M	\$40.3M	\$24.4M
SFU has IT services that support its priorities.	2.	Ratio of ITS operating and project resources to total operating resources	2.9%	3.1%	3.1%	3.3%	3.6%
SFU attracts and retains the best people.	3.	Canada's Top 100 Employers	Yes	Yes	Yes	Yes	Yes
SFU has facilities that meet its needs.	4.	Facilities Condition Index	-	-	-	-	0.430

5.4.1. Assessment Discussion

Indicator #1 - Net Operating Assets

This indicator has increased to a reasonable level since 2008/09. With the introduction of new accounting standards, and the careful management of reserve levels, the indicator has dropped since reaching a peak in 2010/11. However, based upon comparatives with other Canadian universities, the targeted range is between 4% and 9% net operating assets, which SFU has met from 2010/11 through 2012/13.

Indicator #2 - Ratio of ITS Operating and Project Resources to Total Operating Resources

The ratio for 2012/13 is 3.6% increasing from 3.4% in 2011/12. This seems a reasonable increase given the number of projects underway in Information Technology Services (ITS) and purchases of additional software. SFU has recently restructured its ITS unit in order to streamline processes and increase efficiency. The impact of this restructuring is unknown at this time, but it is projected that it will further support ITS priorities and ultimately the service to the SFU community.

Indicator #3 - Canada's Top 100 Employers

SFU consistently ranks in the top 100 rankings of employers by [Mediacorp Canada](#), the country's leading employment periodicals publisher. Mediacorp assesses employers using eight criteria:

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

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

Indicator #4 - Facilities Condition Index

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

SFU's FCI of 0.43 recorded for 2012/13 falls in the range of poor condition. However, this is a measure of the aggregated building portfolio with many buildings being much worse than 0.43 and some being better. Overall, the FCI will continue to worsen given that the investment SFU is making in upgrading and maintaining its buildings is not sufficient to offset ongoing deterioration.

5.4.2. Recommendations**Indicator #1 - Net Operating Assets**

As reflected in the 2013/14 carry-forward guidelines, SFU has set a target of 9% for net operating assets of consolidated revenues.

Indicator #2 - Ratio of ITS Operating and Project Resources to Total Operating Resources

Measure currently under review: Expenditure on ITS is about the cost of ITS and not its benefits to the university. A better approach would be a measure of the quality of ITS per dollar of expenditure. The difficulty is coming up with a good measure of quality. SFU is working on a new measure; however, ITS is still a long way from having enough defined services and metrics to be able to give any other "real" indicator at this time.

Indicator #4 - Facilities Condition Index

The FCI is an effective tool of measurement and can be used to make a political statement regarding deferred maintenance. (If all post-secondary institutions adopt FCI, then it could act as a standardized or uniformed guide for the Ministry of Advanced Education in regards to provincial funding decisions.) However, it is more complex than just a single average FCI. If all buildings had an FCI of 0.43 this would be acceptable. In reality, many important buildings have an FCI of 0.70 which is not acceptable. A policy goal may be to not have any buildings with an FCI over 0.80 and an overall average FCI target of 0.35. This could be adopted as an SFU policy with a concerted effort to implement this system-wide as Ministry of Advanced Education policy.

5.4.3. Conclusion

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

6. SFU Planning Framework Indicators: Summary of Performance

The University Planning Committee 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. Below is a summary of the assessment of the current indicators associated with each of the core themes as established by SFU's University Planning Committee.

Table 5

Core Theme Assessment for 2014				
Core Theme	Indicators	On Course	Needs Review	Fulfilling Vision/Mission
Engaging Students	1. Composite graduation rate		✓	✓
	2. Average credits in experiential learning	✓		
	3. Percentage of students employed or engaged in further studies	✓		
Engaging Research	1. Total research funding	✓		✓
	2. Number of citations	✓		
	3. Number of funded collaborative research projects with external partners	✓		
	4. Number of credits completed in research courses		✓	
Engaging Communities	1. Alumni engagement	✓		✓
	2. Number of participants in SFU local outreach programs	✓		
	3. Number of active international partners	✓		
Leveraging Institutional Strength	1. Net operating assets	✓		✓
	2. Ratio of ITS operating and project resources to total operating resources	✓		
	3. Canada's top 100 employers	✓		
	4. Facilities Condition Index	n/a		

Appendix I

2013

University Planning Framework

Indicators and Data

Prepared By: University Planning Committee

Date Prepared: May 6, 2013

Contact: Wayne Sun, Analyst, Institutional Research and Planning
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Goal, Outcome and Indicator Summary

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

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

Indicators and Data

	Goal	Outcome	Indicator (Maintain or Increase)	Target Direction *	FY 2008/09	FY 2009/10	FY 2010/11	FY 2011/12	FY 2012/13
ENGAGING STUDENTS	Equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.	Students gain the knowledge to complete degree requirements.	Composite graduation rate (%) (6 year graduation rate for undergraduate programs, 4 year for Masters programs and 6 year for Doctoral programs)	↑	64.0%	66.8%	63.4%	63.9%	61.5%
		Students acquire skills necessary in an ever-changing world.	Average credits in experiential learning completed per graduating undergraduate student	↑	33.8	35.8	36.8	37.9	38.4
		Students apply knowledge in the workplace or further studies.	% students employed or engaged in further studies	↑	92.3%	90.4%	87.9%	88.6%	88.4%
ENGAGING RESEARCH	Being a world leader in knowledge mobilization, building on a strong foundation of fundamental research.	Research is at a high quality level.	Total research funding (\$)	↑	\$83.8M	\$87.4M	\$89.9M	\$95.6M	-
			# citations for papers published in 5 year period	↑	34,448	40,482	44,797	45,300	56,399
		Research is mobilized through partnerships/collaborations with external partners.	# funded collaborative research projects with external partners	↑	357	329	381	313	-
		Research is integrated into learning and teaching.	# credits completed in research courses per graduating undergraduate student by year	↑	1.90	1.80	1.75	1.68	1.46
ENGAGING COMMUNITIES	Being Canada's most community-engaged research university.	SFU is engaged with its alumni.	Alumni engagement score	↑	-	-	-	1.04	1.17
		SFU is engaged locally.	# participants in SFU local outreach programs	↑	7,888	8,764	8,729	8,704	9,779
		SFU is engaged globally.	# active international partners	↑	158	170	177	183	215
LEVERAGING INSTITUTIONAL STRENGTH	To become financially flexible by continuously improving our administrative systems and strengthening our infrastructure and to engage the best people.	SFU is financially sound.	Net unrestricted assets	↑	-\$19.5M	\$9.3M	\$45.0M	\$64.9M	\$34.7M
		SFU has IT services that support our priorities.	Ratio of ITS operating and project resources to total operating resources	↑	2.9%	3.1%	3.1%	3.3%	3.6%
		SFU attracts and retains the best people.	Canada's Top 100 Employers	-	YES	YES	YES	YES	YES
		SFU has facilities that meet our needs.	Facilities Condition Index	↓	-	-	-	-	0.430

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

Definitions and Rationale

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

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

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING COMMUNITIES	Alumni engagement score	<p>Every contactable alumnus is assigned a score based on their level of alumni engagement as follows: Informed (1), Involved (2) and Invested (3). Informed alumni are defined as those who have provided SFU an active contact (email, address or telephone number). Involved alumni are those who are involved with SFU in some way, e.g., attend SFU events, volunteer, participate online or in the Alumni Directory or on the Board or Senate, etc. Invested alumni are those who make an annual donation or pledge or gift during the fiscal year. Contactable alumni exclude deceased and those who indicated they do not want any contact. The alumni engagement score is the sum of all points divided by the total number of contactable alumni (tentative). Data for 2011/12 is as of March 23, 2012 and data for 2012/13 is as of April 7, 2013. Starting in 2013/14, the data will be as of January 31 of each fiscal year.</p> <p>Source: University Advancement</p>	<p>This multi-level approach is based on research on best practices at several other universities. It allows us to evaluate the multi-faceted nature of alumni engagement.</p>
	# participants in SFU local outreach programs	<p>Number of participants in SFU local outreach programs including SFU summer camps, Friends of Simon, and Philosopher's Café.</p> <p>Source: External Relations</p>	<p>The number of members of the community that participate in SFU's outreach offerings is one measure of SFU's community engagement. SFU offers a spectrum of outreach programs that provide meaningful engagement with a range of BC communities and age groups. Our youth outreach programs support not only the academic development of children but their aspirations. Community lectures and events provide opportunities to share University expertise but also to learn from the community. New programs such as SFU's Public Square will provide further opportunities to engage all levels of government and communities in topics that are important to the community and where SFU can add value.</p>
	# active international partners	<p>Number of active international partners such as exchange, inbound study abroad, Memorandum of Understanding, Letter of Intent, Dual Degree/Certificate, Field School, and similar. Please note that the number of agreements is currently under review by SFU International.</p> <p>Source: External Relations</p>	<p>The number of current agreements with international organizations is an important indicator of SFU's global engagement. SFU enters into formal agreements with universities and other organizations around the world. These agreements cover a range of opportunities for SFU students, faculty and staff including student exchange programs, field schools, faculty exchanges and research projects. Agreements are time limited and are not renewed if meaningful activity has not taken place. SFU's international strategy, currently under development, will ensure that new agreements are strategic and resources are in place to support and deepen our relationships with international partners.</p>

	Indicator	Definition and Source	Rationale for Indicator
LEVERAGING INSTITUTIONAL STRENGTH	Net unrestricted assets (Financial indicator)	The value of net unrestricted assets per fiscal year. Net unrestricted assets are internally restricted net operating assets. Source: Financial Services	Net unrestricted assets are a measure of flexibility and liquidity that indicates the degree to which the University is effectively managing its revenue sources, its operating expenses, and its investment portfolio. It is important to build and maintain a healthy surplus as it provides the University reserves that can be utilized to absorb short-term, unanticipated cost fluctuations not included in the operating budget.
	Ratio of ITS operating and project resources to total operating resources (IT indicator)	ITS operating and project resources as a percent of total operating resources. Source: Financial Services and Information Technology Services	Indicator is under review.
	Canada's Top 100 Employers (HR indicator)	Recognition as one of the top 100 employers nationally and top 55 employers in BC as evaluated by the editors of Canada's Top 100 Employers. Source: Canada's Top 100 Employers	To attract and retain top quality employees, it is important for the University to be viewed as a highly desirable place to work. The Top 100 list is generated through a rigorous examination of employers and is an influential ranking that is utilized by prospective employees when making career choices. Being included on this list indicates the University has maintained high employment standards and is creating a very favourable environment in which to work.
	Facilities Condition Index (Facilities indicator)	Facilities Condition Index (FCI) is an accepted industry metric for determining the relative condition of constructed assets at a specific point in time. FCI is the ratio of the cost of deferred maintenance and capital renewal to current replacement value. Beginning in fiscal year 2012/13 and going forward, an unweighted FCI is provided which includes all campus buildings. Source: Facilities	The FCI metric indicates the condition of the University's buildings and related infrastructure and provides a formal basis for analyzing and prioritizing the maintenance needs of the campus. In order for the University to provide a safe, suitable environment for students, faculty and staff, it has to maintain its assets to an acceptable level. The FCI is an important planning mechanism to ensure this occurs.