

Institutional Service Plan & Report



SIMON FRASER UNIVERSITY
2006/07 – 2008/09

July 24, 2006

SIMON FRASER UNIVERSITY - 2006/07 – 2008/09

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SIMON FRASER UNIVERSITY - 2006/07 – 2008/09

1. Introduction

This document has been prepared in response to a request from the Ministry of Advanced Education and follows on the Service Plan 2005/06 – 2007/08 submitted last year.

We believe our performance from one period should inform the plan for the following year; therefore, this document integrates our past performance with our future plans. Where possible, performance measures are included relating both to the requirements of the Ministry and to SFU's particular goals.

2. Institutional Overview

From its beginning in 1965, SFU has redefined the academic status quo with a commitment to innovate rather than replicate, to embrace risk and bold initiative, and to reach out to the wider community. In just four decades, SFU has earned an international reputation for setting standards in innovative teaching, research, athletics and community involvement.

SFU enjoys three distinctive campuses: the original and main campus on Burnaby Mountain, the Vancouver Campus and the new campus in Surrey. Each of these campuses is in the midst of rapid expansion to accommodate past and continuing enrolment growth.

SFU employs more than 820 accomplished tenure-track faculty and over 1100 administrative and support staff and services over 27,700 talented students in six faculties.

SFU consistently ranks as one of Canada's leading comprehensive universities.

3. SFU's Statement of Values and Commitments

- 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 life long.
- We champion the liberal arts and sciences and pioneering interdisciplinary and professional programmes.
- 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.

SFU's achievements are the collective work of its superb faculty, staff and students. These achievements reflect the development of a unique institutional culture that was forged in the tumultuous '60s and is now defined in the University's Statement of Values and Commitments. SFU distinguishes itself through:

the depth of its commitment to intellectual and academic freedom;
its pursuit of openness and inclusivity to assure these commitments;
the value it places on responsiveness to the community;
its belief in the interconnectedness of discovery, diversity and dialogue; and
its willingness to embrace risk in the service of creativity and innovation.

4. President's Agenda

A summary of the President's Agenda is included here as it provides the strategic direction upon which all other planning is based. The complete document is available on the SFU website <http://www.sfu.ca/pres/president/agenda2005-2009.htm>.

Three general objectives have been identified, these being to establish

- the best liberal arts and science education in Canada
- the most innovative interdisciplinary and professional programmes
- the most responsive engagement with the broader community

In order to achieve these objectives the President has proposed three more refined objectives relating to academic quality enhancement, greater attention to and recognition of the quality of student life; and an improved public profile.

4.1 Academic Quality Enhancement

Four dimensions have been identified to enhance academic quality;

4.1.1 Graduate Student Enrolment; The importance of graduate enrolment relates very much to the research mission of the university and to its competitive position in the distribution of funding for research. The President proposes that SFU aim to increase the proportion of our total enrolment in graduate programmes to 25% of total enrolment. To achieve this objective, government funding of graduate student enrolment must be obtained.

4.1.2 Programme Diversification; Increasing the number of professional and quasi-professional programmes, as well as creating new interdisciplinary specializations is a priority.

4.1.3 Undergraduate Curriculum Revisions; In order to assure higher quality undergraduate programmes across the board the successful completion of the implementation of the curricula revisions which provide for improved written communications, quantitative reasoning and breadth requirements in the undergraduate curricula is imperative.

4.1.4 International Enrolment and Programmes; International enrolment targets (graduate and undergraduate) should move from 10% to 15% of total enrolment. The pursuance of joint degree programmes with other front-ranking institutions is encouraged.

4.2 Quality of Student Life

To enhance the quality of the SFU experience for students four areas have been identified for improvement.

4.2.1 Undergraduate Course Availability; The demand for courses by undergraduate students must be better provided for.

4.2.2 Internationalization; Richer contact between domestic and international students is encouraged as is the inclusion of an international experience in the curricula e.g. international field schools.

4.2.3 Quality of Student Services; The capacity for serving students needs to be optimized.

4.2.4 Extra-Curricula Programmes; SFU must become a destination for members of the community interested in the performing arts and in public affairs dialogue and debate, as well

as providing our students with a stimulating on-campus life outside the classroom. Athletics and recreation facilities need to be improved and more varied programming in the visual arts should be developed.

4.3 Public Profile

Three areas have been identified for improvement here.

4.3.1 Media Profile; Improvements in SFU's media profile through the development of a visual identity programme, the cultivation of media contacts and the use of 'expert consultants' are planned.

4.3.2 Alumni; The development of an effective feedback and communication from alumni to assist in SFU achieving its objectives with regard to Communications and connections with alumni to advancement, government relations, academic and community outreach agenda of the university.

4.3.2 Private Fundraising; Significant progress has been made in private fundraising and this capacity needs to be further developed.

5. Goals & Themes

5.1 Academic Goals

SFU academic planning is on a three year cycle. The current goals, discussed below, have been in existence since June 2004. Progress in achieving each Goal and Objective were recently accessed as a precursor to beginning the next three year cycle of academic planning at SFU for the period 2007 – 2010. This next cycle begins with the Academic Departments preparing their plans, then the Faculties using those plans to develop the Faculty's Three Year Plan. The Vice President Academic uses the Faculty plans to develop the University Academic Plan that is then reviewed by the Senate Committee on University Priorities and by Senate. The goals and objectives determined through this process are formed from an agreed list of university wide academic priorities that were derived from various strategic SFU documents and a thorough understanding of the Canadian and global post secondary education landscape.

Progress in achieving the current goals is considered to be exceeding our original expectations. A brief summary of these achievements are included here.

GOAL 1

❖ *To successfully establish and integrate the Faculty of Health Sciences within SFU.*

Progress

- Currently 14 faculty are in place and by September 2007 this number will reach 26
- A Masters in Public Health has been established with a Masters in Global Health coming on stream in September 2006 as well as a BA (Health Sciences)
- By September over 100 students will be enrolled in the Faculty
- To date over \$2.5 million in research funding has been realized.

GOAL 2

- ❖ *To develop and integrate the Surrey Campus into SFU*

Progress

- A total of 1,173 FTE's are enrolled in Surrey programmes while 42 continuing appointments and some 27 term appointments have been made
- The Faculties of Arts & Social Sciences, Education, Science, Applied Science and Business Administration all are running programmes at Surrey including a large number of Continuing Studies options. A number of new programmes will be launched over the next few years
- The Network of Centre of Excellence in Design has been established at Surrey
- All support services including a well resourced Library are operating at service levels similar to what is experienced on the Burnaby Mountain campus.

GOAL 3

- ❖ *To continue activities to Support the Double The Opportunity (DTO) Programme.*

Progress

- Graduate student enrolment in DTO Programmes has been achieved but the undergraduate targets have yet to be reached.
- A number of Computing and Engineering Science majors have been established and more will be added next year.

GOAL 4

- ❖ *To implement the new undergraduate admission and graduation requirements*

Progress

- All courses (WQB) have been designed and full implementation is scheduled for Fall 06.
- A student Learning Commons is being put in place to provide student support in research, study and writing skills.
- External Reviews of the English Bridge Programme, the English Language & Culture Programme and the Language Training Institute are in the planning stage and will take place later this year.

GOAL 5

- ❖ *To work with the Vice-President, Research to enhance SFU's research capacity*

Progress

- SFU Strategic Research Plan is in place (five themes identified).
- \$3.5 million is available for research proposals associated with these themes.
- Further progress has been mentioned in the Research section of this Report/Plan.

GOAL 6

- ❖ *To support and pursue opportunities to provide educational opportunities for First Nations*

Progress

- A number of First Nations programmes have been developed including:

- Joint Major in Archeology & First Nations Studies in place
- New Post Baccalaureate Diploma in FN Studies
- FN Major partnered with Thompson Rivers University
- Education Professional Development Programme (Kamloops 2006)
- A full-time recruitment position has been filled in Student Services and a joint Provincial recruitment strategy partnership with NVIT, UBC, UVIC, UNBC, VCC, and SFU has been agreed.
- A Strategic Plan for First Nations is currently being written.

GOAL 7

❖ *To maintain and enhance SFU's standing as a major international University*

Progress

- Dual degrees have been established/planned with institutions in China, India, France and Australia.
- The School for International Studies has been established at the Vancouver campus. Initial programmes include Special Cohort MA (International Leadership Programmes) as well as undergraduate major and minor programmes in International Studies.
- Over 150 educational partnerships are in existence and over 130 SFU students go on international exchanges annually.
- International student enrolment is now at 9% of total undergraduate enrolment.
- An agreement has been put in place with IBT (Australia) to establish the Fraser International College and ensure a steady flow of international students to SFU.
- At Burnaby the following space is being added/planned (net square meters)
 - 2004/5 – IRMACS - 1686 sq m
 - 2005/6 – TASC 1 – 5749 sq m
 - 2006/7 – TASC 2 – 7927 sq m
 - ASSC 1 – 4335 sq m

GOAL 8

❖ *To effectively manage major academic capital requirements*

Progress

- 2007/08 –ASSC 2 – 7366 sq m
- At Surrey the following have been added/planned;
 - 2005 – 200 seat lecture theatre added
 - 2006 – additional space for Library, Student Learning Commons, SIAT Research Labs, lecture theatres, classrooms and seminar rooms
 - Jan 2007 Galleria 4 opens
 - Sept 2007 Galleria 5 opens
- At Vancouver the Woodward's development is being pursued which would add 6,600 net sq. meters.

GOAL 9

❖ *To improve service levels to Students, Faculty and Staff*

Progress

- System replacement is now complete and upgrades are being undertaken.
- All Student Services business processes are being redesigned to provide improved service levels to students.

- Course scheduling policy to be implemented this year and Classroom Maintenance Committee established to ensure there are good conditions in every classroom.

GOAL 10

❖ To support new faculty recruitment and retention

Progress

- Research Support: Senior SFU faculty act as mentors to new/junior colleagues re grant applications to CIHR, NSERC and SSHRC.
 - Resources available
 - 38 Mentors
 - 7 Research Liaison Officers
 - 9 Research Grant Facilitators
- Education Support:
 - Academic Relations Web Site established to provide guidance to faculty
 - Certificate Programme on Teaching & Learning (32 graduate students/future faculty attended in '05)
 - Basic Skills w/shops (300 enrolments in 3 years)
 - Certificate in Design, Delivery & Evaluation of online courses (60 enrolments in 3 years)
 - 4 day Course Redesign course (Train-the-trainer, 60 enrolments in 3 years)
 - Individual and group/programme support by LIDC (300 faculty supported in 3 years)

5.2 Research Themes

SFU seeks to enhance a research environment that is responsive to new challenges and opportunities, engaging all communities for the benefit of society.

In 40 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 programmes. The advancement of excellence in research is now a defining feature of SFU, with leading individuals and well-recognized groups engaged in a wide variety of key research activities. The 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 being internationally renowned for the excellence of scholarship.

SFU values interdisciplinary approaches to research problems, and has recently completed a strategic planning process that promotes thematic coherence based on collaboration and synergy. SFU has identified research themes that cross traditional disciplinary and administrative boundaries and bring together researchers with complementary expertise, building on strengths to achieve timely and significant impacts. Five integrative research themes have been chosen:

Communication, Computation and Technology

- Materials science and devices
- Imaging science
- Collaboration and visualization
- Emerging digital technologies
- Technology and the arts

Culture, Society and Human Behaviour

- First Nations studies
- Safety, security, criminal behaviour and forensic studies
- Communities and urban sustainability

Economic Organization, Public Policy and the Global Community

- Economic organization
- Public policy
- The global community

Environment

- Fisheries and aquatic ecosystems
- Forestry and terrestrial ecosystems
- Local impacts of human and natural disturbances

Health

- Chronic and infectious diseases
- Human development and aging
- Population and public health and health services

The Strategic Research Plan, developed in consultation with the University community, was approved unanimously by the University Senate at its September 2005 meeting, and has been endorsed by the Board of Governors. The full text is online at http://www.sfu.ca/vpresearch/srp_final.pdf

5.3 Community Goals

SFU has long been regarded as an exemplar of community collaboration and partnership. We plan to continue to increase our attractiveness as a partner for community programming locally, nationally and internationally by:

- continuing to develop innovative new collaborations with other post-secondary institutions in BC;
- enhancing our partnerships with First Nations communities and offering new programming for First Nations students (for example, our joint programme with Thompson Rivers University);
- extending our credit and non-credit course offerings to SFU's Surrey campus;
- continuing to expand offerings of our specialized curriculum into our communities;
- establishing a presence for the School for the Contemporary Arts at Woodward's in downtown Vancouver in time for the 2010 Olympic Games;
- building on our established presence as a resource for community dialogue (for example discussions are underway with VANOC for a Legacy Dialogue Series);
- engaging in collaborative research ventures with the City of Burnaby;
- building our strength in teacher training within BC's schools.

The President's Report to the community titled 'Different by Degrees' can be found at www.sfu.ca/report2005.

6. Operational and Planning Context

6.1 Financial Projections

Major efforts have been made to diversify funding in support of the university. Tuition has been increased significantly across the board, and differential fees have been introduced in higher cost programmes, and for international students. So far these increases have allowed the university to manage declining per FTE grants without any compromise in quality, and to invest in infrastructural and other initiatives not funded by government. However the 2006/07 SFU Budget predicts a \$4 million operating loss for the year and with the current funding policies of the provincial government this loss is expected to be repeated next year. In order to manage this deficit, a certain amount of budget has been clawed back from Faculties and support units. The high risk associated with funding a recurrent cost with a non-recurrent source is obvious.

The Provincial government has not funded a general access programme for graduate students since 1990 and this decision must be reviewed to ensure BC universities remain in the front ranks of Canadian institutions.

SFU looks forward to engaging with the Ministry to 'enhance the responsiveness of the budget process' as promised by the Ministry in the budget letter this year.

6.2 Demand driven enrolment

The issue of the changes in the demographics of the population of BC was discussed in detail in the last plan and need not be repeated; however the major changes and their impacts should be borne in mind. These being that although the population of the Lower Mainland for the cohort 18 -29 years of age will grow over the next five years, the cohort 18 – 21 will in fact shrink. This shrinking cohort is SFU's traditional market and the implications are that enrolment from school leavers and college students will decline during this time while a need for post secondary education for those over 24 years of age will develop as the numbers in the older cohort grow. From a programming view this means a growing need for continuing studies and professional programmes and an opportunity for SFU to provide such programmes. In keeping with this, SFU continues to meet the rising demand for a new generation of highly qualified individuals to fill important educational, research and administrative positions in the public and private sectors by developing innovative research-intensive and professional graduate programmes.

The current good economic climate in BC not only places cost pressure on the institution it also negatively impacts the perceived need for post secondary education among the population and it is anticipated that the attraction of good students is going to be much more competitive than it has been in the past. SFU has an Enrolment Plan which includes the SFU contribution towards the Provincial Governments targeted growth of 3,000 student spaces by 2010/11. Everything is being done to ensure the objectives of this plan are achieved.

SFU continues its rapid expansion of the SFU Surrey Campus and in September, 2006 will open its permanent campus facilities in the Central City development. Additional growth is planned each year to reach the targeted enrolment level of 2,500 FTE by 09/10. This target includes a goal of graduate students representing 20 percent of the student population and all six SFU faculties offering programmes at SFU Surrey.

The table below shows SFU's expected growth over the next five years. FTEs at the Surrey campus are expected to double the current enrolments, while only marginal growth is planned at the Burnaby and Vancouver campuses. Total planned growth is 4.8% across all campuses by 2009/10.

Table 1 - Student Enrolment Targets

	Target	Achieved	Target	Achieved	Performance Targets			
	04/05	04/05	05/06	05/06	06/07	07/08	08/09	09/10
Surrey	860	848	1,095	1,200	1,423	1,782	2,141	2,500
Burnaby/Vancouver	16,629	17,654	16,811	17,727	16,920	17,062	17,204	17,350
Total	17,489	18,502	17,906	18,927	18,343	18,844	19,345	19,850

The table above shows that SFU has exceeded its funded targets by some 5.7% in 2005/06.

6.3 Information Technology Improvements

As was mentioned in the last Service plan SFU has completed its system replacement programme and can now enjoy modern applications and technology in its key business and service operations. However in order to migrate to Oracle Fusion at a future date SFU is already engaged in implementing PeopleSoft upgrades to allow for the seamless move.

The purpose of SFU's IT function is to provide high quality, highly reliable IT services to students, researchers, faculty and staff at all times and in order to achieve this service level a number of operational objectives have been identified. These include:

Network and Infrastructure: The fibre network to the Surrey campus is complete and operational at 10GB. The next steps are to implement network services in the two new buildings due for occupation in this planning period and plan services in other capital projects in accordance with building schedules.

Academic Support: The SAKAI initiative (open source learning management system) is being monitored and WebCT is to be upgraded to version 6. A number of initiatives are underway to explore, and where appropriate, provide services such as blogs, wikis and podcasting. Student file space will be increased.

Research Support: Power, A/C, UPS is being added to allow researchers the option of housing their servers in the central machine room. Participation in the planning and installation of WestGrid 2, Health Vital Statistics and ICURS (criminology) projects is moving ahead.

Administrative Systems: The Student Administration system upgrade project will be completed and continued efficiencies are being sought to improve business processes in all areas.

Improving IT management across SFU: Initiatives, such as refinements to the Active Directory, standardization of anti virus software across SFU and improvements to PC management practices aimed at lowering the costs of desktop management while improving security are underway.

Other IT Plans: Planning for increased data center capacity continues as well as the finalization of the disaster recovery/business continuity plan.

6.4 Programming for the Future

Simon Fraser University's strategic planning processes have and will continue to address the abovementioned (and other) environmental challenges through new and responsive programming, expanded infrastructure, developing new sources of growth funding, and continuing to recruit and retain the best faculty, staff and students.

To achieve these goals, Simon Fraser University will have to manage the natural tensions that come in pursuing development in multiple directions. There are two potential tensions that, in particular, will need to be managed.

First, within the larger society there is an increasing demand for applied and professional programmes. SFU is committed to preserving the fundamental foundation of the arts and sciences while building on excellence and strength in applied and professional programming.

Second, the growth of technology-enhanced or mediated learning is constantly challenging teaching staff to consider how traditional pedagogies can be adapted using new instructional methods. Simon Fraser University has built its strong reputation upon its excellence in educational delivery and programming. New technologies offer the opportunity to enhance instruction in some programmes, while greatly extending outreach to communities of learners who otherwise would be unable to access them.

In the face of heightened pressure for universities to prepare students in the applied and professional programmes, SFU is working to ensure that its curriculum provides the knowledge and skills they need to engage successfully as citizens in the global, knowledge-driven economy. Students should leave SFU having acquired the ability to think creatively, imaginatively and constructively. They should possess the ability to engage in dialogue and discussion, to reflect on the ideas of others, and to communicate their thoughts effectively using good judgment and sound argument. Graduates of SFU should also possess technological sophistication—in their ability to use and adapt to emerging technologies and in their ability to evaluate the impact of those technologies on their lives and the world. Our curriculum and internationalization strategy should provide our graduates with an understanding of other cultures and with an appreciation for the value, inevitability and complexity of interacting in a globalized environment. Students should also have acquired the ability to identify and evaluate information resources. Their experience at SFU should nurture in our graduates the qualities and virtues imperative to sustain a democratic society: qualities such as compassion, empathy, ethical and moral values, and tolerance.

Finally, many students at other institutions worry about “getting lost in the crowd” in huge lecture halls with hundreds of fellow students. SFU reaffirms its commitment to its “lecture/tutorial” model, which provides students with a tutorial component to most classes. This is an opportunity for students to meet in smaller groups to discuss the lecture under the guidance of a faculty member or graduate student.

6.5 Realignment of Student Services

In order to ensure that SFU provides students with a unique social as well as educational experience it was decided to review the entire Student Services function in 2005. This review resulted in an Acting Associate Vice President – Student Services being appointed to lead a highly participative process of total realignment of the function to better support this strategic intent. It is expected that this realignment will have a very broad impact on SFU’s operational efficiency and effectiveness resulting in much improved service levels to students.

To date this phase of the planning process has focused on broader strategic directions necessary to build a new student services organization and the detailed unit level planning will require confirmation of the proposed organization structure changes.

The Student Services unit has defined its **mission** as being;

- To foster transformative student experiences by collaboratively anticipating, facilitating, and providing services, programmes and environments for student learning and success.
- and its **vision** to be;
- Student Services at Simon Fraser University, characterized by boldness, collaboration and innovation, is an international leader in services and programmes.

Seven critical issues have been identified and are receiving attention by task groups who are developing approaches to address them. The issues being;

- Resource allocation
- Strategic enrolment management (SEM)
- Quality leadership at a senior level
- Organizational culture
- Information systems
- Communications
- Operational framework

7. Strategic Directions

7.1 Research

To implement the Plan, SFU is now dedicating resources to strategic investments aligned with the interdisciplinary research themes that have been identified. The SFU Community Trust Endowment Fund (CTEF) has been established to contribute to the University's support of research, teaching and scholarship. The terms of reference were approved by the Board of Governors at its November meeting. The first \$3.5 million of income earned from the CTEF will be channeled into major initiatives under the five themes outlined in the Strategic Research Plan. These initiatives will enhance SFU's research intensity and distinctiveness, support the implementation of the Strategic Research Plan, and attract and support outstanding students, particularly those who will enhance the University's research capacity and whose education will be enhanced by a research-intensive experience.

In comparison with other universities across the country, SFU's results in this year's competitions for research grants from the three federal granting agencies tell a very positive story of success:

Agency	SFU Success Rate	National Average
Social Sciences and Humanities Research Council (SSHRC) Standard Grants 2005/06	50%	39%
Natural Sciences and Engineering Research Council (NSERC) Discovery Grants 2005/06	90%	73%
NSERC Research Tools and Instruments Grants 2005/06	54%	37%
NSERC Idea to Innovation (I2I) Grants (cumulative 2003-06)	72%	50%
Canadian Institutes of Health Research (CIHR) Operating Grants 2005/06	25%	27%

The success of SFU researchers in obtaining funding from the three federal granting agencies over the last three years means that SFU will receive over \$5.2 million in 2006/07 from the federal Indirect Costs Programme, which will be used to reinvest in research facilities and resources to support continued excellence in research.

The most generous refunding of any collaborative research venture was awarded MITACS under the leadership of SFU computer scientist Arvind Gupta, and the SSHRC-funded Centre for Research in Integration and Immigration in the Metropolis (RIIM) was invited to submit a renewal application for an unprecedented third round of funding. A large scale national centre of excellence for research in technology and design was awarded to a team headed by SFU professor in the School of Interactive Arts and Technology, Rob Woodbury.

SFU's Chemistry Department has also received substantial funding from Western Economic Diversification (WD) for the establishment of a world-class, state-of-the-art Magnetic Resonance Facility that will not only serve the needs of its own researchers in drug design, but also provide services, under GMP control, to the biotechnology sector in British Columbia as well as to Genome BC and the BC Cancer Agency.

SFU researchers are active partners in a new regional initiative led by UBC, namely the Centre for Drug Research and Development (CDRD). Seed funding has been secured through the Ministry of Advanced Education (AVED), Western Economic Diversification (WED), UBC, SFU, several biotechnology companies in the Lower Mainland, CIHR, and the Michael Smith Foundation for Health Research (MSFHR). Applications for major funding are currently under consideration by AVED, CFI, BCKDF, and MSFHR.

SFU researchers continue to receive distinction for their achievements. Several have been seconded to grant selection committees at CIHR, NSERC, and SSHRC. Dr. Thelma Finlayson (Biological Sciences) and Dr. Parzival Copes (Economics) were appointed to the Order of Canada, and Dr. Richard Lipsey (Economics) received the highest award from SSHRC, namely the Gold Medal for Achievement in Research. Dr. Neil Branda was selected as an NSERC Steacie Fellow in recognition of his research accomplishments and promise of continued excellence. Three faculty members were awarded Killam Fellowships, and two others received awards from the BC Innovation Council for their research prowess. Several of the SFU faculty have received Scholar and Senior Scholar awards from MSFHR, and CIHR Young Investigator Awards. In fact, this year, 5 of the 11 Scholar awards in BC went to SFU faculty. The Donner Prize for the best non-fiction book published in Canada went to SFU economist in the School of Resource and Environmental Management, Mark Jaccard. One of the postdoctoral fellows received a prestigious Fellowship from the Royal Society of Canada, and two doctoral students received the coveted Trudeau Foundation Scholarships. Graduate students in Science and Engineering have been extremely successful in the competition for the highly prestigious NSERC Doctoral Prizes, for which SFU ranks third in the country (after the University of Toronto and the University of Waterloo). This year's award is a very special reflection of SFU's commitments to accessibility and interdisciplinarity, the award going to Yonghon Bing, a female international student, whose PhD thesis in chemistry was awarded the top prize in engineering!

SFU is also one of the national leaders in translating ideas into innovation and new ventures. SFU leads the country in success rates in the NSERC Idea to Innovation (I2I) programme. SFU ranks fifth among Canadian universities in terms of the number of US patents issued per \$1M of research expenditures and second in terms of the number of spin-off companies per \$1M of research expenditures. This year Dr. Hal Weinberg, in partnership with SFU's first spin-off company, CTF Systems (now VSM Medtech), received an NSERC Synergy Award for their brain imaging technology. One of SFU's graduate students won an NSERC Innovation Challenge Award for his doctoral work in microfabrication. The University/Industry Liaison Office (UILO) is recognized as one of the finest in the country, facilitating the transformation of fundamental research into innovation. A recent investment from Western Economic Diversification (WD) and the National Research Council's Industrial Research Assistance Programme (NRC-IRAP) in the TIME (Technology, Innovation, Management, Entrepreneurship) Centre has led to expansion of the Centre and the attraction of several new start-up companies. The function of the TIME Centre is to provide spaces for technology-based companies to grow in a nurturing environment, and to be a resource centre and meeting place for off-site business people, lawyers, investors, and accountants. In sum, the TIME Centre offers mentorship and convenient access to the people, expertise, and money that are vital to growing successful companies.

In addition to the support it provides to the three national granting agencies, the federal government has made a strong commitment to university research by investing in the Canada Research Chairs (CRC) programme, the programmes of the Canada Foundation for Innovation (CFI), the Networks of Centres of Excellence, Genome Canada, and the Indirect Costs of Research programme. Such investments have rejuvenated Canadian research by attracting and focusing the efforts of stellar researchers, building state-of-the-art infrastructure, and providing critical support to the universities to augment resources available to researchers 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 the progress is admirable, reliable sustained and increased support for discovery research is critical to create the knowledge that is the foundation to translate ideas into innovation and new ventures.

The provincial government has also provided support through the creation of the Leading Edge Endowment Fund (LEEF) Leadership Chairs, the BC Knowledge Development Fund (BCKDF), the Double the Opportunity (DTO) fund, and the Michael Smith Foundation for Health Research (MSFHR). SFU has enjoyed success in the LEEF programme with the award of two Chairs in the first competition, one in Salmon Conservation and Management and another in Cognitive Neurosciences, together with approval of letters of intent for development of full proposals for three new proposals in 2005. SFU researchers have also been successful in securing two MSFHR network grants.

The CRC, LEEF, and other prestigious Chairs are being used to seed or catalyze new initiatives and strengthen existing programmes. CFI grants to date have been complemented by BCKDF grants, and it is essential that this programme be continued in view of the tremendous opportunities for leverage presented by CFI. Recently, SFU spearheaded, on behalf of a consortium of nine universities, an application to CFI through the Exceptional Opportunities Fund for the ATLAS Data Centre that forms part of an international consortium led by CERN for observation of the creation of matter from collision of fundamental particles. The Canadian consortium received \$8M in funding from CFI and it is expected that BCKDF will provide matching funds.

Table 2 - Research Performance Indicators

	Baseline data	Current data			Performance Targets	
	2001/2	2002/3	2003/4	2005/6	2006/7	2007/8
Research Funding support by source					Increase or Maintain	
Federal	\$24.6M	\$33.6M	\$38.8M	\$43.3M		
Provincial	\$4.0M	\$6.3M	\$9.7M	\$6.1M		
Other	\$5.6M	\$6.7M	\$9.3M	\$10.1M		
Total	\$34.3M	\$46.6M	\$57.8M	\$59.5M		
Number of License/Option agreements	1	1	5			
Ratio (Total # / Million)	.029	.021	.087			
Total US patents issued	4	4	3			
Ratio (Total # / \$Million)	.117	.086	.052			
Total start up companies	2	4	3			
Ratio (Total # / \$Million)	.058	.086	.052			
Total license income received	\$735.4k	\$85.7k	\$152.0k			
Ratio (Total \$ / \$Million)	\$21,455	\$1,841	\$2,633			

Maclean's ranks SFU 5th in attracting 157 NSERC grants per 100 faculty in 2005 and 7th at 35 grants per 100 faculty for SSHRC grants. These rankings are shown below.

NSERC & CIHR Grants to Canadian Universities (Maclean's 2005)		
Ranking	University	Grants per 100 faculty
1	Toronto	216
2	Alberta	177
3	McGill	161
4	Victoria	159
5	Simon Fraser	157
6	UBC	155
7	Western	151
8	Laval	139
9	Montréal	133
10	Guelph	133

SSHRC Grants to Canadian Universities (Maclean's 2005)		
Ranking	University	Grants per 100 faculty
1	McGill	64
2	Toronto	56
3	UBC	53
4	Montréal	50
5	Alberta	43
6	Ottawa	36
7	Simon Fraser	35
8	Queen's	34
9	Concordia	32
10	McMaster	32

7.2 Programming

❖ Renewed Curriculum

Following several years of study, consultation and planning, SFU is fully launching the approved new admission and graduation requirements in the Fall semester, 2006. The new requirements are unique to Canadian universities, and were adopted to ensure all SFU undergraduates in degree programmes will take courses designed to enrich their writing and quantitative abilities while gaining cumulative breadth in the sciences, social sciences and humanities. Students applying to SFU from high school and the colleges for entry in Fall 2006 are now being admitted under the new admissions requirements. These requirements are intended to ensure that new students are well prepared to succeed in their courses. To support students in the new curriculum, two Foundational courses will be offered; in academic literacy, and in analytical and quantitative reasoning. These courses are specially designed to assist students with weaker backgrounds in these areas. The development of a new Student Learning Commons is near completion, and the SLC will begin to provide co-curricular academic support aligned with the new requirements in Summer, 2006. Assessment planning is also underway, in order to track the impacts of the

new requirements and to ensure that students will enjoy an excellent learning experience as a result of the new requirements.

These curricular changes and improved academic supports will continue to enhance the SFU undergraduate experience, better prepare students for graduate studies, and improve their career prospects.

❖ Development of Applied and Professional Programmes

Success in our knowledge-based society requires the pursuit of life-long learning and results in an increasing demand for applied and professional programmes. At present, this demand is concentrated in four areas: high technology, business and public administration, health and the health professions, and teacher education. SFU is well positioned to respond to the demand in each of these four areas.

The Province's "Double the Opportunity" initiative has created both challenges and opportunities in IT-related fields of study. The Schools of Computing Science, Engineering Science and Interactive Arts and Technology continue to grow with the influx of new targeted funding. Although the DTO enrolment targets are not being met, the faculty in these Schools are teaching computer science and computer engineering courses to students from other Faculties, and conversely DTO students take many service courses and electives from other Faculties.

The table below indicates the numbers of SFU students in the DTO programmes.

Table 3 - Double the Opportunity enrolment

	Baseline data	Current data		Performance Target
	2001/2	2005/6		2006/7
		Target	Achieved	
Students in strategic skill programmes – (Comp Science, Elect & Computer Engineering)				
Burnaby	1,013	1,661	1,130	1,687
Surrey		400	417	400
Total	1,013	2,061	1,547	2,087

The new Master of Public Policy programme extends SFU's tradition for interdisciplinary programming and provides critical links to faculty research. In conjunction with this new programme, the Faculty of Arts and Social Sciences also has created a Centre for Public Policy Research to focus, strengthen and stimulate research in the area.

Current levels of demand for undergraduate Business programmes remain high, but enrolment for the MBA has levelled off considerably, creating fiscal challenges for the Faculty. The shortage of skilled faculty in the discipline makes the cost of attracting faculty very high.

It is anticipated that a significant teacher shortage will develop within BC over the next decade. To address this, the Faculty of Education will build on its reputation and its history of working creatively and collaboratively with school districts, universities and community

colleges. A number of new professional programme initiatives are under development in the Faculty of Education.

SFU acts in partnership with our public schools to serve BC's children and youth. As a major educator of teachers in the province, the Faculty of Education has a longstanding and personal relationship with those who teach and administer these schools. Over the years, thousands of "faculty associates," seconded teachers who spend two or more years in the FOE as teacher-educators, provide much of the staffing for our Professional Development Programmes.

Our graduate diploma field programmes and graduate degree programmes are other vehicles for connecting teachers and other school personnel with the Faculty of Education. Our cohort-based doctoral programme in educational leadership prepares leaders for all levels within the education sector as well as other human service organizations in Western Canada. This respected programme is expanding its geographical reach around the province while expanding its staffing to cover a wider range of leadership specializations.

The creation of the Faculty of Health Sciences has afforded many new opportunities for the development of continuing professional education. The research and teaching programmes developed within the Faculty will share its defining essential feature: the integration of social and natural science research with population outcomes, social application and policy analysis. By adopting this integrated approach, SFU will distinguish itself from the traditional medical school and establish itself as an innovative and important presence in health research and education.

7.3 Internationalization

International students enrolled at SFU are charged tuition fees made up of three components. The first is a fee equivalent to the domestic tuition fee, the second covers an equivalent to what the provincial grant provides for domestic students, and the third is a charge for capital requirements and overhead.

Internationalization of higher education in Canada has become an imperative as global forces reduce the size of the world and increase the need for culturally informed graduates. The universality of access to knowledge in the information age, the competitive nature of world trade and the increasing rate of cultural exchange dictate that the international dimension of higher education must keep pace with global changes. Internationalization is essential for the University to fulfill its mandate to create and share knowledge and to provide a learning environment that prepares students, faculty and staff to function effectively in an increasingly integrated, global environment.

Developing global citizens through higher education requires real global experience. Enriched understanding of languages, cultures and the complex, important global processes described above require immersion in foreign cultures and their academic institutions in non-English speaking countries. Already, SFU graduates who have participated in international activities will have academic, language and cultural skills that would not be possible from studying at SFU's campuses. These attributes would be increased and enhanced through increased frequency and duration of academic activity and everyday life outside Canada.

SFU's statement on *Internationalization for the New Millennium* includes:

- ❖ an institutional framework for enhanced internationalization at SFU, within which each Faculty can develop its own goals and strategies to internationalize; and
- ❖ goals and strategies for key international initiatives that cross Faculty lines.

Other elements of internationalization at SFU include:

- internationalizing the curricula; for example a new BA in International Studies, a new Certificate in Development Studies have been created as well as Dual Degree Programmes initiated with international universities.
- internationalizing student recruitment;
- SFU student mobility which includes over 200 students participating in international field schools and exchange agreements. SFU's aim is to have 50% of the graduating class having had at least one semester abroad.
- faculty/staff mobility; This initiative has been developed to support international professional development opportunities for SFU employees and supports the ongoing internationalization of the university through improvements and innovations in service, practice and programming. Funding has been identified to finance proposals that will impact the quality and level of service for international students on our campus, as well as for the increasingly diverse and mobile domestic student population. An administrative environment that promotes student and staff engagement in international activities requires that staff have hands-on experience and exposure best gained through working at an institution outside of Canada. To date, eight staff have visited eight different countries with financial assistance from SFU.
- internationalizing the delivery of curricula;
- cooperative development projects and contract education; and
- internationalization statements at the Faculty level.

In 2005 SFU launched a Dual Degree Programme in partnership with Zhejiang University (ZU) in China. The first cohort of Canadian students has departed for China after two semesters of discipline specific and language studies at SFU. They join their cohort partners for one more semester of intensive language study before starting computing science classes in September. This programme will have annual cohorts of Canadian and Chinese students from both SFU and ZU. Students will study Computing Science in English at SFU and in Chinese (Mandarin) at ZU. At the completion of the five-year programme they will receive degrees from both universities.

The target is a programme cohort of 50 students each year, approximately half Canadian and half Chinese. It is planned that by 2009/10 a steady state of total enrolments of 300 would be reached. These international students (Chinese) are in addition to the 10% of total enrolments as agreed by Senate previously. New dual degree programmes with prestigious university partners are in early to mid-level planning in Business (China), Bioinformatics (China), International Studies (Australia) and Mathematics (India).

SFU continues to work to establish the administrative structure and fee arrangements that will enable it to achieve the 10% participation goal of international students. Current undergraduate enrolment of International Students is at 8.7% of total undergraduate enrolment (as shown in the following table).

Table 4 - International Student Undergraduate Enrolment (FTE)

	Baseline data	Current data	Performance Targets		
	2001/2	2005/6	2006/7	2007/8	2008/9
Total u/g student FTEs	15,588	16,162	16,568	16,935	17302
International Students		1,403	1,644	1,694	1730
% International Students		8.7%	9.9%	10%	10%

SFU has recently entered into a contractual arrangement with IBT Ltd of Australia to participate in the creation of a private college near the Burnaby campus to be called Fraser International

College (FIC). IBT Ltd. will recruit international students that will complete two to three semesters of study at FIC before transferring to SFU for degree completion. FIC aims to have a steady-state student body of about 1000 students and will transfer roughly 200 to 250 students per year to SFU.

7.4 First Nations

SFU will continue to provide educational opportunities for First Nations peoples and communities and will improve University infrastructure to support First Nations programming. A Special Advisor and Director of Aboriginal Affairs, in the Office of the Vice-President, Academic was appointed to provide leadership on the development of a First Nations University Wide Strategic Plan. The Special Advisor in the Office of the Vice-President has developed a First Nations University-wide strategic plan for SFU. This has included extensive consultation with First Nations communities to increase culturally relevant programming and consultation across all academic departments at SFU.

SFU will continue to develop programming and collaborative partnerships with First Nations communities and will also continue to recruit First Nations faculty, increase the number of First Nations students and support them through awards and bursaries.

SFU will also continue to recruit First Nations faculty, and to increase the number of First Nations students and support them through awards and bursaries. The development of infrastructure that is reflective of First Nations culture including the establishment of a First Nations Institute of Higher Education will continue. The recognition of Indigenous knowledge and increased support for off-campus programme development will be maintained.

The table below indicates that the number of First Nations students was 444 for 2004/5 and the intention is to raise this to 678 by 2007.

Table5 - First Nations Enrolment

First Nations Enrolment	2002/3 Baseline	2004/5 Current data	2006/7 Target	2007/8 Target
Number	452	444	613	678
Percent of Total Student Enrolment		1.7%		

7.5 Students

SFU has an exceptional complement of students. In the Maclean's comparison group for comprehensive universities, SFU students have the second highest average entering grade, and we score third in terms of the percentage of first-year students arriving from high school with averages of 75% or higher. Over the past five years the academic excellence of our undergraduate student population has been increasing. In 1996, the average entering grade of high school students was 82.8%. It is now 85.5%. Similar increases are noted for the proportion of undergraduate students with high school averages of 75% or higher: 95.3% in 1996, 96.1% in 2005. Although these statistics represent a standard of excellence of which SFU can be duly proud, they also speak to a serious and ongoing problem with access for highly-qualified applicants who cannot gain admission to the University as a result of funding shortfalls. SFU continues to seek solutions to the severe access problems by working with government and other post-secondary institutions through active involvement in collaborative data sharing and enrolment planning committees, such as the Student Transitions Project.

The table below lists the Performance Indicators as required by the Ministry of Advanced Education with regard to Capacity and Access.

Table 6 - Capacity and Access (SFU)

	Baseline data	Current data	Performance Targets		
			2006/7	2007/8	2008/9
Total student spaces	2001/2 15,588	2005/6 18,502	18,343	18,844	19,345
Number of degrees/dips/cert awarded	4,480	5,294	4,749	4,816	5,349
BC post-secondary graduate rate	2001/2 83.6	2003/4 85.3			
Activity between May & August	2003/04 SFU 21.7%	University Sector 20.7%	21%		
BC participation Rates	2003/4				
18-29 yrs	44.5%	n/a			
GPA cutoff	2003/4	2004/5			
Direct Entry	83%	79.5%	75% by 2010		
Transfers	2.6	2.4	2 by 2010		

In Fall 2005, the proportion of all new BC secondary school students entering SFU with an admission average of 90% or higher was 23%, compared to just 16% in Fall 2003.

Over the course of the next three years, SFU will continue to move strategically to increase its share of BC's top scholars. SFU has more effectively focused communication in its recruitment publications, presentations and communications follow-ups with prospective candidates for Diverse Qualifications, through which category we seek to admit students who meet our minimum admission standards while also demonstrating unusual commitment and excellence in other endeavours and/or who have succeeded in their studies despite difficult circumstances.

The utilization of SFU facilities during the period May to August is the highest in the province and is based on FTE students taught during the summer.

Improved retention requires the development of the distinctive programmes, curriculum and pedagogy discussed earlier. It also requires that we provide student services and support that add quality to the campus experience beyond that supplied by for-credit learning. Priority has been given to achieving a significant increase in our student assistance budgets, to providing increased access to affordable student residences, and to providing increased funding to other student services commensurate with practice at other universities.

SFU will continue to make significant improvements in a number of areas, including enhancing recruitment strategies, promoting our programmes and research excellence more effectively, improving our scholarship and student financial support and developing a student-oriented community that is attractive to prospective students.

Facilities for students are continually being improved. Residence spaces have been increased by over 40% since September 2005. A 300 seat dining hall has been built and a new gymnasium and fitness centre will open shortly.

A number of Centres have been opened, including; the Centre for Students with Disabilities, the First Nations Student Centre and the Student Development & Programming Centre.

SFU graduates indicate very high levels of satisfaction with the personalized instruction and mentoring they receive over the course of their educational programmes. In meeting its goal to develop an enhanced learner-centered environment for students, SFU must continue to explore ways for facilitating interaction between scholars and students.

The table below shows the results of student surveys which indicate the degree of satisfaction with the programmes taught at SFU.

Table 7 - Student Satisfaction at SFU (Source: BC University Graduate Outcome Survey)

	Baseline data	Current data	Performance Targets		
			2006/7	2007/8	2008/9
Student satisfaction					
Education	2001 96.7%	2005 97.8%	90%	90%	90%
Quality of Instruction	2000 96.9%	2005 97.2%	90%	90%	90%

	Baseline data	Current data	Performance Targets		
			2006/7	2007/8	2008/9
Student outcomes	2002	2005			
Written comm.	84.2%	84.0%	85%		
Oral comm.	83%	86.3%			
Group collaboration	78.2%	83.4%			
Critical Analysis	90.5%	94.7%			
Problem resolution	73.6%	77.3%			
Reading & comprehension	86.9%	89.8%			
Learn on own	91.1%	94.6%			
Average	83.9%	87.2%			

The 2005 data in this table continues to show an improved situation in satisfaction levels over the 2002 baseline. However, the University remains concerned with course availability: only 56% of undergraduate students surveyed are getting the specific courses they want, and only 88% of students are getting the number of courses they want each Fall semester. Over the course of the next three years, SFU will strive to achieve an ultimate goal of more than 90% of students being able to register in the number of courses they would like and 75% of students being able to get the specific courses they want. However, the current levels of provincial funding will make this extremely difficult.

SFU strives to provide students with the knowledge and skills they need to participate effectively in society. To assist them in being successful in their employment, we believe that it is very important to provide students with work experience related to their fields of study. Over the period covered by this Service Plan, improving Co-operative Education opportunities for our students will be one of our priorities, as will be the development of other non-Co-op work experience opportunities.

The high correlation of what is learned at SFU and what is used in the work place is reflected in the survey results shown in the following table.

Table 8 - Student Assessment of usefulness of knowledge and skills in performing their jobs

	Baseline data	Current data	Performance Targets		
	2002	2005	2006/7	2007/8	2008/9
Student assessment of knowledge & skill	90%	81.6%	90%		

Since 1965 SFU has conferred 93,043 credentials on its students. Of this number 72% are Bachelor degrees, 11% Masters and 2% Doctorates. The balance consists of Certificates and Diplomas.

The degree completion rate is detailed in the following table. For Direct Entry the assessment is done after a 7 year period and a 5 year period for Transfer students. Of the Transfer students 82.7% of them were either satisfied or very satisfied with their transfer experience.

Table 9 - Degree Completion and Transfer Satisfaction

	Baseline data	Current data	Performance Targets		
			2005/6	2006/7	2007/8
Degree completion rate (All students)	2003/4	2004/5			
Direct Entry	65%	67.3%			
Transfer	71%	70.3%			
Student Satisfaction re Transfer	2002 90.3%	2005 82.7%	90%		

The British Columbia Council on Admissions & Transfer monitors transfer agreements between post secondary institutions and as at March 31, 2005 SFU was receiving transfers from 24 other institutions. In total SFU recognizes 6,828 courses from other institutions.

SFU, through its very flexible approach to student course loads and its enrolment-by-semester allows students to continue their education while earning a living. This flexibility tends to extend the period from initial registration to graduation.

The unemployment rate for SFU graduates was measured at 6.9% (+/- 2.77% margin of error) in 2005 as calculated from the 2005 Baccalaureate Graduate Survey of 2003 graduates.

7.6 Faculty Retention

Canadian universities confront a major faculty recruitment and retention problem. A report prepared for the University Presidents' Council of British Columbia predicted more than 2,200 faculty positions will turn over in the next decade due to retirement and attrition. At Simon Fraser University alone, 225 faculty (27%) of the faculty complement will turn over in the next decade. In the past three years, SFU has hired 201 new faculty members.

In addition to this high level of renewal at SFU, it is further predicted that the faculty complement will grow in excess of 150 to 200 faculty positions over the decade as our enrolment expands due to access targets, new programme development and new campus creation. The largest number of renewals due to retirements is predicted in the Faculties of Arts & Social Sciences, Applied Sciences and Science. Faculty complement growth due to programme expansion will be most

keenly noticed in the new Faculty of Health Sciences and in the programmes being developed at the Surrey campus.

Over the past few years, SFU has engaged in several efforts to improve the recruiting and retention success. A Retention Award Fund was established to assist in the retention of outstanding faculty and changes to the Mortgage Interest Subsidy Policy are designed to counterbalance the extraordinary housing market in Vancouver. Programming in support of new faculty has been expanded and enhanced support for all faculty and academic administrators is being developed. Further, new electronic information and learning communities for the faculty are being developed.

SFU is recruiting more female academics, with the proportion of females in the faculty complement as of May 2006 standing at 31.9%. A growing number of international PhDs are being hired given the increasingly competitive hiring market, the international nature of academia, and Canada's shortage of PhD candidates in some disciplines. The table below provide a more detailed view of SFU's recruitment activities by gender.

Table 10 - Proportion of Women in Faculty Complement

Year	Proportion of Women in Total Faculty Complement	Female Representation in New Hires
1998/99	24.7%	33.3%
1999/00	26.2%	39.4%
2000/01	27.2%	28.8%
2001/02	28.8%	30.2%
2002/03	29.8%	35.0%
2003/04	28.6%	29.2%
2004/2005	30.2%	46.8%
2005/2006	31.9%	44.1%

7.7 Community

In keeping with long-standing practice and its key institutional values, SFU will continue to build on its tradition of active and responsive partnership with the communities it serves. SFU now offers credit and non-credit courses through its three campuses in Vancouver, Burnaby and Surrey, creating a "learning corridor" served by the Lower Mainland's Skytrain system. Some of the community-related projects in which SFU will be working closely over the period of this Plan are outlined below.

Vancouver's Downtown Campus

SFU began its historic involvement with Vancouver's downtown campus in the early 1980s by pioneering mid-career professional education using a storefront centre. Our Vancouver campus at Harbour Centre currently serves over 70,000 people annually, of whom 10,000 are students enrolled in credit and non-credit courses. With the recent additions of the Morris J. Wosk Centre for Dialogue and the Segal Centre for Graduate Business Studies, SFU will have committed approximately \$50 million to the establishment and improvement of University facilities in the downtown core. Its expanded presence will allow SFU to offer significant enhancements to its academic and other community-related services throughout Vancouver's downtown. These include:

- Continuing to explore ways to locate the School for the Contemporary Arts within a cultural enclave located in the Downtown Eastside;
- Expanding its innovative credit and non-credit programmes (e.g., Seniors Programme, HIPPIY Programme, City Programme) to a wider audience;
- Creating new venues for community consultations, meetings and events.

Burnaby

As one of Burnaby's major employers, SFU has been an active institutional citizen of Burnaby since its creation in 1965. SFU's new residential development, UniverCity, promises to strengthen further the University's ongoing relationship with its municipal partner and neighbour. The University and Burnaby also collaborate in various research ventures, and ongoing communication is facilitated through the SFU-Burnaby Liaison Committee.

Surrey and the Fraser Region

In line with its academic vision, SFU has continued the introduction of new distinctive undergraduate and graduate degree programmes at the Surrey Campus. The Faculty of Science is offering undergraduate and graduate degrees in industrial mathematics and the Faculty of Education has launched a Masters degree in Education Technology. Further expansion of first year cohort programmes offered by the Faculties of Science and Arts and Social Sciences and Faculty of Education professional development programmes is planned for 06/07.

Academic planning and approval processes for new programmes are well underway. Faculty of Applied Sciences has advanced its plans for an Engineering Science mechatronics major for students entering in 2007/08 and, in 06/07, the Faculty of Arts and Social Science will confirm its proposal for several undergraduate and graduate degree programmes for the Surrey Campus. Currently all faculties with the exception of the Faculty of Health Science offers programmes at SFU Surrey but the Faculty is proceeding initially with opportunities in Continuing and Professional Development with a Continuing Studies programme director hired to develop a strategy and build education partnerships with the health authorities and health associations.

SFU Surrey continues to work cooperatively with other Fraser Valley education institutions and school districts and with diverse communities of the South Fraser. As one example, SFU has entered into a partnership with the local school districts and Kwantlen University College for the development of a community-based Aboriginal Bridging Programme. The goal is to engage aboriginal communities for education and help them to reach the goal of increasing the chances of aboriginal students and adults transitioning to post secondary institutions. The partnership with Kwantlen University College allows the scope of programme choices to be broadened to include the trades, technical and career fields and applied degrees needed to sustain a competent and competitive labour force in BC. SFU Surrey also has a resident University/Industry Technology Manager and the addition of a Director of Community Engagement is allowing SFU to expand partnerships and initiatives with not-for-profits and local businesses.

8 Financial Outlook

8.1 Provincial Grants

Other than the expected increase in the grant for FTE growth SFU was advised by the Ministry that the transition amount of \$2.773 million was to be made a permanent component of the operating grant, and that a further \$3.202 million would be added to the grant to capture the final recommendation of the Perrin Review concerning inflation.

Discussions with the Ministry of Advanced Education are continuing regarding specific issues relating to the SFU grant. These issues include the dollar value for the new Surrey growth FTEs (the Ministry is suggesting \$9,000 per FTE whereas SFU is insisting on parity with UBC

Okanagan at \$10,000 per FTE), funding for Surrey transitional charges (lease payments, moving, decommissioning and Common Area Maintenance charges), and funding support for graduate students. The Annual Capital Allowance is also being discussed as it has been significantly reduced by 33% from 2005/2006 levels and as a result, the allocated funding for cyclical maintenance including buildings and grounds, classroom upkeep, mechanical and electrical systems repairs, roadway repairs and office / laboratory renovations will be severely impaired.

8.2 Tuition

Tuition increases were held at 2% in line with the provincial government directive.

8.3 Inflation

Although there is no doubt that some progress has been made in securing additional grant funding and there has been partial recognition of the impacts of inflation particularly as this relates to economic adjustments for salaries and wages, there are however, significant inflationary and growth pressures that have not been addressed either by grant or tuition.

Real costs are increasing: salary progression and benefits, recruitment costs and utilities to name but a few. In addition there are growth pressures being felt by service departments as the University grows both in terms of student and faculty numbers and additional buildings that this budget has not accommodated.

Inflationary salary increases are now covered by the province in the new four year agreements but SFU is particularly vulnerable to increased costs of certain services that have been outsourced, while some institutions will benefit where these services remain in-house.

8.4 Operations

In the forecast detailed below the Revenues for 2006/2007 are expected to increase by \$8.7 million over the 2005/6 actual revenues. This increase is mainly coming from growth in student enrolment including International Students and the 2% tuition fee increase which has been applied to premium fees as well as regular fees.

The Province's contribution to fund the four year agreement on salary increases has been excluded from both the Revenues and the Expenses of this forecast.

Expenses in this forecast have been adjusted based on actual 2005/06 expenditure and the prevailing conditions of managing both growth and inflation in the years ahead. Expenses are therefore expected to increase marginally by some \$2 million in 2006/07. This being the result of increases in the Salary and Benefit category of nearly \$7 million to fund growth and progress through the ranks and a reduction in the Other Operating Costs due to one-time payments in 2005/06 of \$13.5 million. However, operating costs will increase by some 10% to cover the growth in faculty and staff, the occupation of the new buildings and the normal inflation factors.

The net effect of this forecast is a shortfall of \$6 million of which \$4 million will be funded from internal sources leaving a deficit for the year of \$2 million. However the risk associated with funding recurrent expenses with non-recurrent sources is obvious and must be avoided in the future. A cumulative shortfall in 'General Operating' will be \$14.9 million for 2006/07 and is expected to grow to \$41 million by 2008/09.

SUMMARY FINANCIAL OUTLOOK

GENERAL OPERATING FORECAST (\$'000)

	Actual	Forecast		
	2005/06	2006/07	2007/08	2008/09
Revenues				
Provincial Grants	183,459	182,865	186,418	189,971
Federal Grant - FLPI	1,352	1,310	1,335	1,335
IDC Grant	5,246	5,234	5,237	5,237
Other Misc Gov Grants	1,375	1,400	1,400	1,400
Credit Course Fees	113,307	121,271	128,772	134,299
Non-credit Course Fees	6,005	6,405	7,000	7,500
Student Services Fees	8,696	8,870	9,047	9,228
Investment Income	8,727	9,163	9,622	10,103
Other External Income	7,692	8,077	8,480	8,904
Total Revenue	335,859	344,595	357,311	367,977
Expenditures				
Salaries and Benefits	228,495	235,350	242,410	249,683
Library Acquisitions	8,147	8,294	8,369	8,419
Student Financial Assistance	16,478	16,666	16,999	17,339
Other Operating Costs	95,630	90,343	99,377	109,315
Total Expenditures	348,750	350,653	367,156	384,756
Annual Shortfall	(12,891)	(6,058)	(9,845)	(16,779)
Shortfall covered from one time reserves		4,000		
Balance	(12,891)	(2,058)	(9,845)	(16,779)
Cumulative Shortfall	(12,891)	(14,949)	(24,794)	(41,572)

8.5 Capital

Simon Fraser University's ability to carry out its mission is dependant on the provision of the full complement of required space and infrastructure. SFU has on its own initiative through a variety of funding sources developed buildings providing space for instructional and research purposes.

At the conclusion of currently committed projects we will remain significantly short of space, relative to the BC space planning standards, for other functions such as the library (87%), student services (87%), and administration (85%). As we are presently in shortfall and as we continue to accept students in line with the Ministry's intentions to increase the number of student spaces, this situation will only worsen and further impact the performance of all facets of the University's activities. The listed capital projects provide an overview of all planned projects, regardless of funding source. It outlines the University's strategy to address its current and projected space requirements. It illustrates our commitment to providing additional capacity allowing us to accept increased enrolment and to improve access to post secondary education.

It is assumed that facilities needed to accommodate normal and/or targeted enrolment growth will be funded by government in accordance with the BC Space Standard and the Unit Rate Budgeting methodology, as adopted by the Ministry of Advanced Education.

Below is a list of the major capital projects SFU is currently projecting. The projected costs for the projects have been developed based on the official AVED escalation factors.

(a) Major Capital Projects Over \$50 Million

Surrey Campus ~ \$80,500,000

This facility is under construction. To be completed September 2007.

Technology and Science Complex 2 (TASC2) ~ \$57,476,000

This facility is under construction. To be completed September 2006.

ASSC2 - Health Sciences ~ \$56,700,000

Committed funding-AVED \$34,500,000/SFU \$10,000,000

This project is in design. To be completed September 2007.

School for the Contemporary Arts Building ~ \$51,000,000

Negotiations with a private sector developer and the City of Vancouver are underway.

Laboratory/Theatre Library Renewal ~ \$74,000,000

This programme is in planning. To be completed June 2010.

Surrey Expansion including property acquisition and four projects

Preliminary planning – \$435,000,000 placeholder for 2,500 FTE. To be completed for 2010-2015

Athletics Centre/Stadium ~ \$60,000,000

This programme is in planning. To be completed June 2008.

Student services/administration ~ \$150,000,000

This programme is in planning. To be completed June 2011.

TASC3/Information Technology ~ \$118,000,000

This programme is in planning. To be completed June 2015.

Harbour Centre Replacement ~ \$195,000,000

This programme is in planning. To be completed June 2016.

Student Union Building ~ \$74,000,000

This programme is in planning. To be completed June 2010.

Student Residence ~ \$94,000,000

This programme is in planning. To be completed June 2013.

Parkades ~ \$102,000,000

This is a future project in preliminary planning.

(b) **Other Major Capital Projects**

Note: Projects under \$5,000,000 not listed individually.

Gymnasium Expansion ~ \$16,000,000

This facility is under construction. To be completed June 2006.

Arts and Social Sciences Building ~ \$34,100,000

This facility is under construction. To be completed September 2006.

Boiler Plant Replacement/Library Expansion ~ \$16,500,000

This is a future project in preliminary planning.

Athletic Fields up to ~\$5,000,000 by others

Two fields of a possible four fields have been completed. Discussions are underway for additional athletic facilities.

Graduate Residential College ~ \$32,000,000

This programme is in planning. To be completed June 2010.

Information Public Safety Building ~ \$5,000,000

This programme is in planning. To be completed June 2011.

Art Gallery ~ \$5,000,000

This programme is in planning. To be completed June 2010.

Community Interfaith Centre ~ \$5,000,000

This programme is in planning. To be completed June 2010.

Centre for research in Electronic Materials ~ \$ 18,000,000

Completion by October 2006

9 Conclusion

SFU is an institution that continues to experience enormous change brought about by sudden growth and a number of strategic and tactical initiatives aimed at bringing about significant improvements.

The growth places pressure on all the University's resources. A new Applied Sciences Building (TASC 2) will open later this year on Burnaby Mountain, and a new Arts and Social Sciences complex (ASSC 1). A new Health Sciences building is also approved for which construction will begin in 2006. Two floors of the Surrey campus are now complete and the new Segal School of Graduate Business has opened in Vancouver.

New programming to support this growth is underway, as is the appointment of additional faculty. The University is focused on continuous improvements to the services it provides students and the community at large. New information systems are in place and the full functionality and efficiency of these developments will be realized in due course.

A significant gap remains to be addressed between the University's revenues, particularly between the Provincial grant, and its operating expenses. If this gap is not closed Simon Fraser University will face a profound challenge to its commitment to provide excellent education and services to students.

List of Appendices:

Appendix A

Summary of Statistical tables included in this Plan/Report.

Appendix B

The President's report for 2005 'Different by degrees' also available on the Internet at:

<http://www.sfu.ca/report2005/>

Appendix C

The Three-Year Plan of the Vice-President, Academic covering the years 2004– 2007 also available on the Internet at:

<http://www.sfu.ca/vpacademic/files/VPA3YearPlan.pdf>

Appendix D

Strategic Research Plan 2005-2010. Also on the internet at:

http://www.sfu.ca/vpresearch/srp_final.pdf