INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2019-20

SFU

CANADA'S ENGAGED UNIVERSITY

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June 26, 2020

Honourable Melanie Mark, MLA
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Mark,

We are pleased to present Simon Fraser University's Institutional Accountability Plan and Report for the 2019-20 reporting cycle. The document was reviewed and approved by the senior administration of SFU and by our Board of Governors on June 25, 2020.

We welcome the opportunity to work with the Ministry pursuant to our common mandates to provide the highest quality education, research, and community service to the citizens and communities of British Columbia.

As Board Chair and President, we accept accountability for this plan and look forward to its implementation.

Sincerely,

Christopher W. Lewis
Chair, Board of Governors

Andrew Petter
President and Vice-Chancellor

attachment

SFU

We would like to acknowledge that at Simon Fraser University we live
and work on the unceded traditional territories of the Coast Salish
peoples of the Musqueam, Squamish, and Tsleil-Waututh Nations.

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1. INTRODUCTION

Simon Fraser University (SFU) was created in 1963 by the government of British Columbia. Among Canadian universities, SFU was the first to introduce the trimester system (1964), to offer athletic scholarships (1964), to instill student representation on its senate (1967), to create an executive MBA (1968), to implement computerized registration (1970), to establish the first Department of Women's Studies in Canada (1972), and to appoint a female president (Dr. Pauline Jewett—1974), and to become the first university outside of the United States to achieve full member status in the National Collegiate Athletic Association (2012).

Currently, SFU is ranked number one globally for its impact on sustainable cities and communities, and is among the world's top 10 universities for its commitment to tackling climate change, according to Times Higher Education's (THE) 2020 University Impact Rankings. In the annual Maclean's Canadian University Rankings, SFU has been deemed the number one comprehensive Canadian university for 12 of the last 13 years.

Approximately 55 years since it first opened its doors, SFU has grown into Canada's premier comprehensive universities and British Columbia's second largest research-intensive university. The University has three campuses in three adjacent cities within the Lower Mainland of BC: Burnaby (its main campus), Vancouver, and Surrey. SFU employs 987 continuing faculty, 2,112 administrative and support staff, and in the 2019-20 academic year enrolled 35,395 full-time and part-time undergraduate and graduate students in eight Faculties:

- Faculty of Applied Sciences
- Faculty of Arts and Social Sciences
- Beedie School of Business
- Faculty of Communication, Art and Technology
- Faculty of Education
- Faculty of Environment
- Faculty of Health Sciences
- Faculty of Science

SFU also has more than 17,000 participating annually in non-credit Lifelong Learning programs and is proud of its more than 140,000 alumni. The University will be welcoming its second female president, Dr. Joy Johnson, in September 2020.
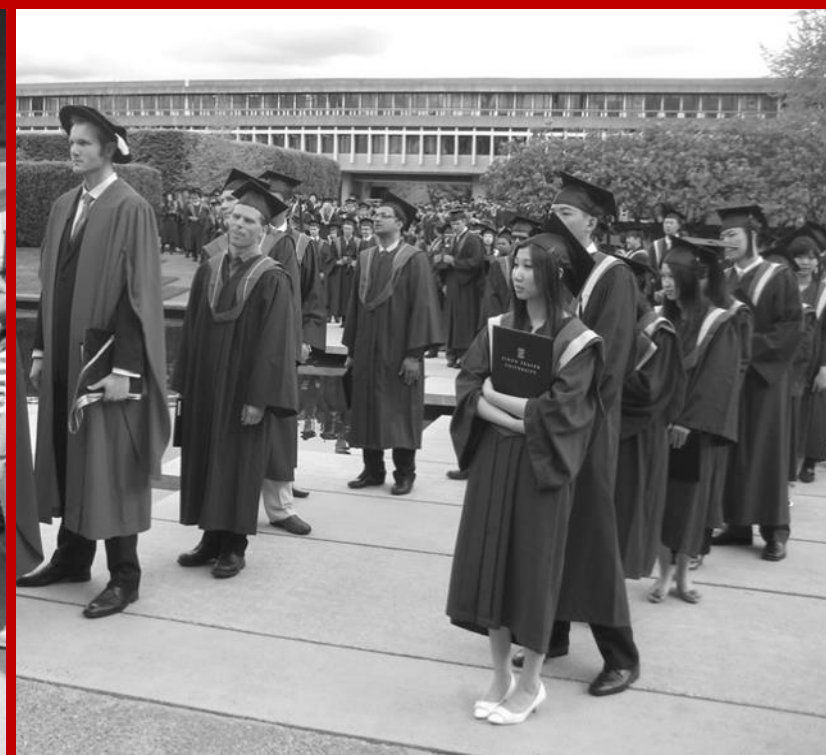
2.   STRATEGIC CONTEXT

2.1.   SFU's Vision

SFU's Vision is to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. The goals of the Vision are:

- **Engaging Students**
    - ◊   To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging 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.
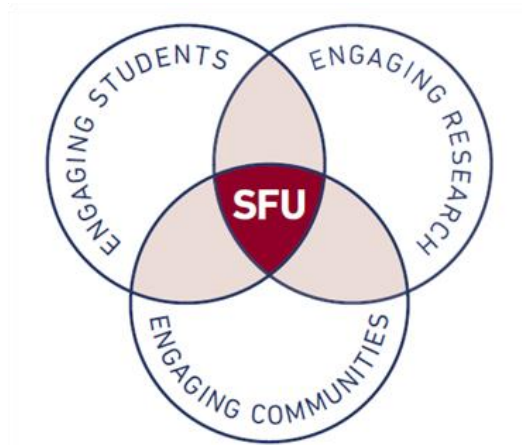
2.2.   SFU's Values and Principles

SFU commits to the following values and principles:

Academic and Intellectual Freedom: SFU will be an open and inclusive university whose foundation is intellectual and academic freedom.

Diversity: SFU will foster a culture of inclusion and mutual respect, celebrating the diversity and multi-ethnic character reflected amongst its students, staff, faculty, and our society.

Internationalization: SFU will value international knowledge, understanding, and engagement, and will seek to engender an active global citizenship among its students, faculty, and staff and to ensure that SFU is an engaged partner and contributor on the international stage.

Respect for Aboriginal Peoples and Cultures: SFU will honour the history, culture, and presence of Aboriginal Peoples. The University will welcome and nurture Aboriginal students and seek opportunities for greater repre-sentation of Aboriginal Peoples amongst its faculty and staff.

Supportive and Healthy Work Environment: SFU will recognize, respect, and value the essential contribution made by staff and faculty, and will seek to build and sustain a work environment that is equitable, supportive, rewarding, and enjoyable.

Sustainability: SFU will pursue ecological, social, and economic sustainability through its programs and operations. Through teaching and learning, research, and community engagement, SFU will seek and share solutions. In its own operations, it will develop and model best practices, from minimizing its ecological footprint, to maximizing its social health and economic strength.

2.3.   Enrolments

Based on [BC Stats population projections](#), the Lower Mainland population of both the 18-29 and 18-24 age groups is expected to decrease in the next few years. In the South Fraser Region (the area directly served by SFU Surrey) the population of the 18-29 age group is expected to increase, while the 18-24 age group is expected to decrease.

The shrinking demographic of 18-24 year olds in BC is SFU's traditional market, which means that enrolment from school leavers and college students will decline, while the need for post-secondary education for those over 24 years of age will increase. From a programming view, this translates into a growing demand and an opportunity for SFU to provide continuing studies and professional programs. SFU has developed effective blended-learning models to accommodate adult learners, and continues to develop innovative research-intensive and professional graduate programs. The University is committed to meeting 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.

Table 1: Total Undergraduate and Graduate Enrolment (Domestic and International) and Ministry-Funded Targets (FTE)

	2016-17		2017-18		2018-19		2019-20		2020-21
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	19,903	22,096	19,761	22,161	19,831	22,102	19,941	21,853	20,631
% Achieved		111.0%		112.1%		111.5%		109.6%	

Table 2: Domestic Undergraduate Enrolment and Ministry-Funded Targets (FTE)

	2016-17		2017-18		2018-19		2019-20		2020-21
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	17,229	18,367	16,954	18,239	16,994	18,107	17,074	17,894	17,734
% Achieved		106.6%		107.6%		106.5%		104.8%	

Table 3: Domestic Graduate Enrolment and Ministry-Funded Targets (FTE)

	2016-17		2017-18		2018-19		2019-20		2020-21
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	2,674	3,729	2,807	3,922	2,837	3,995	2,867	3,960	2,897
% Achieved		139.5%		139.7%		140.8%		138.1%	

International Student Enrolment

SFU has established the administrative structures, fee arrangements, and admission policies necessary for achieving its international enrolment goal. With new initiatives to increase retention of international students, they now represent 22.5% of total undergraduate FTEs and 34.6% of graduate FTEs. This growth in the international student body has resulted in additional revenue, but has also added pressure on faculty and the facilities and services provided to these students.

Table 4: International Student Undergraduate Enrolment (FTE)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Actual Data					
International UG - FTE	3,980	4,132	4,425	4,702	4,999	5,208
Share of total UG - FTE	17.5%	18.2%	19.4%	20.5%	21.6%	22.5%

Table 5: International Student Graduate Enrolment (FTE)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Actual Data					
International G - FTE	1,045.1	1,075.6	1,108.2	1,233.1	1,310.1	1,370.4
Share of total G - FTE	29.2%	29.9%	29.7%	31.4%	32.8%	34.6%

2.4.   Quality Assurance

2.4.1. Accreditation

Because Canada has no equivalent quality assurance organization for post-secondary institutions, SFU sought, and was granted accreditation from the Washington-based Northwest Commission on Colleges and Universities (NWCCU),[1] effective September 1, 2015. The NWCCU is one of seven independent regional agencies officially sanctioned by the United States Department of Education to evaluate post-secondary educational quality and institutional effectiveness.

Benefits of institutional accreditation include:

- Accreditation provides an accepted and broadly recognized set of best-practice standards. By demonstrating accountability through improved institutional assessment and evaluation, SFU's reputation for academic quality is enhanced.
- Accreditation helps establish clearer benchmarks for assessing educational goals, contributes to smoothing the progress of curriculum reform, and benefits students' learning experiences.
- International accreditation enhances the value of an SFU degree for alumni abroad.
- Accreditation simplifies relationships with US institutions, including collegiate sports associations.
- The value of accreditation is not limited to quality assurance alone; it also fosters public confidence in an institution's ability to fulfill its stated mission and goals.

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[1] *SFU reports submitted to the NWCCU can be found at: https://www.sfu.ca/vpacademic/accreditation/draft3report.html*

2.4.2. Academic Accreditation/Recognition

SFU has a number of programs that are accredited and/or recognized by relevant professional governing bodies and associations. Professional associations, industry, and the Faculties and departments themselves demand reviews so as to maintain the highest possible standards for their respective programs.

Table 6: SFU's Current Specialized or Programmatic Accreditation and/or Recognition

Faculty	Degree or Program	Accrediting Agency
Applied Sciences	Engineering Science	Canadian Engineering Accreditation Board
Applied Sciences	Mechatronic Systems Engineering	Canadian Engineering Accreditation Board
Arts and Social Sciences	MA and PhD-Clinical Psychology	Canadian Psychological Association
Business	Business Administration	European Quality Improvement System (EQUIS)
Business	Business Administration	Association to Advance Collegiate Schools of Business (AACSB)
Business	Business Administration	(Signatory to) Principles of Responsible Management Education (PRME)
Business	Business Administration Management Information Systems	Business Technology Management Accreditation Council (BTMAC)
Education	Teacher Certification	Ministry of Education – Teacher Regulation Branch
Environment	Physical Geography-Geosciences Concentration	Recognized by the Professional Engineers and Geoscientists of British Columbia
Environment	Master of Resource Management (Planning)	Recognized by the Canadian Institute of Planners and the Planning Institute of BC
Health Sciences	Public Health (MPH, BA, BSc)	Council on Education for Public Health (CEPH)
Science	Chemistry	Canadian Society for Chemistry
Science	Earth Sciences	Recognized by the Association of Professional Engineers and Geoscientists of British Columbia
Science	Biomedical Physiology and Kinesiology (Kinesiology major only)	Canadian Council of University Physical Education and Kinesiology Administrators
Science	Statistics	Statistical Society of Canada
Science	Actuarial Sciences	Canadian Institute of Actuaries
Science	Biological Sciences	College of Applied Biology

2.4.3. Quality Assurance Process Audit

In 2015, the Minister of Advanced Education, Skills and Training tasked the Degree Quality Assessment Board with developing and implementing periodic quality assurance process audits of internal program review policies and processes at public post-secondary institutions. A Quality Assurance Audit Committee (QAAC) was formed to undertake the task. The Committee's Terms of Reference state that the audits should ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented. Institutions are to be audited every eight years.

The QAAC developed Quality Assurance Process Audit Framework and Assessment Criteria, which were approved by the Ministry. A two-year Quality Assurance Process Audit pilot was launched in fall 2016. SFU was the first to undergo an audit.

The University prepared a 72-page [Quality Assurance Process Audit Report](#) that adhered to a Ministry template. The report was followed by a site visit by three Canadian peer academics/reviewers, culminating in an assessment report of SFU's best practices in quality assurance, with specific attention on the University's external program review processes. The report commended SFU for its high-quality work and commitment to quality assurance. It also made some minor recommendations to which SFU responded with a plan of action.

"*The Assessors concluded that SFU meets the highest contemporary standards and practices in academic quality assurance.*" (From the [SFU Quality Assurance Process Audit Assessors' Report](#), March 22, 2017.)

2.4.4. Academic Departmental External Reviews

All academic units are reviewed periodically, normally once every seven years. These reviews allow the units to:

- Assess their strengths and weaknesses.
- Obtain the view of external experts in the field.
- Support academic planning.

The review process is intended to ensure that:

a. The quality of the unit's programs is high, and there are measures in place to allow the evaluation and revision of teaching programs.
b. The quality of faculty research is high, and faculty collaboration and interaction provide a stimulating academic environment.
c. Department members participate in the unit's administration and take an active role in the dissemination of knowledge.
d. The departmental environment is conducive to the attainment of the department's objectives.

Below is a schedule of the SFU departments that have recently been, or currently are, involved in academic departmental external reviews. The recommendations made by reviewers have been considered and implemented where possible.

Table 7: SFU's Academic Departmental External Reviews

	SFU Academic Departmental External Reviews			
Year	Department	Recommendations received following site visits	External Reviewers' Home Institutions	Action Plan developed and approved by Senate
2016-17				
	Engineering Science	July 2017	uAlberta / Carleton / uWaterloo	Feb 2018
	First Nations Studies	May 2017	First Nations University of Canada / uMontana	Feb 2018
	Gender, Sexuality, and Women's Studies	June 2017	uAlberta / uManitoba / Queen's	Dec 2017
	History	Mar 2017	Dalhousie / uMichigan / uToronto	Dec 2017
	Mechatronic Systems Engineering	Apr 2017	uMichigan / uToronto / uWaterloo	May 2018
	Philosophy	May 2017	uVictoria / uWashington / uWaterloo	Dec 2017
	Resource and Environmental Management	Apr 2017	uBritish Columbia / Michigan State / uWaterloo	Nov 2017
2017-18				
	Biomedical Physiology and Kinesiology	Apr 2018	McMaster / Western / York	Nov 2018
	Earth Sciences	May 2018	uAlberta / Carleton / Western	Jan 2019
	Economics	May 2018	uCalifornia, Davis / uChicago / McMaster	Dec 2018
2018-19				
	Archaeology	Apr 2019	uAlberta / uArizona / uCalgary	Feb 2020
	Communication	May 2019	Chinese University of Hong Kong / McGill	Dec 2019
	Contemporary Arts	May 2019	uBuffalo / uCalgary / Queen's	Dec 2019
	English	Apr 2019	uAlberta / uWaterloo / uWisconsin	Dec 2019
	Master of Digital Media	May 2019	uAlberta / uSaskatchewan	NA[2]
	Molecular Biology and Biochemistry	Apr 2019	uGuelph / McGill / uWaterloo	Dec 2019
	Sociology and Anthropology	May 2019	Carleton / uManitoba / uWindsor / York	Dec 2019
2019-20				
	Computing Science	April 2020	uMaryland College Park / uWaterloo / uWashington	TBA
	Geography	TBA	Concordia / Ryerson / uToronto	
	Physics	TBA	uOttawa / McGill / Memorial	
	Statistics and Actuarial Science	May 2020	uLaval / uToronto / uWaterloo	

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[2] *The Master of Digital Media (MDM) external review report was reviewed by the Great Northern Way Trust and the MDM Academic Committee.*

2.4.5. Administrative Departmental External Reviews

Administrative departmental reviews complement the periodic academic reviews. These assessments focus on the University's core administrative functions and are designed to:

- Identify the highest-value opportunities to improve the quality of administrative processes and outputs.

- Enhance the capabilities of the departmental administrative staff to better support the University's academic and research objectives.

- Identify ways to better serve the University's diverse stakeholders.

The administrative departmental external reviews engage administrative departments and functions in an introspective assessment of administrative operations. In the pursuit of continuous improvement, the reviews identify and prioritize opportunities to enhance business processes, promote the efficient use of resources, and deliver exceptional customer service.

The reviews can include a self-study retreat, a digital repository of key unit information to be leveraged by external reviewers, a customer/stakeholder survey, an on-site expert visit, a review team final report, and a detailed execution plan. The reviews are anchored by detailed project charters that clearly define process, scope, budget, and timing. These charters are developed in collaboration with a review team and executive sponsors and are agreed upon prior to any work being undertaken.

The three- to four-person review team is comprised of usually external subject matter experts and internal support personnel. The review process includes a comprehensive document review, interview sessions with relevant departmental senior managers and University customers, interim reporting to senior management for feedback, and the submission of a final report. Results and recommendations are presented to the associated unit for comment, and summary information is presented to the University executive team upon completion of the review.

The administrative departmental external review process is an important aspect of managing academic affairs. Its evaluative, peer-oriented perspective promotes high-quality teaching and research and is conducive to the attainment of both unit and University goals.

Table 8: SFU's Administrative Departmental External Reviews

|	SFU Administrative Departmental External Reviews	
Findings Released	**Department**	**External Reviewers**
Apr 2016	Space Management Review	Huron Consulting
Apr 2017	Archives and Records Management	Western University / Private Consultant
May 2017	Information Technology Services	University of Victoria / Thompson Rivers University
Jun 2017	Safety and Risk Services	University of Alberta / Xpera
Jun 2017	Teaching and Learning Centre	Queen's University / University of Waterloo
Fall 2017	Advancement and Alumni Relations	Grenzebach Glier and Associates
Mar 2018	Research Accounting	University of Alberta / Western University
June 2018	Dean's Office, Arts and Social Sciences	Western University / JS Consulting
Nov 2018	SFU Childcare - Strategic Review	MMK Consulting
Dec 2018	SFU Childcare - Financial Review	PricewaterhouseCoopers
Mar 2019	SFU Centre for Dialogue	SFU Planning and Analysis
May 2019	Meeting, Event, and Conference Services - Financial Review	SFU Planning and Analysis
Jun 2019	SFU Commercial Services	360 Collective / Blue Marble Consulting
Sep 2019	Meeting, Event, and Conference Services - Operational Review	Deloitte
TBA	Review of Student Programs and Services	Keeling & Associates

3. STRATEGIC DIRECTION

3.1.   Planning Framework

The Integrated Planning Framework is the result of a consultative administration process derived from the Vision. The Framework informs future initiatives, allocation of resources, and measurement of success. It guides all institutional planning activities and includes mechanisms for monitoring progress and achievements. As a dynamic document that reflects the University response to its changing environment, it is updated regularly.

The "Planning Wheel" below illustrates how all operational plans integrate to form the University's Planning Framework. The Academic Plan, Strategic Research Plan, and Strategic Community Engagement Plan, which represent core theme planning, form the main linkages between the Vision and the Faculty plans, departmental plans, and functional plans. All plans are constrained by the two outer circles—Financial Model and Governance Model.

University Planning Framework ("Planning Wheel")
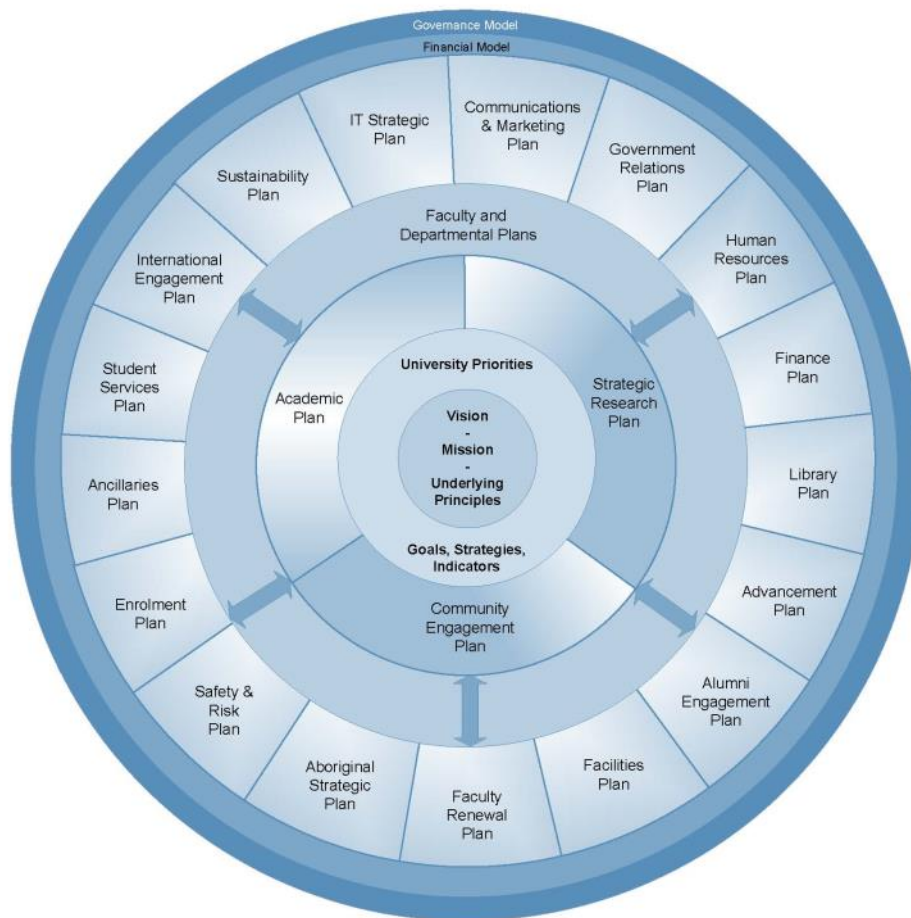
3.2.   Academic Plan

The 2019-2024 Academic Plan was created in consultation with the SFU community and builds on the academic plans developed by Faculties, their academic units, and support services. It outlines the strategies on which SFU will need to focus to continue to be a leading engaged university and to be an active participant in the innovation and dialogue that shape our future.

The plan aligns with SFU's Vision to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. It focuses on five foundational challenges, which form the basis of the plan and its corresponding initiatives and programming:

> Challenge 1: Student Life, Learning, and Success
> Challenge 2: Academic Quality/Curriculum
> Challenge 3: Engagement
> Challenge 4: Bridging Divides/Interdisciplinarity
> Challenge 5: Faculty and Staff Renewal

SFU's ongoing commitment to Aboriginal Reconciliation, equity, diversity, and inclusion is also embedded throughout the plan.

The University will be regularly assessing and reviewing the plan as it unfolds.

3.3.   Strategic Research Plan

SFU's 2016-2020 Strategic Research Plan builds on its strengths and successes and positions the University to continue to grow its capacity in research and knowledge mobilization. The plan provides direction for solidifying SFU's interdisciplinary research strengths while building critical mass in areas that are globally relevant and strategically important. It reinforces SFU's commitment to excellence across the full spectrum of research as the driver of bold research questions, engaged partnerships, and transformative impact. Lastly, it provides a road map for how the University will capitalize on new opportunities, invest in strategic growth areas, and drive forward initiatives that enhance its research performance.

Within the plan are six intersecting challenges that enable SFU to draw from diverse areas of expertise to build transdisciplinary research strengths and capacities:

> Challenge 1: Addressing Environmental Concerns and Creating a Sustainable Future
> Challenge 2: Understanding Our Origins
> Challenge 3: Supporting Health Across the Human Lifespan
> Challenge 4: Strengthening Civil Society by Advancing Justice, Equity, and Social Responsibility
> Challenge 5: Enhancing Our World Through Technology
> Challenge 6: Transforming the Landscape of Teaching and Learning

Going forward, SFU will seek ways to strategically invest in supporting research that addresses these challenges.

3.4. Strategic Community Engagement Plan

SFU's Strategic Community Engagement Plan intends to empower SFU students, faculty, and staff to form deeper and more courageous partnerships so that community-engaged teaching, research, and creative activity may better express co-created intentions for community impact while maintaining scholarly rigour.

The plan offers a prescribed set of specific actions and outcomes, a vision for the practice of community engagement, and a collection of foundational principles and values, critical success factors, overarching goals, and priority strategies as a framework for developing local, responsive, and strategic action plans for ambitious, impact-oriented work.

Goal 1: Integration
- SFU will maintain and expand its community connections as an integral part of its academic mission, creating opportunities for practical and experiential learning; informing and inspiring research; and contributing to its relevance and success.

Goal 2: Reach
- SFU will develop partnerships and maximize the capacities of its three campuses to enhance the social, economic, environment, and cultural well-being of communities both locally and globally.

Goal 3: Relationships
- The University will build respectful and mutual beneficial community relationships.

Goal 4: Lifelong Learning
- SFU will meet the lifelong learning needs of students, alumni, and the community, and will respond with innovative programs and learning opportunities for academic, personal, and professional development.

Goal 5: BC's Public Square
- SFU will be BC's public square for enlightenment and dialogue on key public issues and will be known as the institution to which the community looks to for education, discussion, and solutions.

SFU's Strategic Community Engagement Plan offers a wide array of beginnings and continuations for the entire SFU community, both internal and external, to consider and strive toward.

3.5. International Engagement

SFU students and alumni understand the critical importance of interacting with the world around them. The pursuit of knowledge, understanding, and engagement to address global challenges is core to SFU's vision.

As the increasingly global economy and labour market heighten the need for globally and interculturally competent graduates, SFU offers students many ways to engage and broaden their horizons through international experiences at home and abroad.

SFU's strategic international partnerships for research, studying and working abroad, academic collaborations such as dual degree programs, and development activities provide students with opportunities to develop essential skills, perspectives, and networks that help them navigate a rapidly changing labour market. SFU values international knowledge, understanding, and engagement and seeks to engender an active global citizenship among its students, faculty, and staff, and to ensure that SFU is an engaged partner and contributor on the international stage.

SFU's Engaged University Vision commits the University to valuing diversity and fostering a culture of inclusion and mutual respect. This commitment is reflected in many campus and community initiatives, including in the classrooms where faculty and students learn alongside colleagues from around the world. SFU benefits greatly from the diversity of its students, staff, and faculty. Its varied backgrounds and cultures provide a wealth of experience, knowledge, and perspective and are a source of strength and pride. The University works hard to evoke a sense of belonging and connection, ensuring SFU is a welcoming, safe, equitable, and inclusive community for all students, especially for those coming from different environments and bridging to new ones.

International Student Undergraduate Enrolment

SFU has established the administrative structures, fee arrangements, and admission policies necessary for achieving its international enrolment goal. With new initiatives to increase retention of international students, they now represent 22.5% of total undergraduate enrolment. This growth in the international student body has resulted in additional revenue, but has also added pressure on faculty and the facilities and services provided to these students.

SFU has seen an increase in undergraduate, international applications, which has resulted in a highly competitive standard of admission. The University is beginning to see some impact of these high admission averages through reduced enrolment rates and lower application numbers from some student groups; specific initiatives have been developed to overcome these challenges. Finally, international applicants continue to be interested in specific programs such as those in the Faculty of Applied Sciences or the Beedie School of Business; however, SFU is focusing on diversifying both its applicants and the programs to which they are admitted.

International Student Graduate Enrolment

The graduate student population consists of 34.6% international students, with proportions of up to 45-74% in the science and technology programs. There was an 27.4% increase in international graduate students from 2015-16 to 2019-20. World-class research and faculty, as well as competitive program offerings and no international tuition fee differential for research-based programs, attract international graduate students from over 100 countries. Programs such as the Double Degree in Global Communication with the Communication University of China speak to SFU's international engagement at the graduate level. In addition, the visiting graduate research program admits about 200 graduate students per year from across the world to conduct research for up to one year.

3.6. COVID-19 Response

On March 17, 2020, following information and advice from regional and provincial health officers regarding COVID-19, SFU made the decision to move from in-person instruction to on-line instruction for what was remaining of the spring 2020 term. This decision entailed a full and complete COVID-19 related lockdown of SFU's three campuses. Safety protocols were put into place for all students, faculty, and staff, which included transitioning the majority of SFU employees to working remotely. In the following days and weeks, SFU further decided to continue with on-line learning for the summer and fall 2020 semesters. In September 2020, in conjunction with UBC and the BC post-secondary environment as a whole, SFU made the decision to extend its on-line learning model for the spring 2021 semester.

SFU, like all post-secondary institutions in the province, has had to act quickly and efficiently in order to secure the safety of its community while still maintaining the quality of education the University is known for. Instructors, with the aid of the Centre for Educational Excellence, SFU IT Services, and other University administrative units were quickly mobilized to provide on-line teaching, testing, and assessment for students in all courses. SFU facilities, following the advice of provincial health authorities, secured all three campuses, putting safety practices in place and keeping the SFU community up to date of the ongoing changes. SFU Student Services quickly adapted the delivery of services to ensure student safety while simultaneously posting informative updates for students to keep them abreast of the COVID-19 situation as it pertained to SFU and their studies. All corners of the SFU community came together to answer the call.

Below is a sample of the information networks established by the University to keep the community informed of all COVID-19 related information and issues:

- General questions
- International students
- Graduate students
- University admission
- Cooperative education
- SFU research
- Risk and safety protocol for faculty and staff

Currently, the University is following infectious disease protocols and regularly communicating with key stakeholders to ensure its three campuses are prepared and able to respond as needed. It is further taking precautions to prevent the spread of communicable illnesses on its campuses including:

- Notifying the community of the recommendation against travel outside of Canada at this time, and if travel has occurred, to self-isolate for 14 days upon return.
- Recommending that non-surgical masks be worn in all public campus spaces.
- Promoting good hygiene practices among members of the University community (e.g., handwashing) and providing appropriate hand-cleaning facilities and/or alternatives like alcohol hand rubs.
- Ensuring SFU premises and high touch points are appropriately cleaned and maintained to prevent the spread of communicable illnesses and informing members of the University community in the use of appropriate disinfecting materials.

Moving forward, SFU has created the COVID-19 Impact Scale to aid in the recovery planning and implementation as the University responds to the external decisions and indicators to either loosen or tighten its operations in an orderly and coordinated way. The COVID-19 Impact Scale identifies four distinct recovery phases: extreme, high (high 1 and high 2), moderate (moderate 1 and moderate 2) and low. Each phase serves as a barometer to help inform the SFU community and guide decision making and planning.

Given the unprecedented volatility of the COVID-19 pandemic, SFU is considering and planning for many different scenarios and impacts that may or may not occur in the short- and long-term future. These include:

- Needing to potentially innovate teaching methods.
- May need to consider moving away from traditional undergraduate curriculum models.
- Needing to potentially provide more financial, academic, and personal support for students (especially those from under-represented communities).
- Potentially, the University may have a higher percentage of employees seeking medical leaves or accommodations due to health issues; this will have an impact on the University's ability to deliver programs and services.
- May need to consider reducing enrollments in programs where in-person teaching is seen as essential (e.g. engineering) or in programs where the in-person cohort experience is seen as a big part of the value (such as MBA, M.Ed.)
- The impact of Covid-19 on international students attending SFU and other BC and Canadian post-secondary institutions is unknown. Canada has the opportunity to show that it is welcoming to international students during the pandemic but is in danger of hurting its reputation through slow visa processing and over-restrictive arrangements at arrival points. A downturn in international enrollment would create medium-term budget problems for SFU.
- Managing reduced revenues from a wide range of ancillary services such as recreation passes, parking, residences, food services, space rentals and associated services to external groups (e.g. conferences).

- Managing increased costs associated with cleaning and provision of protective equipment and facilities.
- Managing reduced opportunities for various kinds of research.
- Managing reduced opportunities to work with First Nations communities due to concerns about COVID in vulnerable communities.

The safety and well-being of the SFU community is of paramount importance to the University. When the COVID-19 pandemic first erupted in British Columbia, SFU was quick to follow provincial and national health recommendations to keep its community safe. In the coming weeks and months, the University will continue to follow the required health and safety guidelines and protocols to keep its community informed, healthy, and safe.

4. SFU CORE THEMES AND STRATEGIC GOALS

4.1.   Core Theme: Engaging Students

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

Strategies

- SFU will foster supportive learning and campus environments.

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

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

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

Initiatives and Achievements

SFU is committed to fostering and providing students with extensive, high-quality learning environments. Its Student Services unit is the leading provider of the services and supports students need and require in order to be successful in their studies. Below are examples of recent initiatives:

- Mental health pilot success: The "mySSP" Student Mental Health Pilot Program, which provides 24/7 free access to all students, continues to see increases in student uptake: Over 2,390 clinical cases were opened by 1,299 unique users this past academic year.

- Significant increases in student interactions across Student Services: Most notably, International Services for Students provided over 13,450 advising sessions for international students—a 24% increase over the last academic year.

- Support for survivors of sexual violence: The Sexual Violence Support and Prevention Office saw a 167% increase in disclosures, consultations, and reports from the previous academic year.

- Improved student orientation programming: An institution-wide revisioning of Welcome Day events was launched. A request to move fall Welcome Day to the first day of the fall term was approved by Senate in December 2019.

- Improved student communications: A strategic framework, guidelines, and toolset for student communicators was developed and launched. A CRM tool to manage relationships with prospective students was implemented and is currently being planned for current SFU students.

- Development of new physical spaces for students: Two new multi-faith prayer spaces opened at the Surrey campus this year; stadium construction is well underway, with projected completion for fall 2020; construction is underway for an additional 482-bed residence, which is scheduled to open in spring 2021; and a new Indigenous Student Space is being built, which is set to open in fall 2022.

- A five-year Strategic Enrolment Management Plan was initiated in conjunction with the Office of the Vice-President, Academic and phase two of the admission model was launched, which includes the rest of Canada, new BC curriculum, and grade 11 marks.

- Formalization of the Langara College Indigenous Student Pathway Program.

Research shows that student well-being is strongly connected with student academic success, sense of belonging and involvement on campus, and retention through to graduation. SFU student well-being is of paramount importance to the University. To that end, SFU has developed a number of Student Services-led initiatives, programs, and services across all three campuses to support the key components of student well-being, including mental, physical, and spiritual health:

- **Health and Counselling Services**
  Health clinics at the Burnaby and Vancouver campuses, fully staffed with doctors and nurses, provide primary health care for students. The mySSP mental health support pilot program provides all SFU students with 24/7 access to care in a variety of languages via a number of modalities. This program has shown tremendous uptake by SFU students.

- **Healthy Campus Community**
  The Healthy Campus Community initiative engages and enables staff, faculty, students, administrators, and community partners to work collectively toward creating campus conditions that enhance well-being and success for all.

- **Sexual Violence Support and Prevention Office**
  SFU's Sexual Violence Support and Prevention Office (SVSPO) opened its doors on February 1, 2018, and is a key outcome

of the campus community's development of SFU's Sexual Violence and Misconduct Prevention, Education and Support Policy (GP 44).

The SVSPO provides support for campus community members, including students, staff, and faculty who are impacted by sexual violence. A Survivor can receive support regardless of when or where the incident took place. The office provides co-ordinated access to other SFU services to minimize the retelling of one's experience. The SVSPO works from a survivor-centred and trauma-informed approach that empowers survivors to choose what their support needs are. The office provides support to SFU's Burnaby, Vancouver, and Surrey campuses.

- **Interfaith Centre**
  SFU's Interfaith Centre provides a range of faith-based wellness support services for all SFU students. In addition to providing faith-based support programs and services, this unit leads campus conversations regarding discrimination, anti-racism, and belonging. This service has experienced significant growth of student visits; across SFU's three campuses and during the 2019-2020 academic year, the Interfaith Centre received 7,500 monthly visits.

- **Student Conduct Office**
  SFU's Student Conduct Office serves SFU students, faculty, and staff by delivering on a range of responses to students in distress and concerning student behaviour. Intervening to help students and to co-ordinate the appropriate support is a key function of the office, along with creating awareness about SFU students' rights and responsibilities, which includes the responsibility to understand the Student Conduct Policy (non-academic misconduct) (S.10.05) along with the right to procedural fairness and support.

Many of Student Services' activities have significant community engagement components. Programs such as Work Integrated Learning (over 4,200 SFU students placed in 2019 in local, national, and international workplaces), Career and Volunteer Services (currently networking with over 5,000 employers and professional groups), and International Services for Students (interfaced with over 100 global partners in 2019 for study abroad activities, including field schools and exchanges) are examples of activities that demonstrate SFU's commitment to community engagement.

SFU is committed to the well-being and academic and career success of its students. With relevant and accessible services and supports in place, and more constantly being added, SFU takes pride in providing a quality learning environment for its students.

4.2. Core Theme: Engaging Research

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

Strategies

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

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

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

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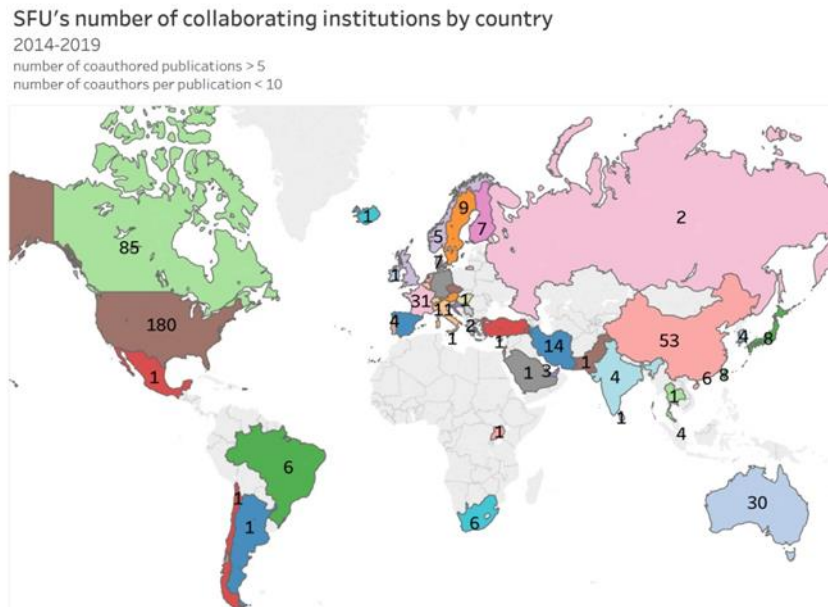
Initiatives and Achievements

SFU's Research Centres and Institutes are an integral part of research at the University. SFU has established 44 Research Centres, which are formally designated, non-departmental academic or administrative units established for the purposes of facilitating collaborative research mainly within a Faculty, and 22 Research Institutes created to facilitate collaborative multi-disciplinary research between different Faculties or multi-university initiatives and to provide research-related services to the community. The Centres and Institutes serve as the foundation for the University's active research portfolio. Below are examples of some recently launched initiatives:

- In April 2019, SFU celebrated its Surrey campus expansion with the opening of a $126-million building in Surrey's City Centre. The facility is home to SFU's new Sustainable Energy Engineering Program, which launched in September 2019. This will enable SFU to generate the talent and research that BC and Canada require to be leaders in the development and application of clean technologies and sustainable energy solutions.

- In September 2019, SFU launched the Data for Good initiative to solve social and economic challenges in Canada by harnessing big data's power and potential. The initiative invites mission-driven organizations, advocates, and

government to partner with SFU and to work with the University's big data experts to amplify the collective efforts to effect greater social impact.

- In September 2019, SFU VentureLabs received $3 million in funding from Western Economic Diversification Canada (WD Canada) to establish a scale-up and soft-landing centre at its Vancouver business accelerator.

- In October 2019, the provincial government announced it will invest $17 million over the next five years to establish a new Quantum Algorithms Institute to be hosted at Simon Fraser University's Surrey campus, which will serve as the core of the city's new innovation corridor. This is a major advancement for SFU, which is already recognized as a global leader in quantum computing—one of the most exciting frontiers in technology.

- In November 2019, SFU introduced the Core Facilities Program, comprised of 4D LABS, Big Data, ImageTech Lab, and eBrain lab. The Core Facilities Program provides access to shared infrastructure across the SFU community, opportunities to acquire and share world-class facilities and expertise across multiple disciplines.

- SFU continues to host Cedar, Canada's most powerful academic supercomputer and one of only five national systems. As the future of research moves to agile prototyping and integrating big data approaches across the spectrum of research, SFU has world leading expertise to guide researchers on their big data journey by using the supercomputer Cedar.

- In December 2019, an SFU global collaboration led to the creation of Natural Products Atlas, the world's first open-source database of natural microbial products. The Natural Products Atlas, which holds information on nearly 25,000 natural compounds and serves as a knowledge base and repository for the global scientific community, develops new tools and discovery platforms across a range of areas, from genomics and biosynthesis, to synthetic organic chemistry and natural products.

- In December 2019, SFU launched the Community-Engaged Research initiative (CERi). CERi strengthens the capacity of SFU researchers and students to engage with community members and to develop and strengthen meaningful, ethical, and productive research partnerships and networks in areas such as rights, justice and reconciliation, Indigenous research, health, social innovation, and economic development.

- In February 2020, The First Nations Health Authority (FNHA) and SFU signed a groundbreaking agreement that increases Indigenous self-determination for health research. The first agreement of its kind between FNHA and an academic institution, it gives FNHA research affiliate status with SFU. This innovative project is the first in Canada to use community-based research to gather Indigenous perspectives on health and harm reduction.

SFU's international footprint through research collaborations is consistently on the rise, as its researchers increasingly participate in large-scale international research projects and lead world-class initiatives. Over the past five years, SFU has collaborated with over 3,100 institutions worldwide in 125 countries, producing over 8,650 publications.

SFU's number of collaborating institutions by country
2014-2019
number of coauthored publications > 5
number of coauthors per publication < 10

SFU delivers academic and research excellence. Building on a solid foundation of fundamental research, the University is committed to disseminating knowledge and harnessing new ideas and innovations for the benefit of society.

4.3. Core Theme: Engaging Communities

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

Strategies

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

- SFU will develop partnerships and maximize the capacities of its three campuses to enhance the social, economic, environmental, and cultural well-being of communities both locally and globally. The University will build respectful and mutually beneficial community relationships.

- SFU will meet the lifelong learning needs of students, alumni, and the community, and will respond with innovative programs and learning opportunities for academic, personal, and professional development.

- SFU will be BC's public square for enlightenment and dialogue on key public issues, and will be known as the institution to which the community looks for education, discussion, and solutions.

Initiatives and Achievements

Since its inception in 1965, SFU's history has become increasingly rich with genuine, grass-roots community connections, both through place-based hubs located within the communities the University serves and through the growing relationships among professors, researchers, and residents of the region. Below are examples of some of SFU's current community engagement programs and initiatives:

- In 2019, SFU, together with the Carnegie Foundation for the Advancement of Teaching, Brown University, and the McConnell Foundation, commenced with co-presenting a [Canadian pilot of Carnegie's Classification for Community Engagement](#)—a classification that examines how universities and colleges can partner with community to create mutual benefit, share knowledge, and exchange resources. SFU's role in this partnership is to lead and support a network of 16 universities and colleges across Canada to create a network of leading Canadian post-secondary institutions that are bound by an interest in self-assessment and quality improvement in their practices and approaches to civic and community engagement, and potentially, to found a Canadian version of the Classification that would offer a framework to post-secondary institutions across Canada to deepen their impact in partnership with the communities they serve.

- SFU is a member of the [BC Collaborative for Social Infrastructure](#) and is working with BCIT, UNBC, and VIU to share knowledge and resources to build its social infrastructure to support its communities. A grant of $600,000 has been received from the McConnell Foundation to advance this work.

- [The Bill Reid Centre](#) seeks to encourage community and academic conversations regarding the visual culture of Northwest Coast First Nations and promote public understanding and respect for the First Nations of the Northwest Coast past and present. The Centre documents, through photographs, drawings, and various other media, the depth and richness of Northwest Coast culture in the hundreds of communities in which it was recorded in the past and where it continues to thrive today.

- [The Burnaby Festival of Learning](#) is co-presented by Simon Fraser University and the City of Burnaby, with participation from several Burnaby organizations that are anchors in the community. The Festival explores current events and knowledge frontiers through the innovative programming of local non-profits, small and large businesses, arts, culture and recreation centres, libraries, researchers, thought-leaders, entrepreneurs, students, and more.

- [SFU Recreation Camps](#) are offered to community members of all ages. The camps encourage learning and skill development through physical activity, educational programming, and creative activities in an inclusive and positive environment. Approximately 8,000 people participate annually in aquatics, computing, language, leadership, media arts, science, outdoor recreation, and sports camps, providing SFU students with leadership opportunities in a range of activities.

- [Trottier Observatory and Science Courtyard](#) are an integral part of the Trottier Studio for Innovative Science Education. Both facilities are uniquely dedicated to bringing science education and astronomy to children, youth, and the public. Nestled within the heart of the Burnaby campus, the Trottier Observatory is the flagship facility in the Faculty of Science's myriad outreach programs, including the Starry Nights program, which has brought thousands of star-gazers to campus to scan the night skies and learn about astronomy.

- [CityStudio](#) is an innovation hub where City of Vancouver staff, students, and community co-create experimental projects to make Vancouver more sustainable, livable, and joyful. CityStudio has engaged 6,228 students, 345 faculty, 274 city staff, in 911 projects.

- [Philosophers' Café](#) is a series of informal public discussions that take place in the heart of the local communities. Since 1998, this award-winning program has engaged the interests of scholars, seniors, students, philosophers, and non-philosophers through stimulating dialogue and the passionate exchange of ideas.

- [RADIUS](#) (RADical Ideas, Useful to Society) is a social innovation lab and venture incubator consisting of three components:
  1. With people as its starting point, RADIUS Edu is re-imagining how to support the learning journeys of emerging changemakers.
  2. Systems-focused, RADIUS Lab works with community partners to understand problems and design, test, and launch interventions.
  3. Built to amplify promising solutions, RADIUS Ventures partners with impact ventures to get them market-, growth-, and investor-ready.

- [SFU Morris J. Wosk Centre for Dialogue](#) is a hub for dialogue and engagement initiatives. As a trusted convener, the Centre creates a space for respectful conversations between diverse stakeholders, where mutual curiosity and collaborative inquiry act as alternatives to adversarial approaches.

- [SFU Galleries](#) are dynamic centres for the presentation and interrogation of art practices and ideas, stewarding holdings of over 5,500 significant regional and national art works from both the 20th and 21st centuries. SFU Galleries encourage conceptual and experimental programs that explore ways in which contemporary art is socially and politically engaged.

- [SFU Public Square](#) is SFU's go-to convener of serious and productive conversations about issues of public concern. Key initiatives include an annual week-long community summit to investigate, and recommend practical solutions to, pressing issues in BC and Canada.

- [SFU Semester in Dialogue](#) is a one-semester, full-time program designed to inspire students with a sense of civic responsibility and to encourage their passion for improving society. Each semester, the program offers an original, interdisciplinary experience that bridges the classroom with the community and creates space for students to reflect on what they are doing and why it matters.

- [SFU Vancity Office of Community Engagement](#) provides community educational opportunities for local residents, access to artist talks, and cultural events and builds partnerships with community organizations, engaging over 9,000 people per year.

- [SFU Woodward's Cultural and Community Programs (SFUW)](#) promote creativity and leading practices in contemporary arts as well as public community discourse. WCU engages the immediate inner-city community through unique cultural, employment, and public initiatives.

- [312 Main Street](#) is home to a dynamic community of entrepreneurs, artists, and organizations committed to economic and social democracy, empowering one another, and the neighbourhood they are a part of, to thrive.

- [SFU Student Community Engagement Competition](#) started in 2014 as a collaboration between Blackwood Partners Management Corp., Surrey Central City, the City of Surrey, and Simon Fraser University's Surrey campus. This community-sponsored competition encourages students to develop and pitch ideas designed to strengthen community

resiliency. Over its first six years, $74,000 has been contributed to support the implementation of 31 student projects.

- [SFU Surrey–TD Community Engagement Centre](#) connects people and organizations in Surrey in a genuine way through collaboration, the sharing of resources, and the co-creation of ideas and solutions to build communities that are more resilient.

- [SFU Coast Capital Savings Venture Connection](#) (VC) is Simon Fraser University's flagship program for early-stage ventures, offering support through incubation, mentorship, office space, and access to the University's vast entrepreneurship community. Since 2008, VC has engaged over 13,000 participants, benefitted from the support of over 150 volunteers, and provided mentorship to over 1,300 student teams and business development services to over 230 early-stage startups.

SFU is committed to contributing all of its capacities, from people to properties, to develop healthier and more vibrant communities. Whether by preparing adaptable, high-functioning citizens or by collaborating in and mobilizing knowledge, SFU encourages, supports, and celebrates community engagement.

4.4. Fundamental Theme: Leveraging Institutional Strength

To achieve SFU's goals, the University must ensure that it builds institutional strength to support its activities. This institutional strength includes recruitment and retention of excellent faculty and staff, recruitment of high-quality students, and development of supporting structures, such as Student Services, IT capabilities, and the Library.

Initiatives and Achievements

Although not a core theme, SFU still regards Leveraging Institutional Strength a key supportive fundamental theme in the University's ability to provide quality education and fulfill its Vision. The financial health and management of the University is important, so too is its investment in its capital infrastructure. Other supporting elements, such as the Library and the University's commitment to achieving a sustainable campus environment, are also important aspects of this fundamental theme. Below are examples of SFU's commitment to Leveraging Institutional Strength:

Financial Management

- SFU's provincial operating grant for 2019-20 was $245.4 million, up $13.0 million from the previous year's $232.4 million. Government of Canada operating grants for 2019-20 were $8.7 million, materially consistent with the previous year's $8.8 million.

Breakdown of the 2019-20 $245.4M provincial operating grant:

◊ $241.135M operating grant as stated in the original budget letter dated July 19th, 2019;
◊ $0.952M of MSP premium funding;
◊ $0.485M operating grant for the Electronic Library Network;
◊ $2.143M for the French Language Proficiency Initiative; and
◊ $0.664M of other miscellaneous provincial funding.

- Tuition and student fees are a major source of operating income and increased to $292.9 million for 2019-20, exceeding provincial operating grant funding. The increase was due primarily to tuition fee increases – 2% for domestic students and 4% for continuing international undergraduate students, with 12% to 20% for new international students and for those international students in professional programs – and international student enrolment growth.

- Salaries and benefits comprise most of the University's operating expenses. With over 3,000 continuing employees, as well as part-time and temporary faculty and staff, salary and benefit costs comprised 63% of total operating expenses for 2019-20.

- The Strategic Initiatives Program has assisted SFU in focusing spending on major initiatives to maximize the positive impact on the University and its global reputation. A core funding amount of $8.9 million was allocated in 2019-20 for the program.

- New for 2019-20, the University has provided seed funding for the Strategic Initiative Project Program (SIPP), distributing at least $1 million annually in support of smaller scale, departmentally-focused projects that will contribute to achieving the broader mission of the institution.

- SFU's endowment fund, driven by a strong year of donations and investment earnings, ended 2019-20 with a market value of $509.4 million. The endowment fund consists of over 950 individual endowments that provided $20 million of support in 2019-20 for academic programs, student financial aid, research, professorships, library collections, and athletics.

- Major steps forward in 2019-20 included meeting the new 45% revised carbon footprint reduction target by the year 2025 (the original target was 30% by 2030) for the public equity portion of the University's investment portfolio (as measured by MSCI ESG Research Inc.), developing strategies to further reduce the University's carbon footprint, and completing the United Nations Principles for Responsible Investment Annual Report filing.

Capital and Infrastructure

The University's capital strategy is based on four strategic initiatives that will help SFU meet its goals by fostering supportive campus environments for students, research, and the community:

1. Surrey Campus Expansion
2. Burnaby Campus Renewal
3. Community Engagement
4. Sustainability and Climate Action

The University completed construction of a $126 million building on the Surrey campus in 2019-20, now home to SFU's new Sustainable Energy Engineering Program.

The University's Residence and Student Housing Plan is a long-term strategy for the development of student infrastructure that supports learning and creates healthy campus communities. Phase 1, which is scheduled to open in spring 2021, will provide 482 beds for first-year students at the University's Burnaby campus.

Other major capital initiatives include:

- A new student union building (funded by the Simon Fraser Student Society), which is substantially complete and is preparing for its grand opening in 2020.

- A new bio-mass fueled central energy plant (in partnership with SFU, UniverCity, and a private operator), which is expected to be completed in 2020.

- A major expansion and renewal of the residence dining commons, with an anticipated completion date of spring 2021.

SFU's 2019-2024 Five-Year Capital Plan includes a detailed synopsis of priority, renewal/replacement, student housing, and self-funded projects.

The Library

The SFU Library is a site of inspiration and creation of scholarship, as well as access to information. Library facilities on all three SFU campuses provide access to collections, in-person research assistance, equipment loans, and study space. SFU Library Collections include three million print volumes and 3,500 print journal subscriptions, 71,000 e-journals, and more than 10 million digital volumes in total. Library highlights include:

The Special Collections Division develops and manages extensive holdings of rare books, manuscripts, archival collections, visual material, and oral histories, with a current collecting emphasis on content reflecting the literary, political, and cultural history of BC.

The Student Learning Commons offers student learning and writing support to all students, including those needing help with academic English, those studying in French, and those whose academic careers are at risk.

The Research Commons provides a range of services to graduate students, such as intensive thesis writing workshops, advanced training and support for research software, and graduate-level writing support.

A new Media and Maker Commons opened in the W.A.C. Bennett Library in January 2020, offering 3D printing, laser cutting, a virtual reality studio, audiovisual production facilities, and more.

Sustainability

SFU recently approved a Strategic Sustainability Plan (2020-2025), which, given a global climate crisis, will mobilize the entire institution to embed climate action throughout its operations, research, academics, and community engagement. The goals of the plan are:

- University services innovation: SFU will develop and apply innovations in climate change mitigation to all operational decisions.

- University as a living lab: SFU will mobilize teams of researchers, instructors, students, staff, and community members to identify, test, and pilot solutions to climate change at and beyond the University's geographical boundaries.

- Climate action leadership: SFU will provide opportunities for staff, faculty, students, alumni, and external community members to be literate in the causes and impacts of the climate change and competent in their individual contributions to climate action in their roles as learners, teachers, researchers, and employees.

SFU's continued commitment to the Leveraging Institutional Strength theme ensures that the University will have the institutional strength to support its activities and fulfill its Vision.

5. MINISTRY GOALS AND OBJECTIVES

5.1. Ministry Service Plan

In addition to the many activities covered in this report, below are examples of initiatives and programs that directly relate to the Ministry of Advanced Education, Skills and Training's goals and objectives for post-secondary education in British Columbia as specified in the Ministry Service Plan.

Ministry Goal 1: Lasting reconciliation with Indigenous Peoples in BC through post-secondary education and skills training.

Objective 1.1: Implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission.

SFU's Aboriginal Reconciliation Council—Walk This Path With Us

- Over the course of the fall 2016 and spring 2017, members of the SFU Aboriginal Council consulted broadly with the aboriginal and non-Aboriginal communities, both on and off campus, to develop a set of recommendations to guide the University in targeting government-allocated funds in ways that will support reconciliation efforts. Work has begun on answering the 34 Calls to Action, including:
  ◊ design and delivery of cultural awareness programming
  ◊ grants to support Indigenization of the curriculum
  ◊ expansion of the Indigenous Student Centre
  ◊ Indigenization of the three campuses through art and artifacts
  ◊ investments in Indigenous language programming
  ◊ review and redesign of Indigenous Student Pathways programming

Objective 1.2: Support accessible and responsive skills training and post-secondary education programs for Indigenous learners and communities.

All Faculties and units at SFU are actively engaging in the indigenizing curriculum conversation. SFU is beginning to put relevant programming into place, for example:

- Indigenous Transfer Pathway Partnership

  Recently, the University entered into an Indigenous Transfer Pathway Partnership with Langara College that is scheduled to come into effect September 2020. The partnership will create better opportunities for Indigenous students and allow both institutions to work in partnership with the Indigenous community to meet their educational goals.

  Langara will support Indigenous students by:
  ◊ communicating information on available SFU courses and programs, as well as any academic and admission requirements
  ◊ registering eligible Indigenous students for assistance in their successful transition to SFU
  ◊ providing information on potential entrance awards that may be available to eligible students
  ◊ forwarding student names (with permission) to SFU for flagging in the SFU admission process
  ◊ facilitating SFU recruitment initiatives at Langara College

  SFU will support Indigenous students by:
  ◊ maintaining accurate public information about the Transfer Pathway on a dedicated website

◊ providing opportunities for Langara students to visit the SFU campus, meet with staff in the SFU Indigenous Student Centre, attend student recruitment fairs at Langara, and meet with Student Services and Faculty advising and recruitment representatives

◊ providing up to five Aboriginal Student Entrance Awards to eligible SFU transfer students

- **Indigenous Pathways Planning Group**

  The overarching goal of this group is to develop recommendations for re-imagined pathways and supports for First Nations, Métis, and Inuit (FNMI) students as they journey to and through Simon Fraser University. The group is currently conducting research in three areas: access (K-12), transition (first year), and retention (beyond first year). They have examined over 260 Canadian post-secondary institutions and have conducted 29 one-on-one interviews or sharing circles with knowledge holders (outside of SFU). Additionally, 43 one-on-one interviews or sharing circles were conducted with knowledge holders who support Indigenous programs and services at SFU. The group is in the process of transcribing all interviews and amalgamating all research data.

  Further updates on this initiative, as well as many others, can be found in the quarterly reports published on the [SFU Reconciliation website](#).

Ministry Goal 2: British Columbians have access to inclusive, responsive, and relevant post-secondary education to reach their full potential.

Objective 2.1: Improve the affordability and accessibility of post-secondary education and skills training for all British Columbians.

SFU is committed to initiatives and projects that help to make post-secondary education both accessible and affordable. It has many units and programs in place designed to assist students in accessing funding, grants, academic and career advising, tutoring, etc. The University is constantly responding to relevant and immediate student needs to provide students with quality support services. Below are some examples of SFU's commitment to affordability and accessibility of its programs and classes:

- **Government Tuition Limit**
  ◊ SFU supports, and is committed to, the provincial government's 2% annual increase tuition cap as a means of keeping post-secondary education affordable and accessible for students.

- **Affordability**
  ◊ SFU administration and the Undergraduate and Graduate Student Societies recently formed a working group to find ways to increase affordability of education at SFU.

- [**Financial Aid and Awards**](#)
  ◊ SFU has numerous loans, bursaries, and grants available for entrance students, continuing undergraduate and graduate students, and international students. SFU also has emergency relief funds for students in particular need. Students can access financial aid information and/or financial aid advisors online or at any of the financial aid offices on each of the University's three campuses.

- Youth in Care Tuition Waiver Program
  - ◊ Tuition for BC former youth in care will be waived for students who meet the criteria outlined by the Province and SFU.

Table 9: Youth in Care Applications to SFU

Program Year	Eligible and Enrolled	Total Applications
2017-18	15	19
2018-19	25	25
2019-20	27	28

- Housing/Residence
  - ◊ SFU Residence and Housing is committed to being a leader in student housing services and educational programming defined by its ability to engage students, families, the campus community, and guests; to create experiential learning and leadership opportunities; and to deliver purposeful living and learning environments that contribute to the academic and personal success of SFU students.
  - ◊ SFU has created a Master Plan 2015-2035 for the renewal and expansion of its resident services. The plan is divided into five different phases. Phase 1 is complete and Phase 2 is currently underway. By the end of Phase 5, SFU will be able to house approximately 10% of its full-time students.

- Course Availability
  - ◊ SFU is committed to increasing course availability for its students. The Associate Vice-President, Learning and Teaching is addressing student-related issues, such as course availability. This issue and others are addressed in SFU's Academic Plan 2019-2024.

Objective 2.2: Helping British Columbians to reach their full potential through relevant and supportive post-secondary education and skills training.

SFU is cognizant of ever-changing employment and labour market trends. The University works hard to maintain the relevance of its current courses and programs while constantly looking to develop new programming that addresses emerging social and economic needs. Below are examples of recently launched programs:

- Environmental Programming
  - ◊ The School of Environmental Science was created on April 1, 2019.
  - ◊ SFU offers one of the only Bachelor of Environment degrees in Canada.

- Sustainable Energy Engineering Program
  - ◊ In September 2019, SFU introduced a Sustainable Energy Engineering Program in a new $126 million, five-storey, 15,238 square-metre Surrey campus building.

- Digital University
  - ◊ In 2019, KPMG in Canada teamed up with Simon Fraser University's Beedie School of Business to develop and deliver a unique program focused on taking audit professionals' digital skills to the next level. Participants in the Digital University earn a Graduate Certificate in Accounting with Digital Analytics and can continue and gain a Master of Science in Accounting with Cognitive Analytics.

SFU has many support systems and units in place to help students achieve their goals. Below is a non-exhaustive list of examples:

- Academic Advising
- Back on Track Program
- Centre for Accessible Learning
- Co-operative Education
- Financial Aid and Awards
- Health and Counselling
- Student Learning Commons

Ministry Goal 3: British Columbians have workforce information, connections, and supports to prepare for opportunities in BC's economy.

Objective 3.1: Provide British Columbians with the best information available to make informed decisions about their education and training leading to career opportunities.

Student Services provides general academic advising for all students, while each individual Faculty and department provides specific discipline advising. SFU's Career and Work unit provides not only job boards, but résumé writing, interview, and job search advising as well. Work Integrated Learning is SFU's co-operative education unit, which provides and supports students' job placements and employment training. In 2019, Work Integrated Learning placed SFU students into 4,216 jobs. The University also has an extensive recruitment team that is in the community every year informing potential students of the education and career possibilities available at SFU.

Objective 3.2: Support British Columbians, especially those who are vulnerable or in underrepresented groups, with inclusive and equitable access to education, skills training, and workforce opportunities.

The University, as it has for many years, is fully committed to the 2% annual provincial cap on tuition. It fully supports the provincial and federal student loan programs and further provides counselling and support to students applying for this assistance. SFU also accepts numerous education grants and scholarships. Below is a list of other SFU initiatives and programs committed to accessibility:

- SFU is committed to the Youth in Care Tuition Waiver Program.

- The University has launched an Equity, Diversity, and Inclusion initiative to establish a sustainable, institution-wide framework and structure for embedding and infusing equity, diversity, and inclusion more deeply into SFU's practices, policies, and procedures in all areas: employment, teaching, research, learning, community engagement, and governance.

- Recently, the University entered into an Indigenous Transfer Pathway Partnership with Langara College that is scheduled to come into effect in September 2020. The partnership will create better opportunities for Indigenous students and allow both institutions to work in partnership with the Indigenous community to meet their educational goals.

- SFU's Back on Track Program is designed to help students that are in extreme academic distress and have been required to withdraw from the University. It gives them a second chance, allowing them to ease back into full-time studies with guided assistance and coaching that will provide them with the tools and confidence to be successful as they move forward.

- The Centre for Accessible Learning provides disability-related information, support, and counselling to the SFU community and campus visitors. It reviews eligible students' disability documentation and recommends reasonable academic accommodations to offset the effects of their disability on academic life. The Centre further acts as a liaison between students and faculty in the implementation of disability-related services and accommodations.

- SFU's co-operative education unit, Work Integrated Learning (WIL), is responsible for helping students become engaged in their education and career planning through career building opportunities.

5.2.   Mandate Priorities

SFU dedicates itself to delivering affordable, accessible, and quality education to its students through credit, non-credit, in-class, and online platforms.

With affordability being a key issue for many of today's students, SFU remains committed year-over-year to the Ministry's 2% annual increase tuition cap. It also provides a wealth of services related to scholarships, student loans, and all other forms of financial aid to assist those who might not be able to access post-secondary education otherwise.

The University provides a wealth of services for many vulnerable and underrepresented groups, including Indigenous services and supports that are respectful of, and subscribe to, Reconciliation.

SFU supports sustainability and works hard to do its part by providing quality and relevant education and the programs and support networks needed to help students transition into the workforce upon graduation.

In this section, SFU demonstrates, by means of referencing a select list of activities, its support for Ministry and government priorities as outlined in the annual Mandate Letters.

5.2.1. Mandate Letter 2019-20

Ministry Mandate 1: Implement the education-related TRC Calls to Action relevant to your institution and actively participate in the engagement process with the Ministry and local, regional, and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

- In 2016, in response to the Calls to Action of the federal Truth and Reconciliation Commission, an Aboriginal Reconciliation Council (SFU-ARC) was convened to engage in broad discussions as to how the University could act to advance Reconciliation. SFU-ARC's 2017 Report, Walk This Path With Us, proposed 34 of its own Calls to Action, building upon SFU's past work, to strengthen the institution's commitment to the Reconciliation. These 34 Calls to Action have been the foundation of all Indigenous activities and initiatives at SFU ever since as the University continues with its ongoing commitment to Reconciliation. Regular updates can be found on SFU's Reconciliation website.

- In September 2018, SFU's Interim Aboriginal University Preparation Program welcomed its second cohort of 16 students. The program has continued to support the post-secondary journey of its students not only through foundational courses in Math and English, but also through first-year academic credit courses in First Nations Studies, Health Sciences, and Education.

- The Indigenous Student Centre (ISC) provides holistic student support and services for Indigenous learners at SFU. Student engagement throughout 2019 included 3,760 students voluntarily checking in to utilize the ISC space, the scheduling and hosting of 89 workshops

and events, and the provision of 298.6 counselling hours. Additionally, in 2019, the ISC Honouring Feast hosted 64 Indigenous graduating students, the highest number to ever attend, with a further 347 guests joining them to witness the special celebration.

Ministry Mandate 2: Work closely with the government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:

a. Improving access to post-secondary education with a focus on vulnerable and underrepresented students.

SFU is committed to providing access to vulnerable and underrepresented students. Many initiatives are in place to assist these students, including, but not limited to, the following:

- Support for the government tuition limit
- Commitment to the Youth in Care Tuition Waiver Program
- Accessible housing/residence
- Student Experience Initiative
- Financial Aid and Awards
- Centre for Accessible Learning
- Indigenous Transfer Pathway Partnership

b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology, and health).

The University takes great pride in preparing its students to enter into the workforce upon graduation. The University's success can be seen in its consistent over achievement of the Ministry Performance Measure 8: Unemployment Rate. To continually meet this Performance Measure, the University has had to be strategic and thoughtful with its pedagogy. Existing courses are continually being updated in response to the changing times while new courses and programs are being created in direct response to societal demand. Two noteworthy developments that occurred recently

were the creation of a [School of Environmental Science](#) in April 2019, which offers one of the only Bachelor of Environment degrees in Canada, and the September 2019 launch of the [Sustainable Engineering Program](#).

The tables below illustrate SFU's commitment to the workforce demand for STEM graduates. Since 2013-14, SFU has seen a 32% increase in STEM credentials awarded and a 35% increase in the total number of full-time equivalent, or FTE, students attending.

Table 10: STEM Credentials Awarded by Fiscal Year

Credentials Awarded	Fiscal Year						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Science	645	709	752	702	774	786	750
Technology	51	69	62	54	69	82	88
Engineering	193	198	237	270	288	286	289
Mathematics	500	527	519	594	608	616	702
Total	1,389	1,503	1,570	1,620	1,739	1,770	1,829

Table 11: FTEs by Fiscal Year

FTE	Fiscal Year						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Funded	5,900	5,924	5,959	6,185	6,448	6,515	6,525
Science	2,582	2,469	2,470	2,618	2,767	2,707	2,653
Technology	71	64	57	43	51	55	52
Engineering	1,320	1,380	1,376	1,373	1,375	1,397	1,380
Mathematics	1,927	2,010	2,056	2,151	2,255	2,356	2,440
Unfunded	1,003	1,092	1,164	1,254	1,346	1,465	1,568
Science	133	152	179	195	213	241	244
Technology	3	2	3	4	6	9	9
Engineering	335	394	405	419	424	423	415
Mathematics	532	544	577	636	704	792	901
Total	6,903	7,016	7,123	7,439	7,794	7,979	8,093
Science	2,715	2,621	2,649	2,813	2,979	2,947	2,896
Technology	73	67	60	47	56	64	60
Engineering	1,655	1,774	1,781	1,792	1,799	1,820	1,795
Mathematics	2,460	2,554	2,634	2,787	2,960	3,148	3,341

c. Expanding co-op and work-integrated learning opportunities for all students.

[Work Integrated Learning (WIL)](#), SFU's co-operative education unit, is an integral and important part of SFU. With engagement at the forefront, the University takes great pride in its co-operative education footprint and the countless connections it provides for students and industry alike. WIL not only helps all students from every Faculty find applicable work experience, but it also offers workshops, one-on-one job advising, and many other services to help students successfully transition into the workforce. WIL provides job placement opportunities for students in every Faculty in the University and is increasing its overall placement numbers every year (see Table 14 on page 52).

Ministry Mandate 3: Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including greater awareness of available supports.

SFU takes the safety of its students, faculty, and staff very seriously. The University has taken great care in designing as many safety-related initiatives and programs as possible. It is also constantly readdressing its safety measures and protocol to assure that all is relevant and working accordingly. The following are examples of SFU's commitment to safety, mental health, and the prevention of sexual violence:

- Campus Safety
  ◊ SFU created a [Safety and Risk Services Division](#) six years ago. This group of 135 staff works within three interrelated and mutually supporting portfolios: Campus Public Safety, Environmental Health and Safety, and Enterprise Risk and Resilience.

- Student Mental Health and Well-Being
  ◊ SFU has developed a number of initiatives, programs, and services across all three campuses to support its students' mental health and well-being. Initiatives and strategies include the [Healthy Campus Community](#) initiative, the [Well-Being Through Physical Spaces](#) initiative, and the [Bouncing Forward](#) online resilience course, to name a few.
  ◊ [MySSP](#) (My Student Support Program) provides all students with free confidential counselling services accessible 24/7 in multiple languages from anywhere in the world by phone or downloadable app.

- Sexual Violence Support
  ◊ SFU's Sexual Violence Support and Prevention Office opened its doors on February 1, 2018, and is a key outcome of the campus community's development of SFU's [Sexual Violence and Misconduct Prevention, Education and Support Policy (GP 44)](#).

Ministry Mandate 4: Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program.

SFU recently adopted a five-course admission's model where weight is given to different courses dependent upon the Faculty a student has applied to. The model was adopted, partially, in response to the recent K-12 curriculum changes to help give more flexibility to students dependent upon their skills and aptitudes.

The table below is the rate at which students from high schools immediately enter SFU following high school graduation. It shows that SFU has been maintaining a 92-95% immediate transition from BC high schools in SFU's defined catchment area over the past few years.

Table 12: Transition Rate from BC High Schools

2012-13	2013-14	2014-15	2015-16	2016-17
92.4%	92.7%	91.9%	92.3%	95.6%

Source: IRP. STP Table A2: First Annual Transitions (dated 2019-04-01)

Ministry Mandate 5: Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate students.

SFU has integrated the EducationPlannerBC common application system into its admission systems and protocol as well as in its advertising/marketing and academic advising.

Ministry Mandate 6: Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

SFU supports its international students and provides a positive foundation for them to grow and succeed at the University. SFU believes in a balanced approach to international education and provides various supports to help international students integrate as seamlessly as possible into both Canadian society and the SFU community, for example:

- [Office of International Education](#)
  ◊ Working closely with the Ministry and in collaboration with other universities and governments, the Faculty of Education's Office of International Education provides advice and support for the Faculty's international initiatives, including the International Teacher Education Modules, recruitment and retention of international students, and various partnership and exchange activities.

- [International Services for Students](#)
  ◊ The International Services for Students (ISS) Office provides support and services for all students seeking information regarding a variety of international learning opportunities. Specific services and supports include study abroad, exchanges to SFU, international student support, intercultural engagement, and international admission. The office also provides advising services for international students and assistance with issues pertaining to student visas.

Ministry Mandate 7: Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

Through strong stewardship and fiscal prudence, the University continues to meet its financial commitment as outlined in the Service Plan. Moving forward, SFU will remain diligent in effectively managing its financial position while making impactful, sustainable investments in the University's infrastructure and initiatives.

Ministry Mandate 8: Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

SFU supports, and is committed to, the provincial government's 2% annual increase tuition cap as a means of keeping post-secondary education affordable and accessible for students.

5.2.2. Mandate Letter 2020-21

Ministry Mandate 1: Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

SFU provides ample support services and programming specifically designed for, and tailored to, Indigenous students. Springing from the federal government's Truth and Reconciliation Commission's Calls to Action, SFU, through a widespread collaborative and consultative effort, developed Walk This Path With Us in June 2017. Its 34 Calls to Action commit the University to ongoing thoughtful and meaningful Reconciliation with Indigenous and non-Indigenous communities both on and off campus.

The following are examples of work already underway prior to Walk This Path With Us and new initiatives:

- Indigenous Student Centre expansion
- Development of a First Nation Peoples' Gathering House
- Creation of a Decolonizing and Indigenizing Curricula Program
- Launching of the Disrupting Colonialism Through Teaching: An Integrated Seminar Series and Grant Program
- Recruitment of an Indigenous Curriculum Resource Centre Librarian
- San'yas: Indigenous Cultural Safety Training for managers and staff

Other initiatives and activities can be found on SFU's Reconciliation website.

Ministry Mandate 2: Contribute to an accessible and relevant post-secondary system by:

a. *Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity.*

SFU is committed to promoting and encouraging the success of all its students, including vulnerable and underrepresented groups, and promoting gender parity. The University has many programs and initiatives in place, and is currently developing more, to promote student success for all. Below are a few examples of these initiatives:

- Recently, the University entered into an Indigenous Transfer Pathway Partnership with Langara College that is scheduled to come into effect September 2020. The partnership will create better opportunities for Indigenous students and allow both institutions to work in partnership with the Indigenous community to meet their educational goals.

- SFU's Back on Track Program is designed to help students that are in extreme academic distress and have been required to withdraw from the University. It gives them a second chance, allowing them to ease back into full-time studies with guided assistance and coaching that will provide them with the tools and confidence to be successful as they move forward.

- The University has a committed Department of Gender, Sexuality, and Women's Studies. Through academic and event programming, it provides an open and inclusive student environment committed to cultivating innovation, intellectual freedom, social justice activism, diversity, and transformative resistance to inequality.

- The [Centre for Accessible Learning](#) provides disability-related information, support, and counselling to the SFU community and campus visitors. It reviews eligible students' disability documentation and recommends reasonable academic accommodations to offset the effects of their disability on academic life. The Centre further acts as a liaison between students and faculty in the implementation of disability-related services and accommodations.

- SFU recently launched the [Student Experience Initiative](#). Its goal is to shift the SFU culture by bringing together the community through meaningful connections and working together to improve the student experience. It strives to provide opportunities to make a meaningful difference for SFU students and to provide a positive, healthy, and exciting environment in which to learn and thrive.

SFU is fully committed to the [Youth in Care Tuition Waiver Program](#) and has seen an increase in students utilizing the program over the last three years (see Table 9 on page 39).

Campus Navigator Position: SFU currently has many support personnel and programs throughout all three of its campuses that students can access for help on a number of issues. Currently, SFU does not have a specific Campus Navigator position, but adding such a position is currently being considered.

b. *Ensuring student safety and inclusion.*

SFU revised its [Health and Safety Policy](#), effective March 21, 2019. The policy aims to promote the safety of the campus community, its members, and the public, and to ensure that appropriate measures are in place to provide relevant and current information and guidance to its community regarding safety. Furthermore, it aims to ensure that Simon Fraser University complies with applicable federal, provincial and/or municipal regulations of safety in the larger university context and more specifically in relation to workplace safety. It emphasizes the notion that all members of the SFU community have an equal responsibility to ensure the health and safety for everyone within the community.

Some of the specific safety services, programs, and initiatives that SFU currently offers are:

- [Campus Public Safety Department](#)
- [Campus Public Safety guides](#)
- [Campus-wide first aid](#)
- [Crime Prevention and Personal Safety and Risk Services](#)
- [Health and Counselling Services](#)
- [Human Rights Office](#)
- [Safe Walk](#)
- [Sexual Violence Support and Prevention Office](#)
- [Student Conduct Office](#)
- [Student Safety Engagement Program](#)

The University puts a lot of effort into providing a campus environment that is open and welcoming to its diversified community members. Examples of programs and initiatives that support inclusion are:

- [Centre for Accessible Learning](#)
- [Indigenous Student Centre](#)
- [Interfaith Centre](#)
- [International student support services and programs](#)
- [Out on Campus](#) (supporting SFU's LGBTQ+ students and allies)
- [Simon Fraser Student Society](#)
- [Women's Centre](#)

SFU has several student clubs, initiatives, activities, and events that also support and encourage a sense of community. SFU prides itself on its commitment to inclusivity and its ability to provide a safe and welcoming environment for its students.

Report on Sexual Violence and Misconduct (SVM) implementation and policy review, including a summary of:

1. ***student consultations over the past year to inform the three-year SVM policy review;***
2. ***amendments/changes made to original SVM policy and procedures as a result of the review;***
3. ***progress made to date on implementing SVM policy and procedures; and,***
4. ***ongoing activities and future planning to sustain institutional efforts for SVM prevention and response.***

SFU's Sexual Violence Support and Prevention Office (SVSPO) is the University's central hub, providing support services, education, and leadership concerning sexual violence and sexual misconduct to the University community. The office provides support to students, staff, and faculty on SFU's Burnaby, Vancouver, and Surrey campuses.

In August 2019, the SVSPO conducted a review of SFU's Sexual Violence and Misconduct Prevention, Education and Support Policy (GP 44). As part of this work, the SVSPO conducted a university-wide consultation process consisting of two rounds of community consultations with students, faculty, and staff as well as research to review promising practices in sexual violence and misconduct policies. The revised policy was approved by SFU's Board of Governors on March 19, 2020.

The revised policy reflects input from the University community and includes the following substantive changes:

- Strengthening the preamble of the document by explicitly recognizing intersectionality as well as the systemic nature of sexual violence and misconduct, (1.1.a) and by acknowledging the impacts of rape culture (1.1.b).
- Articulating under which circumstances the University may move forward with a formal reporting process without the consent of a Survivor (8.7).

- Providing clarity within (8.5) regarding the options available for initiating a report within the University's internal processes.

All other edits to the policy have been included to clarify and simplify language. Over the summer of 2020, a procedural document will be developed to accompany the University's Sexual Violence and Misconduct Policy.

More information about SFU's policy review process is available through the SVSPO's website, including detailed information about the review process, University community member engagement, and a summary of key findings that are articulated in GP 44 Policy Review 2019-2020: Response and Future Pathways.

SFU has made great progress in implementing its sexual violence and misconduct policy since the policy was first adopted in March 2016. The University's three SVSPO annual reports provide concrete reflection of the measures taken by the University in the implementation of its policy. The annual report for the academic year 2019-2020 will be released in fall 2020. SFU's annual reports can be found here.

SFU is committed to supporting ongoing efforts in the area of sexual violence and misconduct prevention and response. The SVSPO has articulated four key strategic priorities in 2020-2021:

1. The Sexual Violence Support and Prevention Office will work to strategically reduce barriers faced by the University community in connecting to the office. This will be done through social media campaigns, online engagement opportunities, faculty supportive classroom presentations, at various orientations and outreach events, and by continuing to build strong relationships with the University community.
2. The Sexual Violence Support and Prevention Office will continue to work with its colleagues and partners to further develop streamlined processes related to academic and workplace accommodations.

3. Based on recommendations stemming out of the Students on International Pathways project, the Sexual Violence Support and Prevention Office will work to strategically reduce identified barriers in connecting with the office's support services through the creation of digital assets, educational components, and by engaging in appropriate outreach opportunities.

4. Building off of the SVSPO's Education and Prevention Plan, the University will continue to build its capacities in providing evidence-based sexual violence prevention educational strategies that meet the needs of its unique and diverse community.

Sexual Violence and Misconduct Student Climate Survey: SFU is expecting to participate but is currently awaiting further details from the Ministry before a decision can be made.

c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of EducationPlannerBC and other digital learning activities and initiatives.

Digital learning activities and initiatives are essential components of today's learning experience. SFU is continually updating and evolving its digital landscape.

SFU is fully committed to the EducationPlannerBC module and will continually work with the Ministry, the K-12 provincial system, and its colleague institutions in the BC post-secondary system to enhance and improve the module. SFU maintains ongoing representation on each of the committees and working groups that form the foundation of the ongoing operations and expansion of EducationPlannerBC, which include the Steering Committee, Nominations Committee, Functional Advisory Committee, and Transfer Services Reference Group.

In February 2017, SFU launched KEY, its Big Data initiative. With the tagline "Engaging Big Data, Unlocking Knowledge," KEY provides big data

consulting services, workshops and events, academic programs, and industry and academic partnerships. With KEY, SFU is investing in the growth of data-intensive research across the University to raise awareness of big data in every field of study and mobilize knowledge for real world impact.

The SFU Library is a leading force in the digitization of library resources and collections in BC. It currently provides access to over 71,000 e-journals and more than 10 million digital volumes in total. With its Digitized Collections initiative, the Library is committed to preserving important archival records related to, among other things, BC's Indigenous and immigration histories. The Library is also home to the Digital Humanities Innovation Lab, which assists SFU researchers with the development of digital scholarship research by providing consultation, training, mentoring, research software development, and technical support to faculty and graduate students.

SFU's Lifelong Learning Continuing Studies offers many of its classes through online learning by utilizing the Canvas Learning System. Canvas makes learning as easy as possible by allowing students to access their course materials, converse with their instructor, or partake in group chats with fellow students from any computer with an internet connection.

d. Providing programming that meets local, regional, or provincial labour market and economic needs.

SFU's programming is constantly evolving to meet the needs of its students, the labour market, and society as a whole. The University is comprised of eight Faculties, with three designed to specifically meet some of the unique demands of the changing global and economic market: the Faculty of Health Sciences; the Faculty of Communication, Art and Technology; and the Faculty of Environment. SFU is also continually expanding its Lifelong Learning programming, offering professional and continuing education classes and certifications specifically targeted to areas in high demand. Co-operative education is another example of SFU's impactful labour market programming, with 4,216 students

placed into the workforce in 2019. Examples of SFU programming that is meeting local, regional, and provincial market and economic needs:

- Professional teacher programming in education
- Coast Capital Savings Venture Connection: supporting early-stage entrepreneurs and startups
- Heritage Resource Management Professional Program
- Professional Master of Science in Computing Science
- Professional Programs and Partnerships: Faculty of Environment
- Career and Professional Programs: Continuing Studies
- Invention to Innovation

e. *Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.*

With approximately 20% of SFU's undergraduate FTE enrolments coming from outside of Canada, SFU welcomes the diversity of experience and culture that its international students bring to the University. To help these students achieve success at SFU, the University has many services in place, including a dedicated International Services for Students Department where international students can seek help with student visas, registration, or enrolment, as well as other related issues.

International Services for Students also manages the University's Study Abroad Program, which consists of international exchanges, field schools, and short-term summer programs.

The University also has other exchange programs, such as the Americas MBA, that are administered by a specific Faculty.

SFU is committed to fostering and establishing dual degrees with international universities. It currently offers a computing science dual degree with Zhejiang University in China and a Master's in Global Communications with the Communication University of China.

For more than a decade, Fraser International College (FIC) has been successfully recruiting international students who transfer to SFU for undergraduate degree programs after completing preparatory and university-transferable courses. FIC currently has over 2,800 students. From September 2007 to April 2020, approximately 8,800 students have transferred from FIC to SFU. On February 25, 2020, SFU signed an agreement with Navitas, which operates FIC, to extend the partnership until 2030.

Ministry Mandate 3: *Develop and recognize flexible learning pathways for students to access post-secondary education and skills training, including:*

a. *Actively engaging with your local school districts to expand dual credit opportunities for students.*

SFU is continually working with various high schools, school districts, and national and international education programs, such as the International Baccalaureate and Advanced Placement programs, to offer various transfer credit opportunities and transition initiatives for high school students, for example:

- Advanced Placement (AP): SFU grants transfer credit and/or advanced standing to students who complete AP examinations in certain transferable subjects and achieve a score of 4 or 5.

- International Baccalaureate (IB): SFU grants transfer credit for all standard level and higher-level subjects passed with a grade of 4 or higher. One full year of transfer credit (30 units) will be granted for a completed IB diploma.

- Youth Soccer Clinic: In partnership with School District 41, Burnaby, grade 8-12 male and female participants receive high performance soccer training in a university environment while fulfilling the academic requirements of, and receiving credit for, two SFU courses.

- Venture Challenge: SFU's Chang Institute for Entrepreneurship has teamed with the Youth Entrepreneurship Leadership Launchpad to develop and deliver a unique initiative for aspiring entrepreneurs in high school looking to earn SFU business credit.

- The Fraser Heights Science Academy is a partnership between SFU and Fraser Heights Secondary in the Surrey School District, which gives students the opportunity to enrol in university-level chemistry or computer science courses while still in secondary school.

- In fall 2019, SFU and the Surrey School District agreed to offer dual credit courses for Surrey School District Indigenous students who will be taking the Educational Assistant Program through Surrey College.

- Counsellor's Day: Hosted annually by SFU, this event invites high school counsellors from across the province to come to SFU to speak with Faculty and admission representatives to learn about the various SFU programs, opportunities, and admission requirements.

b. Supporting lifelong learning pathways across the public post-secondary system.

Lifelong Learning has been providing education to the SFU community and the public for over 45 years. Lifelong Learning's mission is to be the leading provider of flexible, responsive education in British Columbia and beyond. With established values that embrace academic excellence, social responsibility and societal impact, advocacy, collaboration and reciprocity, and teamwork, Lifelong Learning at SFU mobilizes learners by providing timely, targeted programming that helps them succeed in a fast-changing world.

The majority of Lifelong Learning's programming features flexible scheduling and course delivery and a number of customized programs. Learners include mid-career professionals, writers, new Canadians, international students, marginalized social groups, the regionally remote, adults 55+, and others. The Lifelong Learning unit includes Continuing Studies, degree completion programs, and community engagement initiatives

c. Advancing and supporting open learning resources.

SFU has a dedicated Centre for Educational Excellence that collaborates with many different departments on campus to develop and administer online courses. It currently has a portfolio of over 200 courses, and offers anywhere between 110-130 sections a semester. Course delivery occurs via the learning management system Canvas, which connects students to their tutor-markers and fellow classmates.

In the fall 2019 semester, SFU launched a new initiative that promoted an interactive online classroom. These new C900 designated online courses allow students to directly engage with their instructor rather than only connect with a tutor-marker, providing a more interactive and meaningful teaching and learning experience for both instructors and students. Over the next year, the University will be replacing over 80 traditional online courses with the new interactive C900 classes.

Ministry Mandate 4: Strengthen workforce connections for student and worker transitions by:

a. ***Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators, and health)***

SFU has always paid close attention to occupational changes and trends. Alongside its vast programming in traditional academic disciplines, such as the arts, sciences, and social sciences, SFU continually looks to add new courses, programs, and degrees that are considered to be priority occupations. Below is a non-exhaustive sample of SFU programming and the priority occupations these programs are preparing students to enter:

Table 13: Sample of Occupations SFU Prepares Students For

Computing Science	Education	Engineering	Environment	Health Sciences
Application Designer	Elementary, Middle, and High School Teacher	Computer, Systems, Electrical, Mechatronics, and Biomedical Engineer	Air Quality Specialist	Health Promotions Co-ordinator
Application Programmer	Career Counsellor	Engineering Physicist	Environmental Health and Safety Inspector	Global Health Advocate
Computer Network Specialist	ESL Teacher	Circuits Designer	Environmental Protection Officer	Humanitarian Worker
Internet Consultant	Early Childhood Educator	Biomedical Device Designer	Government Advisor	Health and Safety Advisor
Network Security Analyst	Special Education Teacher	Research and Development Scientist	Environmental Planner/Analyst	Public Health Worker
Human Computer Interaction Designer	Principal	Information Scientist	Food Safety Co-ordinator	Health Consultant
Interactive Media Developer	Corporate Trainer	Firmware/Mechanical Designer	Environmental Field Monitor/Auditor	Nutrition Specialist

b. ***Increasing co-op and work integrated learning opportunities.***

SFU has always placed a high priority on providing quality co-operative and work integrated learning resources for students. Work Integrated Learning at SFU offers domestic and international co-operative education opportunities for all students, career planning and development services for all students and recent alumni, co-ordination of volunteer and internship opportunities locally and abroad, and, most recently, new service-learning opportunities. Other highlights are WIL's commitment to offering co-op opportunities for Indigenous students as well as fulfilling, year-over-year, Engineering Science's mandatory co-operative education requirement for all engineering students.

Total co-operative education numbers at SFU have been steadily increasing over the last ten years. Below are the yearly totals of SFU co-operative education placements from 2010-2019.

Table 14: SFU Co-operative Education Placements 2010-2019

Year	Spring	Summer	Fall	Total	+/- %
2019	1,279	1,647	1,290	4,216	2.6%
2018	1,282	1,469	1,359	4,110	6.4%
2017	1,209	1,437	1,217	3,863	4.3%
2016	1,133	1,359	1,213	3,705	10.9%
2015	1,014	1,271	1,057	3,342	13.3%
2014	876	1,117	957	2,950	2.5%
2013	878	1,110	891	2,879	0.2%
2012	919	1,077	876	2,872	7.5%
2011	848	1,020	804	2672	12.3%
2010	825	876	678	2,379	

c. *Responding to the reskilling needs of British Columbians to support employment and career transitions.*

Today's constantly changing employment market has created a demand for education that focuses on upgrading, supplementing skills and credentials, and reskilling. SFU is committed to providing high-quality degrees, certificates, and courses that meet this demand. In particular, SFU's Lifelong Learning unit is meeting this challenge with its dedication to thoughtful and relevant programming.

Lifelong Learning provides academic programming that helps learners achieve their intellectual, professional, aspirational, and cultural goals. Responding to the needs of working adults, the unit crafts progressive curricula with flexible schedules and locations. Lifelong Learning teaches more than 6,000 learners each year in primarily non-credit programs that span business and management, liberal arts, English language learning, communication and writing, health and wellness, community building, and leadership.

d. *Supporting students' awareness of career planning resources (such as the Labour Market Outlook)*

SFU places a high priority on providing students with the resources they need to help them transition into viable careers and career paths upon graduation. From Faculty and department support and information networks to alumni, community, and fellow student connections, SFU has a wide array of initiatives to help students with their career planning. Below are three of the most significant career planning resource services and networks for students at SFU:

- The Career and Work unit at SFU is a large and diversified department that offers many career services for students. Students can talk with a dedicated career advisor or they can peruse the constantly updated employment board. They can seek help with résumé building or sit in on a workshop geared toward topics such as interviewing skills and career networking. The unit also provides guides that match degrees with careers as well as connecting students with a wide array of provincial and federal job career outlook and employment resources.

- SFU's Work Integrated Learning's (WIL) primary function is connecting SFU students with employers and helping to place them into meaningful jobs, but it also provides other resources and services. WIL offers career counselling and advising services as well as support for connecting students with experiential learning opportunities.

- Partners + Employers is SFU's Beedie School of Business dedicated career resource service that connects SFU Beedie students with an international network of employers, mentors, donors, volunteers, partners, and friends of Simon Fraser University's Beedie School of Business to help enhance and further their career potential.

5.3.   Ministry Performance Measures

The following pages assess SFU's performance using the measures under the Ministry of Advanced Education, Skills and Training's Accountability Framework for post-secondary education. The Ministry assesses performance based on the following scale:[3]

Assessment	Result
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target

[3]*To simplify assessments of performance results, the Ministry has removed the "exceeded" category for 2019-20.*

5.3.1. Ministry Performance Measure: Student Spaces

Ministry Accountability Objective: Capacity

<u>Operational Definition</u>
Number of full-time equivalent (FTEs) student enrolments delivered overall and in designated program areas.

SFU's Achievement:		Achieved
2019-20 Target:	19,941	**109.6%** % of target
2019-20 Actual:	21,853	

SFU's total student headcount for the 2019-20 academic year was 35,395, including 29,500 undergraduates and 5,895 graduates.

The undergraduate and graduate FTEs for 2019-20 reached 21,853, which exceeded the government-funded enrolment target of 19,941 by 9.6%.

A majority of students enter SFU's undergraduate programs either directly from BC Grade 12 or through college transfer. In 2019-20, 44.4% of the University's new undergraduates came from BC Grade 12 with average entry grades of 86.2%. BC college transfer students made up 38.4% of new students.

5.3.2. Ministry Performance Measure: Credentials Awarded

Ministry Accountability Objective: Capacity

Operational Definition
The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.

SFU's Achievement:		Substantially Achieved
2019-20 Target:	5,991	**99.9%** % of target
2019-20 Actual:	5,984	

Increasing the credentials awarded relies on the growth in enrolment and retention of students. This requires the development of distinctive programs, curriculum, and pedagogy. It also requires that the University provide student services and support that add quality to the campus experience beyond that supplied by for-credit learning.

This year, SFU nearly achieved the Ministry's target. It has done this, in large part, through continued commitment to the retention of its students. Furthermore, SFU has provided student services and support that add quality to the campus experience and encourage and promote credential attainment, which will hopefully allow SFU to surpass the Ministry's target in the coming years.

SFU will continue to support degree completion by its students by giving priority to teaching excellence, recruiting high-quality students, increasing student financial assistance budgets, increasing access to affordable student residences, and providing increased funding to other student support services.

5.3.3.　Ministry Performance Measure: Aboriginal Student Spaces

Ministry Accountability Objective: Access

Operational Definition
Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas.

SFU's Achievement:		Achieved
2019-20 Target:	≥ 2018-19 actual 497	**110.5%**　% of target
2019-20 Actual:	549	

The Ministry requires that all institutions set their own Aboriginal targets and report on them in the Institutional Accountability Plan and Report.

SFU is committed to equaling or increasing its Aboriginal FTEs. Following the target principle established in other performance measures, SFU's target for the "Ministry Performance Measure: Aboriginal Student Spaces" is to equal or increase the FTE actual from the previous year.

From 2014-15 to 2019-20, SFU showed an increase of 28.9% in Aboriginal student enrolment as the University continues its efforts to recruit and retain Aboriginal students.

5.3.4.   Ministry Performance Measure: Student Satisfaction with Education

Ministry Accountability Objective: Quality

<u>Operational Definition</u>
Percentage of students who were very satisfied or satisfied with the education they received.

SFU's Achievement:		Achieved
2019-20 Target:	≥ 90%	**99.9%** % of target
2019-20 Actual:	89.8% (±1%)	

The University remains concerned with course availability. In fall 2019, 60% of undergraduate students surveyed were getting the specific courses they wanted and 68% of undergraduate students were getting their required courses each semester. SFU will continue to focus on improving this measure and to set and attain higher goals.

The University continues to improve student facilities. A number of support centres are in place, including the Centre for Accessible Learning, the Indigenous Student Centre, and the Student Development and Programming Centre. In late 2018, SFU created the position of Associate Vice-President, Learning and Teaching, in the Office of the Vice-President, Academic, with a portfolio that, among other things, has been concentrating on the student experience.

5.3.5.   Ministry Performance Measure: Student Assessment of the Quality of Instruction

Ministry Accountability Objective: Quality

<u>Operational Definition</u>
Percentage of students who rated the quality of instruction in their program positively.

SFU's Achievement:		Achieved
2019-20 Target:	≥ 90%	**102.3%** % of target
2019-20 Actual:	92.1% (±0.9%)	

SFU baccalaureate degree graduates indicate very high levels of satisfaction with the quality of instruction they received over the course of their educational programs. The University is meeting its goal to develop an enhanced learner-centred environment for students, and it will continue to explore new ways of fostering interaction between scholars and students.

SFU recently reorganized and rebranded its Teaching and Learning Centre to the Centre for Education Excellence. With an emphasis on enhancing the teacher/student experience at SFU, the Centre aims to collaborate with SFU's learning and teaching community to inspire and support innovative, inclusive, and reflective teaching approaches that create enriched and engaging learning experiences for students. The Centre is committed to:

- An institutional culture that values and celebrates teaching excellence
- A teaching environment that embraces experimentation, innovation, and risk-taking
- A teaching community whose members feel connected and supported in their work
- Instructors who feel equipped with the knowledge, teaching approaches, and technologies to excel in their teaching, assessment, curriculum design, and educational leadership roles
- Academic units that have the tools to design and offer innovative programs and learning experiences that are relevant to SFU's diverse students and their communities

5.3.6.   Ministry Performance Measure: Student Assessment of Skill Development

Ministry Accountability Objective: Quality

Operational Definition

Percentage of students who indicated their education helped them to develop various skills.

SFU's Achievement:		Achieved
2019-20 **Targets** **≥85%**	**Overall Performance**	**99.6%** % of target
	2019-20 Actual: 84.7% (±0.9%)	
	Written Communication:	2019-20 Actual 86.3% (±1.2%)
	Oral Communication:	2019-20 Actual 80.8% (±1.3%)
	Group Collaboration:	2019-20 Actual 76.9% (±1.4%)
	Critical Analysis:	2019-20 Actual 91.9% (±0.9%)
	Problem Resolution:	2019-20 Actual 78.8% (±1.4%)
	Learn on Your Own:	2019-20 Actual 89.9% (±1.0%)
	Reading and Comprehension:	2019-20 Actual 88.1% (±1.1%)

All undergraduate students must complete a minimum of 36 credit hours of courses designated as Writing, Quantitative, or Breadth, with a grade of C- or better to receive the WQB credits. Foundational courses are part of the WQB Program: Foundations of Academic Literacy (FAL) and Foundations of Analytical and Quantitative Reasoning (FAN). The WQB credits are a mandatory requirement for an undergraduate degree. Currently, the WQB requirement is being reevaluated with a commitment to update it to make it that much more relevant and meaningful for today's diverse student population.

Through SFU's Student Learning Commons, students can receive help with their writing, learning, and study strategies and skills. The Student Learning Commons provides workshops and one-on-one consultations aimed at providing students with the necessary communication skills that will not only help them to be successful at their studies, but will also aid them in their careers after graduation.

In a further commitment to quality and consistency in education, SFU has adopted the practice of developing assessable educational goals for all of its programs. Each department is required to articulate program educational goals as part of the external review process.

5.3.7. Ministry Performance Measure: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

Ministry Accountability Objective: Relevance

Operational Definition
Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

SFU's Achievement:		Substantially Achieved
2019-20 Target:	≥ 90%	**91.2%** % of target
2019-20 Actual:	82.1% (±1.5%)	

SFU strives to provide students with the knowledge and skills they need to participate effectively in society, including being successfully employed. The University believes that it is critical to provide students with work experience related to their fields of study. SFU's Work Integrated Learning is one of North America's largest and most comprehensive co-operative education programs, with over 30 years of successful student and employer work placements around the world.

Co-operative education provides students with a unique opportunity to expand their career horizons while gaining local, national, or international and intercultural work experience. In the past 10 years, SFU students have worked in approximately 32,988 placements throughout the globe.

Co-operative education, international study, practicums, internships, and field study offer students invaluable exposure to a wide range of occupational environments.

SFU will continue to strive to improve this measure.

5.3.8. Ministry Performance Measure: Unemployment Rate

Ministry Accountability Objective: Relevance

Operational Definition

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

SFU's Achievement:		Achieved
2019-20 Target:[4]	≤ 9.1%	**126.4%** % of target
2019-20 Actual:	6.7% (±0.9%)	

The Ministry's definition of "Relevance" is that the public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education to suit employment opportunities within the province.

Based on the British Columbia Labour Market Outlook: 2019 Edition, BC is expected to have 861,000 job openings between 2019 and 2029. Over three-quarters of these job openings will require some form of post-secondary education and training, and many of these openings will appear in high-demand occupation sectors, such as business, computer science, engineering, and health care. SFU is well situated to deliver a qualified workforce for these areas and will also continue to strive in preparing graduates for other relevant fields, such as teacher education and environmental sustainability.

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[4] Target: institution percent—less than or equal to the provincial or regional rate for the reference group. Reference Group: the reference age group for the target is the population aged 18-29 with high school credentials or less. Source—BC Ministry of Advanced Education, Skills and Training Accountability Framework 2019-20

5.3.9.   Ministry Performance Measure: Sponsored Research Funding

Ministry Accountability Objective: Capacity

Operational Definition
Total sponsored research funding awarded from federal government, provincial government, and other sources.

SFU's Achievement:	Achieved
All sources	
2019-20 Target: ≥ 2018-19 actual $142.6 m	**112.9 %**
2019-20 Actual: $161.0 m	% of target
Federal sources	
2019-20 Target: ≥ 2018-19 actual $86.9 m	
2019-20 Actual: $88.2 m	
Provincial sources	
2019-20 Target: ≥ 2018-19 actual $12.5 m	
2019-20 Actual: $8.7 m	
Other sources	
2019-20 Target: ≥ 2018-19 actual $43.2 m	
2019-20 Actual: $64.1 m	

Approximately 55% of SFU's research funding is sourced from the federal government through the Tri-Agency (the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada) and the Canada Foundation for Innovation, 5% comes from provincial sources, and 40% from other funding sources.

Furthering and advancing meaningful research is an integral part of SFU's Vision. Faculty are continually pushing the boundaries as evidenced by Re$earch Infosource's number one ranking of SFU as the comprehensive Canadian university with the greatest publication impact in 2019. Furthermore, research-intensive faculty members are continually providing opportunities for undergraduate and graduate students to explore scholarly research through focused course seminars, independent study semesters, and honours and thesis supervision.

5.3.10. Ministry Performance Measures: Summary of Performance

Table 15: Summary of Performance

2019-20 Performance Reflected by Ministry Measures			
Ministry Performance Measure	Achieved	Substantially Achieved	Not Achieved
Student Spaces	✔		
Credentials Awarded		✔	
Aboriginal Student Spaces	✔		
Student Satisfaction with Education	✔		
Student Assessment of the Quality of Instruction	✔		
Student Assessment of Skill Development	✔		
Student Assessment of the Usefulness of Knowledge and Skills in Performing Job		✔	
Unemployment Rate	✔		
Sponsored Research Funding	✔		

6.   FINANCIAL INFORMATION

Financial Information

SFU's most recent Audited Financial Statements are available at:
http://www.sfu.ca/finance/publications.html

CANADA'S ENGAGED UNIVERSITY

Simon Fraser University

2019/20 Accountability Framework Performance Measure Results

Performance measure[1]	Reporting year			
	2018/19 Actual	**2019/20 Target**	**2019/20 Actual**	**2019/20 Assessment**
Student Spaces[2]				
Total student spaces	22,102	19,941	21,853	Achieved
Credentials awarded[3]				
Number	6,007	5,991	5,984	Substantially achieved
Sponsored Research Funding				
Sponsored research funding from all sources (million $)	$142.6	≥ previous year	$161.0	Achieved
Federal sources (million $)	$86.9		$88.2	
Provincial sources (million $)	$12.5		$8.7	
Other sources (million $)	$43.2		$64.1	
Aboriginal student spaces[4]				
Total Aboriginal student spaces	497	TBI	549	TBI
Ministry (AEST)	497		549	
Industry Training Authority (ITA)	N/A		N/A	
Student satisfaction with education[5,6]				
	%	+/-		%	+/-	
Bachelor degree graduates	90.8%	0.9%	≥ 90%	89.8%	1.0%	Achieved
Student assessment of the quality of instruction[5,6]				
	%	+/-		%	+/-	
Bachelor degree graduates	92.6%	0.9%	≥ 90%	92.1%	0.9%	Achieved
Student assessment of skill development[5,6]				
	%	+/-		%	+/-	
Bachelor degree graduates	82.6%	1.0%	≥ 85%	84.7%	0.9%	Achieved
Student assessment of usefulness of knowledge and skills in performing job[5,6]				
	%	+/-		%	+/-	
Bachelor degree graduates	79.7%	1.5%	≥ 90%	82.1%	1.5%	Substantially achieved
Unemployment Rate[5,6]				
	%	+/-		%	+/-	
Bachelor degree graduates	6.4%	0.9%	≤ 9.1%	6.7%	0.9%	Achieved

Notes:

TBI - Institutions are required to include their target and assessment.

N/A - Not assessed

[1] Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

[2] Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.

[3] Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.

[4] Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

[5] Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

[6] As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the "exceeded" category has been removed. Performance measure results will now be assessed on a three-category scale: *Achieved*, *Substantially Achieved*, or *Not Achieved*.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

APPENDIX
Simon Fraser University
2019/20 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	82.6%	1.0%	≥ 85%	84.7%	0.9%	Achieved
Written communication	81.7%	1.3%		86.3%	1.2%	
Oral communication	79.2%	1.4%		80.8%	1.3%	
Group collaboration	77.6%	1.4%		76.9%	1.4%	
Critical analysis	90.3%	1.0%		91.9%	0.9%	
Problem resolution	75.4%	1.5%		78.8%	1.4%	
Learn on your own	87.6%	1.1%		89.9%	1.0%	
Reading and comprehension	85.9%	1.2%		88.1%	1.1%	

Appendix B –Template for Mandate Priority #1 Progress Report

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress.

SFU Note: Below is an overview of Indigenous educational, research, and community activity in which the University is involved. It is not an exhaustive list.

TRC CALL TO ACTION[1] and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (Please identify if New or Continuing and if N/A, In Progress, or Implemented) [2]	INITIATIVES AND PARTNERSHIP DETAILS (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)

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[1] "…" represents omitted text not related to post-secondary education from the original Call to Action.
[2] Use N/A if there is no relevant program on this subject offered at institution.

1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by … Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. …..Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	Continuing Implemented	**Community Capacity Building for Rural Aboriginal Communities** • The Stepping Stones Community Capacity Building Certificate for Aboriginal peoples is a continuing studies certificate program designed to help Aboriginal students develop the skills needed to create healthy economies and environments that honour their unique cultures, traditions, and ways of life.
12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	N/A	

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS
 	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.
	Continuing
	Implemented
		First Nations Languages Program (FNLP)
		• First Nations Language Proficiency Certificate
		• First Nations Language Proficiency Diploma
		• Graduate Certificate in Linguistics of a First Nations Language
		• Master of Arts in Linguistics of a First Nations Language
		• Courses offered in co-operation with local First Nations communities and language authorities include the following languages:
		   ○ **Heiltsuk** (Bella Bella)
		   ○ **Hul'q'umi'num'** (Vancouver Island)
		   ○ **Kaska, N/S Tutchone, Han, Dene, Tlingit** (Yukon)
		   ○ **Secwepemctsin** (Kamloops, Williams Lake)
		   ○ **Skwxwú7mesh** (Squamish)
		   ○ **Xaad-Kil Haida** (Old Masset)
		   ○ **Hənq̓əmínəm - Downriver** (Pitt Meadows)
		   ○ **Halq'emeylem - Upriver** (Chilliwack)
		   ○ **Nsyilxcən** (Okanagan)
		   ○ **Nuxalk** (Bella Coola)

		o **St'at'imcets** (Lillooet) o **Tsilhqot'in** (Williams Lake) First Nations Language Centre • The First Nations Language Centre at Simon Fraser University co-ordinates the activities of grassroots community partners across BC and academic linguists from SFU, UBC, UNBC, and many other universities in a project to document, analyze, and revitalize Aboriginal languages.
23: HEALTH-CARE PROFESSIONALS We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	Continuing Implemented New Implemented Continuing Implemented	Indigenous Health Research • Dr. Jeff Reading, Professor, Faculty of Health Sciences, First Nations Health Authority Chair in Heart Health and Wellness at St. Paul's Hospital. Professor Reading has more than two decades of experience enhancing knowledge in Indigenous health issues, both in Canada and globally. • Dr. John O'Neil, Professor of Global and Indigenous Health. From 2007 to 2017, Professor O'Neil was Dean of the Faculty of Health Sciences at SFU. Previously, he was Director of the Manitoba First Nations Centre for Aboriginal Health Research, and Professor and Head of the Department of Community Health Sciences in the University of Manitoba's Faculty of Medicine. He has published more than 150 papers and reports related to Indigenous health. • Dr. Lyana Patrick focuses on challenging colonial constructions of community planning as it connects to health and well-being. Specifically, her work on the interconnections between justice and health seeks to promote Indigenous understandings of community building and toward better understanding the factors that hinder or help Indigenous peoples to create community connectedness. Indigenous Health Programs • Master of Science (MSc) Program in Indigenous Population Health o Students will earn an MSc in Health Sciences from Simon Fraser University and receive mentorship and training in Indigenous population health practice and First Nations approaches to research from the First Nations Health Authority. Graduates will have marketable skills in mixed methods epidemiology, enhanced

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<td>knowledge of First Nations data governance, and demonstrated ability to apply these skills in real work settings, such as the First Nations Health Authority.

• Promoting Indigenous-Led Action on Respecting Tobacco Project (PILAR)
    o SFU's Faculty of Health Sciences and the First Nations Health Authority are working in partnership to conduct a 3-year project (2017-2020) aimed at strengthening commercial tobacco control in Aboriginal communities. This will be achieved by carrying out a consultation intervention in BC First Nations communities.

Faculty of Health Sciences Indigenous Courses
• Separate from the MSc Program in Indigenous Population Health, the Faculty of Health Sciences offers these Indigenous courses:
    o HSCI 406 – Global Perspectives in Indigenous Health
    o HSCI 842 – Indigenous Health in Canada</td>
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<td>24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</td>
<td>N/A</td>
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28: LAW SCHOOLS We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	N/A	
57: PUBLIC SERVANTS We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	Continuing Implemented New In Progress	San'yas: Indigenous Cultural Safety Training • San'yas: Indigenous Cultural Safety (ICS) training is a unique, facilitated on-line training program designed to increase knowledge, enhance self-awareness, and strengthen the skills of those who work both directly and indirectly with Aboriginal peoples. The goal of the ICS training is to further develop individual competencies and promote positive partnerships. SFU Human Resources has made this training available to all continuing SFU employees. Over 500 employees have taken this training. SFU Employee Cultural Safety Professional Development Program • This program is being led by the Faculty of Education in partnership with the Centre for Educational Excellence and Student Services. This program aims to complement other training, like San'yas, but provide access to all SFU employees. This program will be a blend of online and in-person workshops.

| 62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: … Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. | Continuing
Implemented | Faculty of Education: Office of Indigenous Education
• The Faculty of Education is committed to collaborative work with diverse Indigenous communities and organizations as well as individual students and educators in a range of rural and urban locations. The Office of Indigenous Education's focus is inclusive of Aboriginal peoples in Canada (First Nations, Metis, and Inuit) as well as Indigenous peoples from other countries. The Office's vision emphasizes:
   o Collaboration and equal partnerships with a diversity of Indigenous communities and organizations.
   o Equitable representation of Indigenous peoples in enrolment across programs.
   o Integration of Indigenous content and perspectives across the curriculum.
   o Equitable representation of Indigenous peoples on faculty and staff.
   o Support and encouragement of Indigenous research and scholarship.
   o Integration of Indigenous awareness and local protocol as part of all faculty and staff orientation.
   o Requirement of anti-racism, multicultural, and Indigenous pedagogical approaches as a part of all teacher certification.

Indigenous Perspectives in Teacher Education (IPTEM) Professional Development Program Module
• The IPTEM module incorporates Indigenous knowledge and cultural resources available in the environment of the Musqueam, Sto:lo, and Squamish peoples, as well as resources available in Aboriginal communities residing in metropolitan centres. The module focuses on two pressing issues in education today:
   o Increasing the number of First Nations teachers in BC.
   o Augmenting the knowledge, skills, and understanding of non-Indigenous peoples teaching and working with First Nations children and youth.

Indigenous Education Reconciliation Council
• SFU's Faculty of Education formed this committee in 2012 (originally the Indigenous Education Advisory Committee) to ensure that its Indigenous activities are in congruence with the vision for Indigenous Education in |

		the Faculty of Education and aligned with the intent of the University's Vision and its Indigenous planning. Indigenous Education: Education for Reconciliation, North Vancouver • This Graduate Diploma in Advanced Professional Studies has been developed by Field Programs in partnership and collaboration with School District #44 (North Vancouver) and the Skwxwú7mesh Úxwumixw (Squamish Nation) and səl̓ílw̓ətaʔɬ (Tsleil-Waututh Nation) and hosted on their traditional territories. Education Faculty Indigenous Courses • EDUC 311 Foundation in Aboriginal Education, Language, and Culture.
	New Implemented New In Progress	Skwxwú7mesh Úxwumixw MEd • This two-year degree program is designed for leaders within the Squamish Nations, representing diverse educational settings. Appointments • SFU's first Associate Dean of Indigeniety to be appointed in fall 2020.
86: JOURNALISM AND MEDIA SCHOOLS We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.	Continuing Implemented	Communication and Journalism Research • Dr. Karrmen Crey is Sto:lo and a member of the Cheam Band. She is an Assistant Professor in the School of Communication where her research examines the rise of Indigenous media in Canada and the institutions of media culture that Indigenous media practitioners have historically engaged and navigated to produce their work. Her current research examines Indigenous film festivals and Indigenous digital media, particularly Indigenous virtual reality and augmented reality. SFU offers these applicable courses: • HIST 325 - History of Aboriginal Peoples of North America to 1850 • HIST 326 - History of Aboriginal Peoples of North America Since 1850 • HIST 427 - Topics in Indigenous Histories • HIST 443W - Aboriginal Peoples, History, and the Law • HIST 888 - Indigenous Peoples • CRIM 419 - Aboriginal/Indigenous Justice • CRIM 429 - Indigenous Peoples and International Law • PLCY 821 - Indigenous Policy

| 92: BUSINESS SCHOOLS
We call upon the corporate sector in Canada to … Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills- based training in intercultural competency, conflict resolution, human rights, and anti-racism. | Continuing Implemented | Executive MBA in Indigenous Business and Leadership
• The SFU Executive MBA in Indigenous Business and Leadership (EMBA IBL) is the only accredited MBA program in North America addressing Indigenous business, economic development, and governance. Designed primarily for mid-career Indigenous professionals from across Canada, participants are proven leaders who share an interest in Indigenous business management, economic development, nation-building, and self-determination.

First Peoples Enterprise Accelerator Program
• The First Peoples Enterprise Accelerator Program is a ten-year collaboration between Simon Fraser University and the RBC Foundation to support entrepreneurship in Indigenous communities. The vision of the program is to be a catalyst and resource for sustainable economic growth and diversification in Indigenous communities, using citizen entrepreneurship as its primary vehicle.

Indigenous Courses in MBA Program
• BUS 741- Business and Indigenous Peoples (2 credits, offered in FT MBA, PT MBA, GDBA)
• BUS 730 – Business and Indigenous Communities (2 credits, offered in FT MBA and PT MBA)
• BUS 648 – Indigenous Business and Communities (2 credits, EMBA equivalent of 741) |

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	Continuing Implemented	SFU Reconciliation
How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following: *Article 14* 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education *Article 15* 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. *Article 21* 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.		• SFU's Strategic Vision identifies "respect for Aboriginal Peoples and Cultures" as one of its six principles. Expanding upon the principle, the Vision notes that SFU will honour the history, culture, and presence of Aboriginal peoples; will welcome and nurture Aboriginal students; and will seek opportunities for greater representation of Aboriginal peoples amongst its faculty and staff. In 2016, SFU's Aboriginal Reconciliation Council was convened and, through intense consultation, developed Walk this Path With Us, an all-inclusive report focusing on all Aboriginal-related issues, planning, and initiatives at the University. Regular updates of all Reconciliation planning and initiatives can be found in quarterly reports and an annual Reconciliation report. • The Bill Reid Centre o The goals of the Bill Reid Centre for Northwest Coast Studies are to (1) encourage community and academic conversations regarding the visual culture of Northwest Coast First Nations, and (2) promote public understanding and respect for the First Nations of the Northwest Coast past and present. Indigenous Resources • Office for Aboriginal Peoples • Indigenous Student Centre • First Nations Language Centre • SFU First Nations Student Association • Faculty of Education: Office of Indigenous Education • Library Services for Aboriginal/Indigenous Students. • SFU Library: Indigenous Curriculum Resource Centre (in progress) • SFU Elders • Indigenous Graduate Support Indigenous Programs • First Nations Studies (FNST) • First Nations Languages Program (FNLP) • Supporting Aboriginal Graduate Enhancement Programs (SAGE) • Interim Aboriginal University Preparation Program (IAUPP) • The Executive MBA in Indigenous Business and Leadership (EMBA IBL) • The First Peoples Enterprise Accelerator Program

- Indigenous Perspectives in Teacher Education (IPTEM) Professional Development Program Module
- Master of Science (MSc) Program in Indigenous Population Health
- In addition to the courses in the above-mentioned programs, SFU offers Indigenous specific courses in these disciplines:
  - Archaeology
  - Business
  - Criminology
  - Ecological Restoration
  - Education
  - English
  - Gender, Sexuality, and Women's Studies
  - History
  - Public Policy
  - Resource and Environmental Management
  - Sociology and Anthropology

Advisory Council for Indigenous Initiatives
- The Centre for Educational Excellence is currently setting up an advisory council, which will include Indigenous students willing to share their "lived experience as Indigenous students," to guide and advise Indigenous initiatives at SFU.

Post-Secondary Education Accessibility
- SFU has an Aboriginal Undergraduate Admission Policy that takes into consideration an Aboriginal applicant's educational history, cultural knowledge, work experience, educational goals, and other achievements.

- SFU's Faculty of Arts and Social Sciences' Interim Aboriginal University Preparation Program helps pave the way for successful transition to undergraduate studies for Indigenous peoples. The program offers first-year academic credit courses that integrate humanities and social sciences with Indigenous perspectives.

- An Indigenous Pathways Planning Group has been formed to develop a better understanding of First Nations, Metis, and Inuit students' needs and opportunities to embark on their journey to and through SFU. Focus

	New In Progress Continuing Implemented	of the Group will be on issues pertaining to admissions, access, and retention, as well as the needs of the students and how SFU can support them. Financial Assistance • SFU offers a variety of financial assistance opportunities to Canadian undergraduate and graduate Aboriginal students, including an Indigenous Graduate Entrance Scholarship and Indigenous Graduate Travel Award. Indigenous Spaces • First Peoples' Gathering House o SFU is committed to building a Gathering House. The community consultation process concluded in September 2019. With the time required for design and construction, the First Peoples' Gathering House is expected to open in late 2023. • Indigenous Student Cultural House o Part of SFU's Residence and Housing Living and Learning Communities initiative, the Indigenous Student Cultural House is designed for Canadian Indigenous students who want to connect with other Indigenous students, engage with and share their own Indigenous heritage and knowledge, and participate in cultural and educational opportunities guided by SFU's Indigenous Student Centre. • Indigenous Gathering Space o The Office of Indigenous Education is located within the Faculty of Education and has played a leading role in the establishment of the Indigenous Gathering space. The spacious, light-filled room features comfortable seating, a small kitchen, and natural hardwood flooring while teachings and historic photos from the Bill Reid Centre's image collection adorn the walls. The space creates an environment of belonging and one in which to advance Indigenous education within the Faculty and the communities it serves. o A Memorial Gardens outside the Indigenous Gathering space is currently in the planning stages. The Gardens will include a

		plaque commemorating the people who attended each of the BC Residential Schools, a garden area featuring Indigenous plants, especially those used in ceremony and/or healing, and an outdoor classroom.
		Partnerships
		• The Squamish Nation and SFU signed a three-year (renewable) Memorandum of Understanding (MoU) on November 29, 2017, to create new pathways to support Indigenous students, staff, and faculty, and to create deeper connections between SFU and the Squamish Nation. Currently, SFU and the Squamish Nation are co-constructing a Master's of Education program to build capacity within the Squamish Nation.
		• SFU and the Surrey Urban Indigenous Leadership Committee have entered into a partnership to promote and support the academic, research, and community engagement needs and interests of the region's growing urban Indigenous peoples.
	New In Progress	• In fall 2019, SFU and the Surrey School District agreed to offer dual credit courses for Surrey School District Indigenous students who will be taking the Educational Assistant program through Surrey College.
	New In Progress	• Recently, the University entered into an Indigenous Transfer Pathway Partnership with Langara College that is scheduled to come into effect September 2020. The partnership will create better opportunities for Indigenous students and allow both institutions to work in partnership with the Indigenous community to meet their educational goals.