

# INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2020-21



SFU

CANADA'S ENGAGED UNIVERSITY



Simon Fraser University  
8888 University Drive  
Burnaby BC V5A 1S6  
Canada

tel 778.782.4644  
fax 778.782.4860

**Board Chair**

James B. Stewart

**Chancellor**

Tamara Vrooman, O.B.C.

**President and Vice-Chancellor**

Joy Johnson

**Members**

Serena Bains  
Michael Cordoba  
R. Georges Gardinetti  
Eric Gedajlovic  
Angie Hall  
Carolyn Hanna  
Anke Kessler  
Mike Lombardi  
Paula Martin  
Neelam Sahota  
Joan M. Young

June 25, 2021

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

Dear Minister Kang,

We are pleased to present Simon Fraser University's Institutional Accountability Plan and Report for the 2020-21 reporting cycle. The document was reviewed and approved by the senior administration of SFU and by our Board of Governors on June 24, 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,

A blue ink signature of James B. Stewart, consisting of a large, stylized 'J' and 'S'.

James B. Stewart  
Chair, Board of Governors  
attachment

A blue ink signature of Joy Johnson, written in a cursive style.

Joy Johnson  
President and Vice-Chancellor

CANADA'S ENGAGED UNIVERSITY

SFU



Simon Fraser University respectfully acknowledges the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam), S<sup>k</sup>wx̣wú7mesh Úxwumixw (Squamish), səlilwətaʔt (Tsleil-Waututh), qíćəy̓ (Katzie), k<sup>w</sup>ik<sup>w</sup>əłəm (Kwkwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose traditional territories its three campuses reside.

*First Nations*

*SFU*

# Table of Contents

Letter from the Board of Governors.....	2
1. Introduction .....	5
2. Strategic Context .....	7
2.1. SFU's Vision.....	8
2.2. SFU's Values and Principles.....	10
2.3. Enrolments.....	11
2.4. Quality Assurance.....	13
2.4.1. Accreditation.....	13
2.4.2. Academic Accreditation/Recognition .....	14
2.4.3. Quality Assurance Process Audit .....	15
2.4.4. Academic Departmental External Reviews .....	15
2.4.5. Administrative Departmental External Reviews .....	17
3. Strategic Direction .....	19
3.1. Planning Framework .....	20
3.2. Academic Plan .....	21
3.3. Strategic Research Plan.....	22
3.4. Strategic Community Engagement Plan.....	23
3.5. International Engagement .....	24
3.6. COVID-19 Response .....	25
4. SFU Core Themes and Strategic Goals.....	26
4.1. Core Theme: Engaging Students .....	27
4.2. Core Theme: Engaging Research.....	30
4.3. Core Theme: Engaging Communities .....	33
4.4. Fundamental Theme: Leveraging Institutional Strength.....	37
5. Ministry Goals and Objectives .....	40
5.1. Mandate Priorities.....	41
5.1.1. Mandate Letter 2020-21.....	42
5.2. Ministry Performance Measures.....	52
5.2.1. Student Spaces .....	53
5.2.2. Credentials Awarded.....	54
5.2.3. Aboriginal Student Spaces .....	55
5.2.4. Student Satisfaction With Education.....	56
5.2.5. Student Assessment of the Quality of Instruction.....	57
5.2.6. Student Assessment of Skill Development .....	58
5.2.7. Student Assessment of the Usefulness of Knowledge and Skills in Performing Job .....	59
5.2.8. Unemployment Rate .....	60
5.2.9. Sponsored Research Funding .....	61
5.2.10. Summary of Performance.....	62
6. Financial Information .....	63
Appendix A .....	65
Appendix B .....	68

# 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 Women's Studies program in Canada (1972), 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 13 of the last 14 years.

Approximately 56 years since it first opened its doors, SFU has grown into Canada's premier comprehensive university 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 1,022 continuing faculty, 2,198 administrative and support staff, and in the 2020-21 academic year enrolled 35,362 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 has more than 17,000 participants, 5,000 of which are registered SFU students, participating annually in non-credit [Lifelong Learning](#) programs. Also, the University is proud of its more than 140,000 alumni.

The University welcomed its second female president, Dr. Joy Johnson, in September 2020.



## 2. STRATEGIC CONTEXT



## 2.1. SFU's Vision

### SFU 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

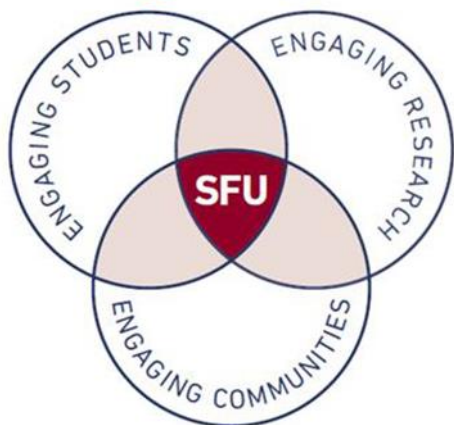
To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

#### 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.





## SFU's Priorities

### Equity, Diversity, and Inclusion

An equitable, diverse, and inclusive SFU is deserved by all. SFU strives to create an environment where everyone feels like they are treated with respect and where there are equal opportunities for engagement and success. As the University works toward inclusion for all, it is committed to doing more, and doing better.

#### Goals:

- Engage in a self-assessment/data-gathering on diversity and inclusion.
- Develop more robust and equitable recruitment, retention and progression for faculty and staff.
- Increase capacity and awareness of EDI educational opportunities.
- Enhance inclusion for equity-deserving groups.

### Reconciliation

Important reconciliation and decolonization work is being done across SFU by individuals, teams, and departments as the University continues the process of implementing the [Walk This Path With Us report's](#) Calls to Action. SFU is working to deliver on the commitments made in this report as it transforms the University and becomes a leader in Indigenizing the curriculum.

#### Goals:

- Provide safe and welcoming Indigenous spaces.
- Incorporate innovation and Indigenization into curriculum and research.
- Provide student pathways and support.
- Ensure Indigenous representation in administration, hiring, and project implementation.

### Student Experience

SFU students are the changemakers at the heart of SFU. The University engages students to learn about their priorities and ideas, and to understand their needs and goals. SFU is committed to strengthening its supports and services for students and to enriching the student experience.

#### Goals:

- Students come to SFU for a university degree with relevance and meaning. SFU will create new opportunities for vibrant, enhanced and active learning experiences—inside and outside the classroom.
- The University is working to ensure that all students feel welcome and supported, finding ways to enrich student life across all aspects of their journey with SFU - in-class, on campus and in communities.
- SFU knows that affordability is a concern for students. The University will develop initiatives and partnerships to help increase accessibility.

## 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 representation 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 18-24 and 25-29 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 18-24 age group is expected to decrease, while the 25-29 age group is expected to increase.

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.

Despite the challenges faced this last year due to Covid-19, SFU had a robust year, particularly on the international student front. Contributing factors include a poor job market leading to an increase in domestic students taking summer classes and the implementation of Pass/Fail grading for the spring 2020 term (to accommodate for the disruption of such a rapid shift to online instruction due to the Covid-19 lockdown), which led to more students being eligible to take summer classes. A contributing factor to international increases was the lack of ability for students to travel home.

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

	2017-18		2018-19		2019-20		2020-21		2021-22
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
<b>FTE</b>	19,761	22,161	19,831	22,102	19,941	21,853	20,071	21,632	20,201
<b>% Achieved</b>		112.1%		111.5%		109.6%		107.8%	

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

	2017-18		2018-19		2019-20		2020-21		2021-22
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
<b>FTE</b>	16,954	18,239	16,994	18,107	17,074	17,894	17,174	18,129	17,274
<b>% Achieved</b>		107.6%		106.5%		104.8%		105.6%	

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

	2017-18		2018-19		2019-20		2020-21		2021-22
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
<b>FTE</b>	2,807	3,922	2,837	3,995	2,867	3,960	2,897	3,504	2,927
<b>% Achieved</b>		139.7%		140.8%		138.1%		120.9%	

## 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 23.0%

of total undergraduate FTEs and 34.9% 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)**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Actual Data					
<b>International UG - FTE</b>	4,132	4,425	4,702	4,999	5,208	5,424
<b>Share of total UG - FTE</b>	18.2%	19.4%	20.5%	21.6%	22.5%	23.0%

**Table 5: International Student Graduate Enrolment (FTE)**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Actual Data					
<b>International G - FTE</b>	1,075.6	1,108.2	1,233.1	1,310.1	1,370.4	1,322.0
<b>Share of total G - FTE</b>	29.9%	29.7%	31.4%	32.8%	34.6%	34.9%

## 2.4. Quality Assurance

### 2.4.1. Accreditation

SFU sought, and was granted, accreditation from the Washington-based Northwest Commission on Colleges and Universities (NWCCU),<sup>1</sup> 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.

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 and Skills 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. Of special note are the difficulties that arose due to Covid-19. All recent reviews have faced either rescheduling, due to having to move to a remote review format, or have been postponed. SFU has worked hard to mitigate the effects of Covid-19 on the external review process.

**Table 7: SFU’s Academic Departmental External Reviews**

<b>SFU Academic Departmental External Reviews</b>				
<b>Year</b>	<b>Department</b>	<b>Recommendations received following site visits</b>	<b>External Reviewers’ Home Institutions</b>	<b>Action Plan developed and approved by Senate</b>
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 <sup>2</sup>
	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	Oct 2020
	Geography	TBA	Concordia / Ryerson / uToronto	TBA
	Physics	APR 2021	uOttawa / McGill / Memorial	TBA
	Statistics and Actuarial Science	May 2020	uLaval / uToronto / uWaterloo	Oct 2020
2020-21				
	Biological Sciences	TBA		
	French			
	Humanities			
	Mathematics			
	Political Science			

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

SFU has embarked on a multi-year program to acquire detailed data that focuses on its administrative services and activities. Working with [Cubane Consulting](#) to deploy the **UniForum@SFU program**, SFU will be gathering data and benchmarking its services against other comparable post-secondary institutions. SFU will then use this data to review and ultimately optimize the delivery and performance of its administrative services.

**Table 8: SFU’s Administrative Departmental External Reviews**

<b>SFU Administrative Departmental External Reviews</b>		
<b>Findings Released</b>	<b>Department</b>	<b>External Reviewers</b>
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
Feb 2020	Human Resources	Deloitte
Feb 2021	Review of Student Programs and Services	Keeling & Associates
TBA	UniForum@SFU Benchmarking Program	Cubane Consulting

### 3. STRATEGIC DIRECTION

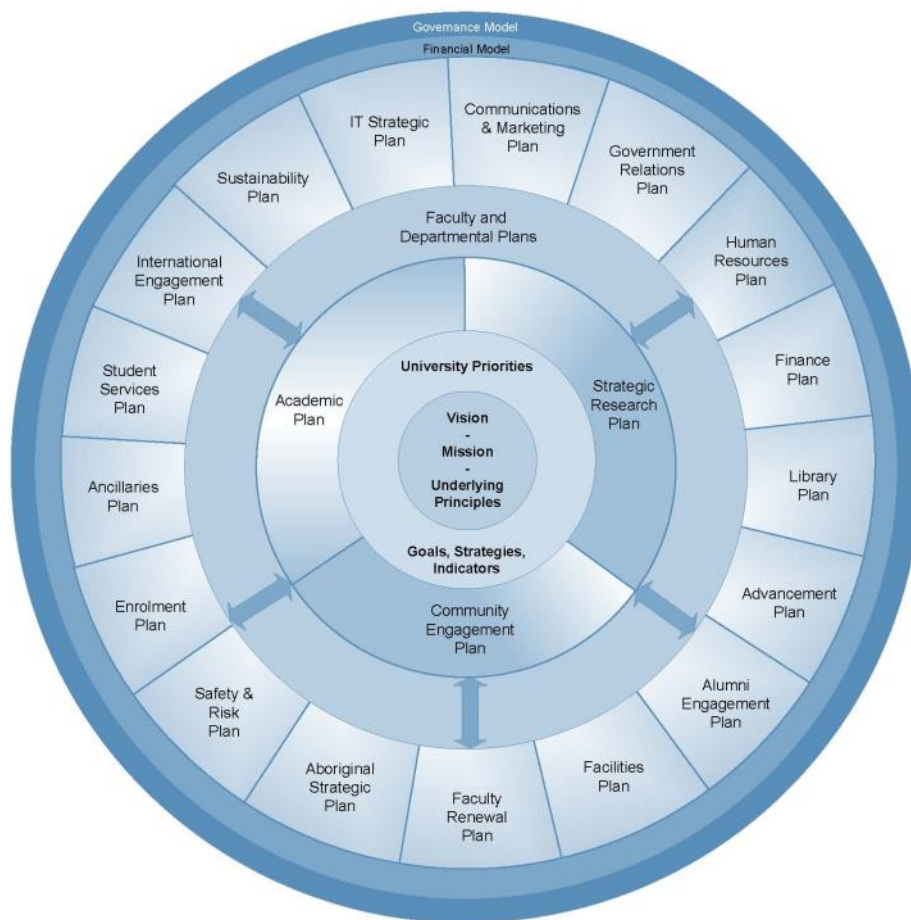


### 3.1. Planning Framework

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. 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**

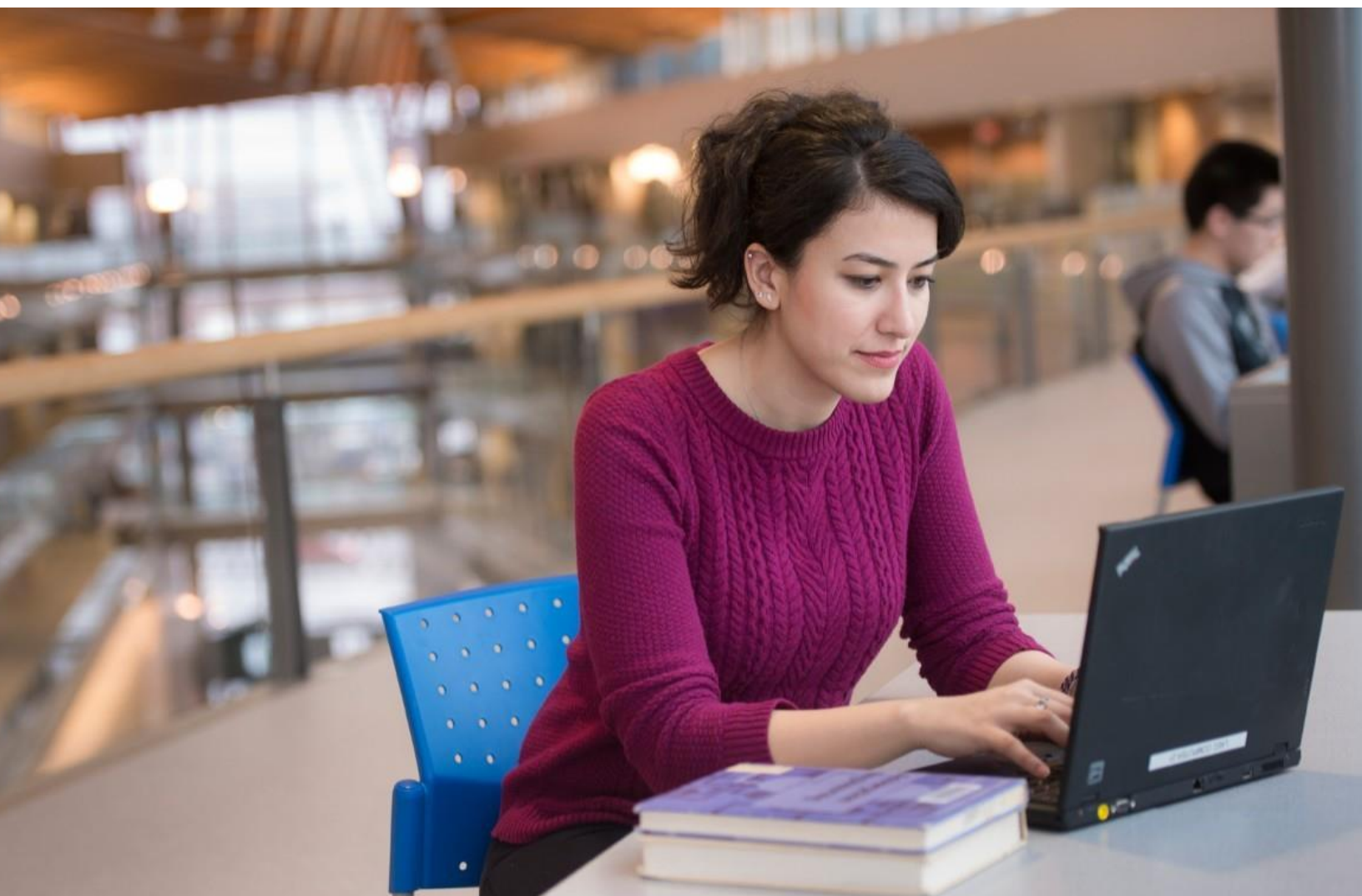
**Challenge 3: Engagement**

**Challenge 4: Bridging Divides/Interdisciplinarity**

**Challenge 5: Faculty and Staff Renewal**

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

[An update to the plan took place in 2020](#) where a recommitment to the five challenges of the plan was made and a special emphasis on SFU's commitment to equity, diversity, and inclusion as well as Reconciliation was evident. 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**

In October 2020, the Strategic Research Plan was updated with editorial changes and extended until 2022. The extension enables the Strategic Research Plan to carry forward until the Vice-President, Research and International role is filled in a continuing capacity and the next Strategic Research Plan can be established. 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.

### Continuing Goals and Priority Strategies

#### 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. The plan will be monitored and regularly updated by the Office of the Vice-President of External Relations.



## 3.5. International Engagement

SFU faculty, students, staff, 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. The University achieves this through knowledge creation, mobilization, dissemination, and with a focus on global impact.

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 23.0% 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 34.9% international students, with proportions of up to 45-73% in the science and technology programs. There was an 14.3% increase in international graduate students from 2016-17 to 2020-21. World-class research and faculty, as well as competitive program offerings and advantageous fee programs, attract international graduate students from over 100 countries. 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

In March 2020, Simon Fraser University rapidly pivoted to remote instruction as part of early “lockdown” restrictions due to the COVID-19 pandemic along with other post-secondary institutions (PSIs) across British Columbia and Canada. Instruction at SFU remained entirely remote from March 2020 through the end of the Summer 2020 semester. In the Fall 2020 semester, the central Academic Planning group developed guidelines and processes of approval for Faculties that wanted to resume face-to-face (F2F) instruction for select courses. The centralized approvals process for courses carried through the Spring 2021 and Summer 2021 semesters. In Spring 2021, roughly 5% of undergraduate courses and 9% of graduate courses offered some face-to-face components.

With the scheduled return to the majority of classes being offered on-campus in fall 2021, many SFU students will be facing significant transitions. There will be second year students who have never been on campus and third year students who have never spent a full academic year on campus. The evidence of mental health harms to young people during the enforced isolation of the pandemic is increasingly compelling. International students may be faced with quarantine restrictions upon entering the country and may need to quarantine in a government-approved hotel for a period of time upon arrival in Canada. SFU also anticipates that processing for international student study permits will continue to be delayed, therefore some international students may not be able to arrive in British Columbia by the Fall 2021 semester. SFU will need to continually adapt to

these unique circumstances and must be prepared to provide its students with adequate resources for them to make these transitions.

To ensure student success in a post-pandemic world, SFU has established these guiding principles:

- The University will prioritize opportunities for in-person learning for all students.
- The University will consider the student experience and student success in all decisions.
- Academic planning will protect the health and well-being, both physical and emotional, of students, faculty, and staff.
- The University will consider issues of accessibility, equity, diversity and inclusion, and prioritize decisions that enhance inclusion.
- Research activity will be supported to every extent possible.
- The University will maximize flexibility in academic planning where feasible and in alignment with these guiding principles.
- The University will provide clear, consistent, and timely communication to the community.
- The University will work to retain best practices and incorporate lessons learned from this period of remote learning.
- The University will consider the carbon footprint and climate change adaptation implications in all decisions.
- The University will take advantage of opportunities to innovate and recalibrate.

## 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.
- Combine the best traditions of academic and teaching excellence, and 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.
- Provide students with opportunities to participate in advanced research, and to share in the labour and joy of creating and applying knowledge while acquiring the skills for lifelong learning.
- Ensure students have access to an unparalleled selection of experiential learning opportunities that allow them to apply knowledge, grow as individuals, engage with diverse communities, develop entrepreneurial skills, and refine their sense of civic literacy.
- Mental health pilot success: The “mySSP” [Student Mental Health Pilot Program](#), which provides 24/7 free access to all students, continues to see increased uptake: Some 1,299 unique users opened over 2,390 clinical cases this past academic year. A three-year agreement was signed in the summer of 2020 to ensure continuation of the services, which are especially needed during remote learning.
- 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 previous 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 preceding academic year.
- Improved student orientation programming: An institution-wide revisioning of Welcome Day events was launched, and in December 2019 Senate approved a request to move fall Welcome Day to the first day of the term.
- Improved student communications: A strategic framework, guidelines, and toolset for student communicators was developed and launched a Constituent Relationship Management (CRM) system to manage relationships with prospective students was implemented, and planning is underway for its expansion to current students.

### 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 to succeed in their studies. Below are examples of recent initiatives:

- 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 2021; a new 482-bed residence is near completion; an additional 90-unit apartment-style student housing complex will open in January 2022 for students who parent; construction has started on a new 396-bed housing complex for first and second year students, which will open in January 2023; and planning has begun on a 437 bed apartment-style housing complex for upper year students. The expansion of the Indigenous Student Centre will be completed for fall 2021. A new Welcome Centre for prospective students and alumni will be open in fall 2021. Also, there are two new exam centres for accommodated exam-taking on each campus—Burnaby and Surrey.
- A five-year Strategic Enrolment Management Plan was completed in conjunction with the Office of the Vice-President, Academic in March 2021.
- Creation of the Indigenous Student Recruitment and Admissions portfolio (and hiring of new Director) plus the launch of Indigenous Students admission website.
- Allocation of \$3.1m in emergency funding to students during the pandemic.
- [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 witnessed tremendous uptake.
- [Healthy Campus Community](#): This 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 \(SVSPO\)](#): This office opened its doors on February 1, 2018, and represents a key outcome of the campus community's development of the Sexual Violence and Misconduct Prevention, Education and Support Policy (GP 44). The SVSPO provides support for campus community members impacted by sexual violence, including students, staff, and faculty. A Survivor can receive support regardless of when or where the incident took place. The office provides coordinated 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.

Research shows that student well-being is strongly connected with academic success, sense of belonging and involvement on campus, and retention through to graduation. 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:

- [SFU's Multifaith Centre](#) provides a range of faith-based wellness support services for all SFU students. In addition to providing faith-based support programs and services, the unit leads campus conversations regarding discrimination, anti-racism, and belonging. This service has experienced significant growth in student visits. Across

the University's three campuses and during the 2019-2020 academic year, the Interfaith Centre received 7,500 monthly visits.

- [The Office of Student Support, Rights and Responsibilities](#) (formally Student Conduct Office) serves students, faculty, and staff by delivering a range of responses to students in distress and concerning student behaviour. Intervening to help students and to coordinate the appropriate support, is a key function of the office, along with creating awareness about students' rights and responsibilities—including the responsibility to understand the Student Conduct Policy (non-academic misconduct; S.10.05), along with the right to procedural fairness and support.
- [The Indigenous Student Centre](#) (ISC) supports individual and community well-being for Indigenous students by offering programs and services that are unique, cultural, and holistic. In addition to academic support, the ISC provides responsive and culturally relevant programming, services with Indigenous-identified counsellors, and both facilitated and informal cultural, artistic, and physical well-being opportunities. Additionally, and

guided by Indigenous students, educators, and Knowledge Keepers/ Holders, the ISC has developed an anti-racism resource for Indigenous students. In the past year, a number of new initiatives have been implemented to support student well-being, including expanded Elders programming and an Indigenous book club featuring Indigenous authors, in partnership with the cultural programs, such as traditional cooking workshops.

Many of Student Services' activities have significant community engagement components. Programs such as Work Integrated Learning (over 3,400 students placed in 2020 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 2020 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.

### Centres and Institutes

SFU's Research Centres and Institutes are an integral part of research at the University. SFU has a total of 62 active Research Centres and Institutes. During the past year, SFU established the [Digital Democracies Institute](#), which is led by Canada 150 Research Chair in New Media, Dr. Wendy Chun. This Institute aims at integrating research in humanities, social sciences, network and data sciences to address question of equality, justice

and democratic language. Currently, the Institute has four research streams that help cover the various areas of the institute: Beyond Verification: Authenticity and Mis/Disinformation; From Hate to Agonism; Desegregating Network Neighborhoods; and Discriminating Data. These four research pillars will aid in finding solutions to polarization.

### Initiatives and Achievements

Below are some key highlights:

- SFU's researchers, innovators, and experts continue to be at the forefront of the COVID-19 response. Over the past year, SFU researchers have conducted virus modelling, informed global health policy, developed COVID-19 testing kits using new imaging technology, and helped design low-cost 3D printed mechanical ventilators, which could be safely and effectively used in settings outside of hospitals. Since the onset of the pandemic, SFU researchers have regularly been go-to media experts on the impacts of COVID-19 locally, nationally, and internationally.
- SFU Mathematics professor Caroline Colijn leads The Canadian Network for Modelling Infectious Disease (CANMOD), a new national infectious disease modeling network announced in 2021, that will inform decisions related to public health threats and better prepare Canada for future pandemics. CANMOD is supported by \$2.5M in funding from the federal government. Colijn also sits on a multidisciplinary science expert panel for The Chief Science Advisory of Canada to advise on the latest scientific developments relevant to COVID-19.

- The Canadian Longitudinal Study on Aging (CLSA), of which SFU is a key player, benefited from \$9.6M in federal funding, announced in March 2021, through the Canada Foundation for Innovation (CFI). The CFI investment will equip the CLSA's with the essential tools needed to help identify the early causes of chronic health conditions, such as disability and cognitive decline, as well as mobility impairment.
- SFU received multiple accolades at the 2021 BC Cleantech Awards in February. SFU was honoured as the 2021 *Top Education Institute*. Elicia Maine, special advisor on innovation to SFU's Vice-President, Research and International and the VanDusen Professor of Innovation and Entrepreneurship at the Beedie School of Business, took home 2021 *Top Educator* honours.
- In February 2021, SFU and Foresight Cleantech Accelerator Centre partnered together to advance the cleantech sector in BC and beyond. The partnership will focus on supporting the development of a world-class cleantech sector in the province along with advancing breakthrough energy solutions from lab to market. The partnership will involve creating a new research program under the leadership of professor Mark Jaccard of SFU's School of Resource and Environmental Management, and professor Elicia Maine, special advisor on Innovation to SFU's Vice-President, Research and International, and the VanDusen Professor of Innovation and Entrepreneurship.
- Launched in September 2020, the Living Lab program applies SFU's leading sustainability and climate research to its own infrastructure and facilities, testing innovative solutions on-site that can then be applied and scaled anywhere in the world. Through experiential and applied research with teams of staff, faculty, and graduate students, Living Lab facilitates an innovative new model for sustainability-themed research at SFU. During this pilot year there were four projects selected that align with SFU's 2025 sustainability plan. They include: Examining the Carbon Impact of Streaming Media in University Teaching and Learning, LCA Analysis for SFU Fleet Electrification, Sustainable Living Indoor Gardens Utilizing Energy-Efficient and Renewable Technology, and Sustainable and Management of Bioplastics.
- CFI awarded SFU Physics professor Bernd Stelzer \$2.8M over eight years for continued work on the ATLAS Tier 1 Data Centre. During this time, there would be storage and processing improvements to aid with collection and analysis of data from the Large Hadron Collider. The Centre operates 24/7 receiving raw data, which it can either store, reprocess, or apply calibrations and reconstruction algorithms to.
- SFU Health Sciences Professor Kanna Hayashi was awarded \$2.7M over the next two years for her project on *Vancouver Drug Users Study: The Impacts of Evolving Drug Use Patterns on HIV/AIDS*. In Vancouver, there has been an ongoing opioid crisis with more deaths occurring each year due to drug use. This project aims at ways of preventing HIV along with the use of medication assisted treatments for opioid users.





## 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:

- SFU's Strategic Vision identifies "respect for Aboriginal Peoples and Cultures" as one of its six principles and notes that SFU will honour the history, culture, and presence of Aboriginal peoples; that SFU will welcome and nurture Aboriginal students; and that SFU will seek opportunities for greater representation of Aboriginal peoples amongst its faculty and staff. SFU has allocated \$9M to support an Aboriginal Strategic Initiative with an Aboriginal Reconciliation Council convened to provide advice to senior leadership about how the funds should be directed. SFU-ARC's final report outlined 34 Calls to Action, organized into four clusters, including: creating safe and welcoming spaces for Aboriginal peoples; curriculum innovation and indigenization; student pathways and support; and administration, hiring and project implementation. A working group comprised of representation from SFU's Office for Aboriginal Peoples, SFU's Office of the Vice-President Academic, and SFU's Office of the Vice-President External Relations is working with the SFU Community to identify how best to make progress on each of the 34 Calls to Action.

- 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 from 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 four areas of action include community scholars, social procurement, indigenous social innovation, and community building through green and sustainable campuses.
- [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, SFU students, and the community co-create experimental projects to make Vancouver more sustainable, livable, and joyful. Over the years, CityStudio has engaged 7,452 students, 397 faculty, 355 city staff, in 1,349 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 21<sup>st</sup> 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 16,000 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. SFUW engages the immediate inner-city community through unique cultural, employment, and public initiatives.

- [312 Main Street](#), a Centre for Economic and Social Innovation, 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 units co-located at 312 Main include SFU Public Square, the Centre for Engaged Research Initiative, Lifelong Learning's Community Engagement Education, and Vancity Office of Community Engagement.
- [SFU Student Community Engagement Competition](#) is a community-sponsored competition that encourages students to develop and pitch ideas designed to strengthen community resiliency. Over its first seven years, \$100,000 has been contributed to support the implementation of 39 student projects.
- [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 13,500 participants, benefitted from the support of over 150 volunteers, and provided mentorship to over 1,350 student teams and business development services to over 220 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

For SFU to be successful in achieving its strategic goals, the University must leverage the institutional strength found in its infrastructure. SFU's institutional strength is underpinned by its commitment to sustainability, and continues to be built through activities such as recruitment and retention of excellent faculty and staff, effective financial management, and development of supporting structures, such as Student Services, IT capabilities, and the Library.

### Initiatives and Achievements

Although not a core theme, SFU regards Leveraging Institutional Strength as a key supportive fundamental theme in the University's ability to provide quality education and fulfill its Vision. In particular, achievement of SFU's Vision hinges on its financial health and management, including its strategic investments in capital infrastructure. Other important elements of this fundamental theme include provision of library services that effectively support the University community and an institutional commitment to achieving a sustainable campus environment. The following are examples of SFU's commitment to Leveraging Institutional Strength.

### Financial Management

- SFU's provincial operating grant for 2020-21 was \$261.3 million, up \$15.9 million from the previous year's \$245.4 million. Government of Canada operating grants for 2020-21 were \$8.2 million, materially consistent with the previous year's \$8.7 million.
- Breakdown of the 2020-21 \$261.3 million provincial operating grant:
  - ◇ \$243.9 million operating grant as stated in the original budget letter dated September 25, 2020;
  - ◇ \$16.4 million of Sustainable Services Negotiating Mandate (SSNM) funding;
  - ◇ \$0.5 million operating grant for the Electronic Library Network; and
  - ◇ \$0.6 million of other miscellaneous provincial funding.
- Tuition and student fees are a major source of operating income and increased to \$305.9 million for 2020-21, exceeding provincial operating grant funding. The increase was due primarily to tuition fee increases – 2% for domestic students and 4% for international undergraduate students—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 68% of total operating expenses for 2020-21.
- 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 2020-21 for the program.
- The Strategic Initiative Project Program (SIPP), which began in 2019/20, continued to fund existing projects in 2020/21. The program provides funding 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 2020-21 with a market value of \$605 million. The endowment fund consists of 978 individual endowments that provided \$21 million of support in 2020-21 for academic programs, student financial aid, research, professorships, library collections, and athletics.

- The University continues to be on track to meet its 45% carbon footprint reduction target by the year 2025 for the public equity portion of the University's investment portfolio. In 2020-21, strategies were developed to further reduce the carbon footprint. Also, the United Nations Principles for Responsible Investment Annual Report filing was completed.

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

The following capital projects were completed in 2020-21:

- Construction and commissioning of the Biomass Heating Plant and District Energy System on Burnaby Mountain (in partnership with SFU, UniverCity, and a private operator).
- Construction of the Student Union Building (funded by the Simon Fraser Student Society) at SFU's Burnaby campus.

- Construction of Phase 1 of the University's Residence and Student Housing Plan, which is a long-term strategy for the development of student infrastructure that supports learning and creates healthy campus communities.

Other major capital initiatives being planned or underway include:

- Phase 2 of the Residence and Student Housing Master Plan, which will include development of a new student housing tower and expansion of the residence dining commons.
- Creation of a new, state-of-the-art Interdisciplinary Life Sciences Building.
- Building of a First Peoples' Gathering House, part of the University's commitment to fostering safe and welcoming Indigenous spaces on campus.
- Simon Fraser University received a gift from the Marianne and Edward Gibson Trust and family to build a new 12,000-square-foot arts and culture facility at its Burnaby campus called the SFU Art Museum.
- Renewal of the W.A.C. Bennett Library and Student Learning Commons.

### [SFU's 2021-22 to 2025-26 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 is in the second year of implementing its [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 climate change and competent in their individual contributions to climate action in their roles as learners, teachers, researchers, and employees.

Within the three goals are 16 targets, focused on areas such as reducing SFU's greenhouse gas emissions from a range of sources, establishing cutting-edge climate projects under the Living Lab initiative, and developing programs for students to learn skills for climate action.

SFU is also working on its Climate Resilience Plan to manage the impact of climate risks, such as extreme weather events, on the University.

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. Mandate Priorities

As per Ministry guidelines for this reporting year, the following pages consist of responses to the current 2020-21 Ministry Mandate Letter.

In this section, SFU demonstrates its support for the [2021 Ministry of Advanced Education and Skills Training Service Plan](#) by referencing a select list of activities and initiatives that specifically respond to the priorities in the annual Ministry Mandate Letter. Below are points of particular relevance to the 2020-21 Ministry Mandate Letter that SFU is committed to.

- 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 otherwise access post-secondary education.
- The University provides a wealth of services for many vulnerable and underrepresented groups, including Indigenous services and supports that are respectful of, and aspire 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.



### 5.1.1. 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 communities both on and off campus.

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

- Indigenous Student Centre expansion
- Development of a First Nation Peoples' Gathering House (construction to begin in 2022)
- Creation of a Decolonizing and Indigenizing Curricula Program
- Recently launched the Disrupting Colonialism Through Teaching: An Integrated Seminar Series and Grant Program
- Hired an Indigenous Curriculum Resource Centre Librarian in 2020
- San'yas: Indigenous Cultural Safety Training is open to all SFU employees in continuing positions.

Other initiatives and activities can be found on SFU's [Reconciliation website](#).

In 2017, SFU formed an Indigenous Pathways Planning group. The group's first major report, [Looking Forward... Indigenous Pathways To and Through Simon Fraser University](#), was released in January 2021. It addresses higher education access

issues for Indigenous students with consideration given to the educational visions and needs of local Indigenous communities and organizations. The report offers recommendations that encourage SFU to work with local Indigenous people to support their educational journeys and needs and improve their access to SFU, and higher education in general. The University is currently hard at work on these recommendations.

**Indigenous University Preparation Program**

- This program consists of a cohort of Indigenous students who explore university together with Elders, mentors, teaching assistants, and instructors while taking courses which can transfer into first year university or college.

**Associate Dean of Indigeneity**

- SFU's first Associate Dean of Indigeneity in the Faculty of Education was appointed in fall 2020.

***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:

- The University entered in an [Indigenous Transfer Pathway Partnership](#) with Langara College that came into effect September 2020. The partnership has created better opportunities for Indigenous students and allowed 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 launched the [Student Experience Initiative](#). Its goal is to enhance 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 learning environment where students feel a sense of belonging.

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 four years.

**Table 9: Youth in Care Tuition Program**

Program Year	Eligible and Enrolled	Total Applications
2020-21	30	39
2019-20	27	28
2018-19	25	25
2017-18	15	19

***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](#)
- [Office of Student Support, Rights & Responsibilities](#)
- [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](#)
- [Multifaith 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.

### Covid-19

During these challenging Covid times, SFU has responded with a massive shift to on-line learning for almost all classes as well as having the majority of its staff and faculty working from home. The University has followed all provincial and federal mandates and protocol related to Covid and has also implemented measures of its own to help keep the campus community safe, including a Covid-19 Impact Scale, which eventually gave way to the [Return to Campus Scale](#). Both scales have served as efficient and informative overarching guidelines for SFU's response to the pandemic.

### ***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.

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 four 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 2020-2021 will be released in fall 2021. 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 its 2020- 2021 Prevention Education Plan:

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 Prevention Education 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.

The SVSPO is presently working to extend its current Prevention Education Plan into a five-year plan.

***c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner 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.

SFU provides ample digital systems and tools for its community. Among such is Microsoft 365. This collection of productivity tools, along with training, is free to all SFU faculty, students, and staff.

With Covid-19 and the challenge of moving to online learning and working from home, SFU has responded by providing its community with full Zoom and Microsoft Teams videoconferencing capabilities.

***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 3,480 students placed into the workforce in 2020. 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](#)

**Community Engaged Research Initiative**

Designed around a collaborative research infrastructure, SFU’s [Community Engaged Research Initiative](#) (CERi) promotes principles of participation, cooperation, social transformation and knowledge translation to lift up and strengthen

the capacity of SFU’s researchers and students as they engage respectfully and ethically with community members. The program encourages and supports SFU researchers and students to develop meaningful and productive research partnerships that are capable of making a positive difference in communities throughout British Columbia—and beyond. CERi focuses on a reciprocal relationship between universities and communities.

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

With approximately 23.0% of SFU’s undergraduate FTE enrolments being international students, SFU welcomes the diversity of experience and culture that these 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 September 2020, approximately 9,670 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.
- [The SFU 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.
- [Counsellors' 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 the course teaching assistants and fellow classmates.

In the Fall 2019 semester, SFU launched an [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 teaching assistant, providing a more interactive and meaningful teaching and learning experience for both instructors and students. Since implementation of the initiative, the University has been replacing over 80 traditional online courses with the new interactive C900 classes.

As a result of the Covid-19 pandemic, the Centre for Educational Excellence has adopted Zoom conferencing technology for [proctoring live remote exams](#). Although SFU Zoom was not designed as a remote proctoring software it can:

- mimic physical observation that occurs during in-person exams
- confirm which student is taking the exam
- be a reminder of academic integrity guidelines at SFU



**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. SFU's Career Services provides job outlook and career planning for students. Below is a non-exhaustive sample of SFU programming and the priority occupations these programs are preparing students to enter:

**Table 10: 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

A further exploration of these sample careers can be found on the [SFU Career Services website](#).

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 table below illustrates SFU's commitment to the workforce demand for STEM graduates. Since 2014-15, SFU has seen a 25.8% increase in STEM credentials awarded.

**Table 11: STEM Credentials Awarded by Fiscal Year**

Credentials Awarded	Fiscal Year						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Science and Technology	771	804	750	838	867	837	738
Engineering	198	237	270	288	286	289	302
Mathematics	534	529	600	613	617	703	851
<b>Total</b>	<b>1,503</b>	<b>1,570</b>	<b>1,620</b>	<b>1,739</b>	<b>1,770</b>	<b>1,829</b>	<b>1,891</b>

**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 (WIL) 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.

Except for 2020, due to Covid-19, total co-operative education numbers at SFU have been steadily increasing over the last 11 years. Below are the yearly totals of SFU co-operative education placements from 2010-2021.

**Table 12: SFU Co-operative Education Placements 2010-2021**

Year	Spring	Summer	Fall	Total	+/- %
2021	1,233	TBA	TBA	TBA	TBA
2020	1,171	1,102	1,207	3,480	-17.4%
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	2,672	12.3%
2010	825	876	678	2,379	

It is important to note that co-operative education placements for spring 2021 are 5.3% higher than spring 2020. This suggests, as we emerge from the Covid pandemic, that co-operative education participation levels will once again resume their year-over-year increases.

**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.

SFU is a founding member of a consortium of leading organizations and educational institutions across the country partnering with [Palette Skills](#) (a national nonprofit funded in part by the Government of Canada) to help drive Canada's economic recovery by creating programs to rapidly upskill Canadians for high-demand roles in the fastest-growing parts of the economy.



**Ministry Mandate 5: 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.

## 5.2. 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:<sup>3</sup>

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 removed the "exceeded" category in 2019-20.

### 5.2.1. Ministry Performance Measure: Student Spaces

Ministry Accountability Objective: Capacity

Operational Definition

Number of full-time equivalent (FTEs) student enrolments delivered overall and in designated program areas.

<b>SFU's Achievement:</b>		<b>Achieved</b>	
2020-21 Target:	20,071	<b>107.8%</b>	% of target
2020-21 Actual:	21,632		

SFU's total student headcount for the 2020-21 academic year was 35,362, which included 29,698 undergraduates and 5,664 graduates.

The undergraduate and graduate FTEs for 2020-21 reached 21,632, which exceeded the government-funded enrolment target of 20,071 by 7.8%.

A majority of students enter SFU's undergraduate programs either directly from BC Grade 12 or through college transfer. In 2020-21, 43.5% of the University's new undergraduates came from BC Grade 12 with average entry grades of 86.9%. BC college transfer students made up 38.9% of new students.

## 5.2.2. 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.

<b>SFU's Achievement:</b>		<b>Achieved</b>	
2020-21 Target:	5,961	<b>102.4%</b>	% of target
2020-21 Actual:	6,107		

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 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.

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.

### 5.2.3. 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.

<b>SFU's Achievement:</b>		<b>Substantially Achieved</b>  <span style="font-size: 2em; font-weight: bold;">97.1%</span> % of target
2020-21 Target:	≥ 2019-20 actual 549	
2020-21 Actual:	533	

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. 2020-21 is the first time in six years that Aboriginal student enrolment has not eclipsed the previous year. Given the pandemic related challenges of the last year, the University is confident efforts to recruit, retain, and support Aboriginal students will result in increased enrolment for 2021-22.

## 5.2.4. Ministry Performance Measure: Student Satisfaction with Education

Ministry Accountability Objective: Quality

### Operational Definition

Percentage of students who were very satisfied or satisfied with the education they received.

<b>SFU's Achievement:</b>		<b>Achieved</b>
2020-21 Target:	≥ 90%	<b>100.9%</b> % of target
2020-21 Actual:	90.8% (±0.9%)	

The University remains concerned with course availability. In fall 2020, 69% of undergraduate students surveyed were getting the specific courses they wanted and 75% 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.



## 5.2.5. Ministry Performance Measure: Student Assessment of the Quality of Instruction

### Ministry Accountability Objective: Quality

#### Operational Definition

Percentage of students who rated the quality of instruction in their program positively.

<b>SFU's Achievement:</b>		<b>Achieved</b>	
2020-21 Target:	≥ 90%	<b>103.2%</b>	% of target
2020-21 Actual:	92.9% (±0.8%)		

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

## 5.2.6. 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:		Substantially Achieved
2020-21 Targets ≥85%	<b>Overall Performance</b>	<b>97.6%</b>  % of target
	<b>2020-21 Actual: 83.0% (±0.9%)</b>	
	Written Communication:	2020-21 Actual 83.7% (±1.2%)
	Oral Communication:	2020-21 Actual 79.8% (±1.2%)
	Group Collaboration:	2020-21 Actual 75.5% (±1.3%)
	Critical Analysis:	2020-21 Actual 91.4% (±0.9%)
	Problem Resolution:	2020-21 Actual 77.7% (±1.3%)
	Learn on Your Own:	2020-21 Actual 87.2% (±1.0%)
	Reading and Comprehension:	2020-21 Actual 85.7% (±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 reviewed 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.

## 5.2.7. 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.

<b>SFU's Achievement:</b>		<b>Substantially Achieved</b>	
2020-21 Target:	≥ 90%	<b>92.2%</b>	% of target
2020-21 Actual:	83.0% (±1.3%)		

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. Since 2010, SFU students have worked in approximately 37,701 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.

## 5.2.8. 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.

<b>SFU's Achievement:</b>		<b>Achieved</b>	
2020-21 Target: <sup>4</sup>	≤ 17.7%	<b>166.1%</b>	% of target
2020-21 Actual:	7.4% (±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 current [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.

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](#)

### 5.2.9. 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.

<b>SFU's Achievement:</b>	<b>Achieved</b>  <b>103.9 %</b>	
<b>All Sources</b>		
<b>2020-21 Target: ≥ 2019-20 actual \$161.0 m</b>		
<b>2020-21 Actual: \$167.3 m</b>		
<b>Federal sources</b>		
2020-21 Target:	≥ 2019-20 actual \$88.2 m	
2020-21 Actual:	\$79.5 m	
<b>Provincial sources</b>		
2020-21 Target:	≥ 2019-20 actual \$8.7 m	
2020-21 Actual:	\$19.9 m	
<b>Other sources</b>		
2020-21 Target:	≥ 2019-20 actual \$64.1 m	
2020-21 Actual:	\$67.8 m	

Approximately 48% 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, 12% 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 [ReSearch Infosource's](#) number one ranking of SFU as the comprehensive Canadian university with the greatest publication impact in 2020. 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.

## 5.2.10. Ministry Performance Measures: Summary of Performance

Table 15: Summary of Performance

<b>2020-21 Performance Reflected by Ministry Measures</b>			
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>



**Simon Fraser University**  
**2020/21 Accountability Framework Performance Measure Results**

Performance measure <sup>1</sup>	Reporting year					
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment		
<b>Student Spaces<sup>2</sup></b>						
Total student spaces	21,853	20,071	21,632	Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	5,984	5,961	6,107	Achieved		
<b>Sponsored Research Funding</b>						
Sponsored research funding from all sources (million \$)	\$161.0	≥ previous year	\$167.3	Achieved		
Federal sources (million \$)	\$88.2		\$79.5			
Provincial sources (million \$)	\$8.7		\$19.9			
Other sources (million \$)	\$64.1		\$67.8			
<b>Aboriginal student spaces<sup>4</sup></b>						
Total Aboriginal student spaces	549	TBI	533	TBI		
Ministry (AEST)	549		533			
Industry Training Authority (ITA)	N/A		N/A			
<b>Student satisfaction with education<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	89.8%	1.0%	≥ 90%	90.8%	0.9%	Achieved
<b>Student assessment of the quality of instruction<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	92.1%	0.9%	≥ 90%	92.9%	0.8%	Achieved
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	84.7%	0.9%	≥ 85%	83.0%	0.9%	Substantially achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	82.1%	1.5%	≥ 90%	83.0%	1.3%	Substantially achieved
<b>Unemployment Rate<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	6.7%	0.9%	≤ 17.7%	7.4%	0.9%	Achieved

**Notes:**

N/A - Not assessed

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

<sup>1</sup> Please consult the 2020/21 Standards Manual for a current description of each measure.

<sup>2</sup> Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

<sup>4</sup> Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

<sup>5</sup> Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 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%.

<sup>6</sup> 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.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

**APPENDIX**  
**Simon Fraser University**  
**2020/21 Accountability Framework Performance Measure Results**

Performance measure	Reporting year					
	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	84.7%	0.9%	≥ 85%	83.0%	0.9%	Substantially achieved
Written communication	86.3%	1.2%		83.7%	1.2%	
Oral communication	80.8%	1.3%		79.8%	1.2%	
Group collaboration	76.9%	1.4%		75.5%	1.3%	
Critical analysis	91.9%	0.9%		91.4%	0.9%	
Problem resolution	78.8%	1.4%		77.7%	1.3%	
Learn on your own	89.9%	1.0%		87.2%	1.0%	
Reading and comprehension	88.1%	1.1%		85.7%	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.

TRC CALL TO ACTION <sup>3</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p><b>PROGRESS</b></p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> <li>• New<sup>4</sup></li> <li>• Planned vs In Progress vs Implemented <b>or</b> Ongoing</li> <li>• If there is no relevant program show as N/A.</li> </ul>	<p><b>INITIATIVES AND PARTNERSHIPS</b></p> <p>Provide key details 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. Include links where relevant. Add rows to report on additional initiatives as required.</p>
1: SOCIAL WORK	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing Implemented	<p><a href="#">Community Capacity Building for Rural Aboriginal Communities</a></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

<sup>3</sup> "...” represents omitted text not related to post-secondary education from the original Call to Action.

<sup>4</sup> New initiatives start in the current reporting year and have not been previously reported on.

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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing Implemented	<p><a href="#">Indigenous Languages Program (INLP)</a></p> <ul style="list-style-type: none"> <li>• Certificate in Indigenous Language Proficiency</li> <li>• Diploma in Indigenous Language Proficiency</li> <li>• Indigenous Languages Minor</li> <li>• Graduate Certificate in the Linguistics of a First Nations Language</li> <li>• Master of Arts in Linguistics of a First Nations Language</li> <li>• Courses offered in co-operation with local First Nations communities and language authorities include the following languages: <ul style="list-style-type: none"> <li>○ Heiltsuk (Bella Bella)</li> <li>○ Hul'q'umi'num' (Vancouver Island)</li> <li>○ Kaska, N/S Tutchone, Han, Dene, Tlingit (Yukon)</li> <li>○ Secwepemctsin (Kamloops, Williams Lake)</li> <li>○ Skwxwú7mesh (Squamish)</li> <li>○ Xaad-Kil Haida (Old Masset)</li> <li>○ Hənq̓əmíhəm - Downriver (Pitt Meadows)</li> <li>○ Halq'emeylem - Upriver (Chilliwack)</li> <li>○ Nsyilxcən (Okanagan)</li> <li>○ Nuxalk (Bella Coola)</li> <li>○ St'at'imcets (Lillooet)</li> <li>○ Tsilhqot'in (Williams Lake)</li> </ul> </li> </ul> <p><a href="#">First Nations Language Centre</a></p> <ul style="list-style-type: none"> <li>• The First Nations Language Centre at Simon Fraser University co-ordinates the activities of grassroots <a href="#">community partners</a> across BC and academic linguists from SFU, UBC, UNBC, and many other universities in a project to document, analyze, and revitalize Aboriginal languages.</li> </ul>
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.	

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing Implemented	<p data-bbox="448 216 781 247"><u>Indigenous Health Research</u></p> <ul data-bbox="496 254 1455 926" style="list-style-type: none"> <li data-bbox="496 254 1455 390">• <a href="#">Dr. Jeff Reading</a>, 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.</li> <li data-bbox="496 432 1455 674">• <a href="#">Dr. John O'Neil</a>, 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.</li> <li data-bbox="496 716 1455 926">• <a href="#">Dr. Lyana Patrick</a> 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.</li> </ul>
New Implemented	<ul data-bbox="496 968 1455 1209" style="list-style-type: none"> <li data-bbox="496 968 1455 1209">• <a href="#">Krista Stelkia</a> Syilx/Tlingit from Osoyoos Indian Band, is a University Research Associate in the Faculty of Health Sciences. Her doctoral research at SFU examines the complex and intersecting ways in which structural racism can influence chronic disease and comorbidity among First Nations in Canada. Krista brings over 12 years of professional experience working with First Nations communities and organizations, most recently in the Office of the Chief Medical Officer at the First Nations Health Authority.</li> </ul>
Continuing Implemented	<p data-bbox="448 1255 789 1287"><u>Indigenous Health Programs</u></p> <ul data-bbox="496 1293 1455 1608" style="list-style-type: none"> <li data-bbox="496 1293 1455 1608">• <a href="#">Master of Science (MSc) Program in Indigenous Population Health</a> <ul data-bbox="594 1325 1455 1608" style="list-style-type: none"> <li data-bbox="594 1325 1455 1608">○ 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 knowledge of First Nations data governance, and demonstrated ability to apply these skills in real work settings, such as the First Nations Health Authority.</li> </ul> </li> </ul>
New Implemented	<ul data-bbox="496 1654 1455 1999" style="list-style-type: none"> <li data-bbox="496 1654 1455 1999">• <a href="#">Master of Science (MSC) Opportunities-Indigenous Healthy Life Trajectories Initiative</a> <ul data-bbox="594 1717 1455 1999" style="list-style-type: none"> <li data-bbox="594 1717 1455 1999">○ This initiative explores the early origins of mental health problems (anxiety, depression, substance use and suicide) and cardio-metabolic problems (obesity, type-2 diabetes and heart disease) in Indigenous communities. It also explores the efficacy of existing Nuu-chah-nulth Tribal Council interventions starting at conception to reduce these health risks. The research conducted in the initiative is aimed at optimizing healthy early life trajectories and wellbeing for Indigenous Peoples.</li> </ul> </li> </ul>



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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing Implemented	<p><a href="#">San’yas: Indigenous Cultural Safety Training</a></p> <ul style="list-style-type: none"> <li>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 faculty and continuing SFU employees. Over 500 faculty and employees have taken this training to date.</li> </ul>

**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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing Implemented	<p><a href="#">Faculty of Education: Office of Indigenous Education</a></p> <ul style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>Collaboration and equal partnerships with a diversity of Indigenous communities and organizations.</li> <li>Equitable representation of Indigenous peoples in enrolment across programs.</li> <li>Integration of Indigenous content and perspectives across the curriculum.</li> <li>Equitable representation of Indigenous peoples on faculty and staff.</li> <li>Support and encouragement of Indigenous research and scholarship.</li> <li>Integration of Indigenous awareness and local protocol as part of all faculty and staff orientation.</li> <li>Requirement of anti-racism, multicultural, and Indigenous pedagogical approaches as a part of all teacher certification.</li> </ul> </li> </ul> <p><a href="#">Faculty of Education 2018-2023 Academic Plan</a>  The Faculty of Education has made Indigenizing curricula, programs, and practices a priority. The goals in the plan are to: <ul style="list-style-type: none"> <li>Integrate Indigenous knowledge, curricular materials, and</li> </ul> </p>



<p>New Implemented</p>	<p>teaching approaches into classrooms.</p> <ul style="list-style-type: none"> <li>○ Review and enhance program structures and develop initiatives to decolonize practices.</li> <li>○ Increase enrolment for Indigenous students and create Indigenous education pathways.</li> <li>○ Build student capacity for scholarly understanding based on equity and decolonization initiatives.</li> <li>○ Develop fundamental knowledge about Indigenous/Settler history and relationships for students, faculty, and staff.</li> <li>○ Document processes undertaken to Indigenize curricula and teaching practices to develop a model for the University and beyond.</li> <li>○ Establish goals for increasing Indigenous representation in faculty and staffing.</li> </ul> <p><a href="#">Indigenous Perspectives in Teacher Education (IPTeM) Professional Development Program Module</a></p> <ul style="list-style-type: none"> <li>● The IPTeM module incorporates Indigenous knowledge and cultural resources available in the environment of the Musqueam, Sto:lō, 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: <ul style="list-style-type: none"> <li>○ Increasing the number of First Nations teachers in BC.</li> <li>○ Augmenting the knowledge, skills, and understanding of non-Indigenous peoples teaching and working with First Nations children and youth.</li> </ul> </li> </ul> <p><a href="#">Indigenous Education Advisory Committee</a></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><a href="#">Indigenous Education: Education for Reconciliation, North Vancouver</a></p> <ul style="list-style-type: none"> <li>● 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 səilwətaʔ (Tsleil-Waututh Nation) and hosted on their traditional territories.</li> </ul> <p><u>Education Faculty Indigenous Courses</u></p> <ul style="list-style-type: none"> <li>● <a href="#">EDUC 311</a> Foundation in Aboriginal Education, Language, and Culture.</li> </ul> <p><a href="#">Skwxwú7mesh Úxwumixw MEd</a></p> <ul style="list-style-type: none"> <li>● This two-year degree program is designed for leaders within the Squamish Nations, representing diverse educational settings.</li> </ul> <p><a href="#">Associate Dean of Indigeneity</a></p> <ul style="list-style-type: none"> <li>● SFU's first Associate Dean of Indigeneity in the Faculty of Education, Dr. Michelle Pidgeon of Mi'kmaq ancestry, was appointed in fall 2020.</li> </ul>
------------------------	---

--	--

**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.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
-----------------	---

Continuing Implemented	<p><u>Communication and Journalism Research</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Dr. Karrmen Crey</a> 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.</li> </ul> <p><u>SFU offers these applicable courses:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">HIST 325</a> - History of Aboriginal Peoples of North America to 1850</li> <li>• <a href="#">HIST 326</a> - History of Aboriginal Peoples of North America Since 1850</li> <li>• <a href="#">HIST 427</a> - Topics in Indigenous Histories</li> <li>• <a href="#">HIST 443W</a> - Aboriginal Peoples, History, and the Law</li> <li>• <a href="#">HIST 888</a> - Indigenous Peoples</li> <li>• <a href="#">CRIM 419</a> - Aboriginal/Indigenous Justice</li> <li>• <a href="#">CRIM 429</a> - Indigenous Peoples and International Law</li> <li>• <a href="#">PLCY 821</a> – Indigenous Policy</li> </ul>
New Implemented	<p><u>Indigenous Digital Media Grant</u></p> <ul style="list-style-type: none"> <li>• Indigenous Digital Media Grants (IDMG) provide financial support to SFU researchers, creators, and makers to cover costs associated with the development of Indigenous digital resources. The Grant welcomes applications for projects that aim to create forms of “digital media” through processes of digitization, or through the creation of new media (films, podcasts, websites, etc).</li> </ul>

**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.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
-----------------	---

New Implemented	<p><a href="#">New Director of Indigenous Business Programs</a></p> <p>Simon Fraser University’s Beedie School of Business has appointed Alexia McKinnon as its new Director, Indigenous Business Programs. An alumnus of SFU Beedie’s Executive MBA in Indigenous Business Leadership (EMBA IBL) program, and a citizen of the Champagne and Aishihik First Nation, McKinnon has a wealth of experience of Indigenous education and governance.</p>
Continuing Implemented	<p><a href="#">Executive MBA in Indigenous Business and Leadership</a></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><a href="#">First Peoples Enterprise Accelerator Program</a></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
New Implemented	<p><a href="#">The Fireweed Fellowship</a></p> <ul style="list-style-type: none"> <li>• The Firewood Fellowship is the first national accelerator program for Indigenous entrepreneurship in Canada. The program consists of a 10-month-long, immersive, cohort-style fellowship program including distance subject-matter-expert sessions, entrepreneurial online group learning, and leadership development.</li> </ul>
Continuing Implemented	<p><a href="#">Indigenous Courses in MBA Program</a></p> <ul style="list-style-type: none"> <li>• <a href="#">BUS 618</a> - Indigenous Business Management (4)</li> <li>• <a href="#">BUS 648</a> – Indigenous Business and Communities (2 credits, EMBA equivalent of 741)</li> <li>• <a href="#">BUS 730</a> – Business and Indigenous Communities (2 credits, offered in FT MBA and PT MBA)</li> <li>• <a href="#">BUS 741</a>- Business and Indigenous Peoples (2 credits, offered in FT MBA, PT MBA, GDBA)</li> </ul>

**UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION**

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*

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
----------	--

Continuing Implemented

- [SFU Reconciliation](#)
- 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/bi-annual reports and an annual Reconciliation report](#).
  - [The Bill Reid Centre](#)
    - 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](#)
  - [SFU Elders](#)
  - [Indigenous Graduate Support](#)

### Indigenous Programs

- [Indigenous Studies \(INDG\)](#)
- [Indigenous Languages Program \(INLP\)](#)
- [Supporting Aboriginal Graduate Enhancement Programs \(SAGE\)](#)
- [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
- [The Many Facets of Decolonizing and Indigenizing in the Academy – Spring 2021 webinar series](#)
  - Organized by the Centre for Educational Excellence, this webinar series will provide insights to Indigenous and non-Indigenous educators, staff, and students on “The Many Facets of Decolonizing and Indigenizing in the Academy.”

### 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’ [Indigenous 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.
- The Indigenous Pathways Planning Group was 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 of the Group has been on issues pertaining to admissions, access, and retention, as well as the needs of the students and how SFU can support them. In summer 2020 the Group published its first report, [Looking Forward... Indigenous Pathways To and Through Simon Fraser University](#).

### Financial Assistance

- SFU offers a variety of [financial assistance opportunities](#) to Canadian

<p>New In Progress</p>	<p>undergraduate and graduate Aboriginal students, including an <a href="#">Indigenous Graduate Entrance Scholarship</a> and <a href="#">Indigenous Graduate Travel Award</a>.</p> <p><u>Indigenous Spaces</u></p> <ul style="list-style-type: none"> <li>• <a href="#">First Peoples’ Gathering House</a> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>• <a href="#">Indigenous Student Centre</a> <ul style="list-style-type: none"> <li>○ A space expansion to the Centre will be opening in the fall of 2021.</li> </ul> </li> </ul>
<p>Continuing Implemented</p>	<ul style="list-style-type: none"> <li>• <a href="#">Indigenous Student Cultural House</a> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>• <a href="#">Indigenous Gathering Space</a> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> </ul> <p><u>Partnerships</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>New Implemented</p>	<ul style="list-style-type: none"> <li>• The University entered into an <a href="#">Indigenous Transfer Pathway Partnership</a> with Langara College that went into effect September 2020. The partnership creates better opportunities for Indigenous students and allows both institutions to work in partnership with the Indigenous community to meet their educational goals.</li> </ul>

In Progress	<ul style="list-style-type: none"><li>• SFU is currently working on an MOU with the Tsleil-Waututh Nation.</li><li>• SFU and the Surrey School District have an agreement to offer <a href="#">dual credit courses for Surrey School District Indigenous students</a> who will be taking the Educational Assistant program through Surrey College.</li><li>• The Squamish Nation and SFU signed a three-year (renewable) Memorandum of Understanding (MoU) in 2017 to create new pathways to support Indigenous students, staff, and faculty, and to create deeper connections between SFU and the Squamish Nation. This MOU recently expired and SFU and the Squamish Nation are currently working toward a new agreement.</li></ul>
-------------	---