INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2021-22

SFU

CANADA'S ENGAGED UNIVERSITY

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June 30, 2022

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 2021-22 reporting cycle. The document was reviewed and approved by the senior executive of SFU and by our Board of Governors on June 29, 2022.

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,

Angie Hall
Chair, Board of Governors

Joy Johnson
President and Vice-Chancellor

attachment

Simon Fraser University respectfully acknowledges the Coast Salish Peoples, including the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), səl̓ilw̓ətaʔɬ (Tsleil-Waututh), q̓íc̓əy̓ (Katzie), kʷikʷəƛ̓əm (Kwikwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose unceded traditional territories its three campuses reside.

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1. INTRODUCTION

Established in 1965 on Burnaby Mountain, SFU was renowned as the "radical campus" for its students' activism. With such progressive thought and philosophies at its forefront, SFU has built itself into a world-class research university with vibrant campuses in British Columbia's three largest cities—Burnaby, Surrey, and Vancouver. Its vision, to equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world has placed SFU at the forefront of influence in a modern society striving for lasting social, economic, and cultural change.

SFU is recognized around the world for excellence, innovation, and sustainability. The University is consistently ranked among the top research universities in Canada and as one of the top 250 universities in the world. It is a world leader in research, knowledge development, and innovation, and for many years has been consistently forging lasting partnerships that encourage diversity and sustainability, proving to be a leader in the implementation of these important cultural and societal shifts.

SFU is distinguished by the extraordinary variety of educational and learning opportunities it offers its students both on campus and in the community. As a result, its students graduate with the skills they need to succeed, contribute to their communities, and fulfill their potential.

SFU faculty fuel research discoveries, drive social innovations, and devise solutions that contribute to a more innovative, inclusive, and sustainable economy in British Columbia and around the world. They, together with SFU's students and staff, are leaders in fields such as public health, climate action, food security, and sustainable engineering. Through initiatives like SFU Public Square, the University engages and facilitates conversations on the most pressing issues in the province. And with the university-wide innovation strategy, SFU Innovates, SFU is helping to solve problems that improve lives and benefit society. These are just two of the many initiatives and programs in place that are impacting the local, national, and international communities in positive ways.

SFU employs 1,047 continuing faculty, 2,245 administrative and support staff, and in the 2021-22 academic year enrolled 35,396 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 21,000 participants in Lifelong Learning programming annually, including more than 5,600 registered non-credit students. Also, the University is proud of its more than 170,000 alumni.

# 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:
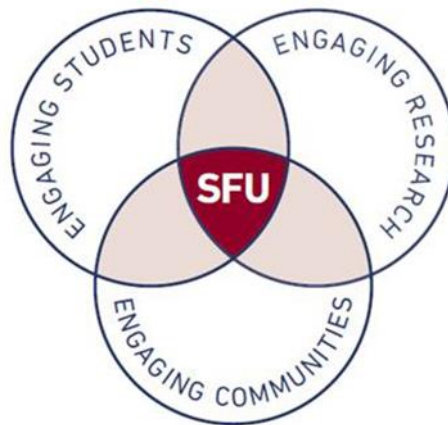
Engaging Students

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 Metro Vancouver population of both the 18-24 and 25-29 age groups is projected to decrease by 2.5% and 7%, respectively, by the year 2030. In the Fraser Valley Regional District (an area directly served by SFU Surrey) the 18-24 age group is projected to increase by 17% by 2030 and the 25-29 age group by 7.6%.

The shrinking demographic of 18-24 year olds in Metro Vancouver, SFU's traditional market, means that enrolment from school leavers and college students from this region will decline, while the increase in the same demographic in the Fraser Valley means that enrolment from this region will take on a much more prominent role in the University than it traditionally has. From a programming view, this translates into a shift in geographical focus. With new and relevant, programming in the Surrey campus, such as the Sustainable Energy Engineering Program, as well as an increase in recruitment efforts in the Fraser Valley, SFU is responding to this shift.

The University is committed to meeting the rising demand for a new generation of highly qualified individuals from not only across the Metro Vancouver and Fraser Valley regions, but from across the province, country, and the world.

Despite the challenges faced this last year due to COVID-19, SFU had a robust year, particularly on the international student front with international undergraduate students accounting for 22.7% of the University's total undergraduate enrolment and 37% of its graduate student enrolment.

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

	2018-19		2019-20		2020-21		2021-22		2022-23
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	19,831	22,102	19,941	21,853	20,071	21,632	20,201	21,701	20,201
% Achieved		111.5%		109.6%		107.8%		107.4%	

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

	2018-19		2019-20		2020-21		2021-22		2022-23
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	16,994	18,107	17,074	17,894	17,174	18,129	17,274	18,119	17,274
% Achieved		106.5%		104.8%		105.6%		104.9%	

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

	2018-19		2019-20		2020-21		2021-22		2022-23
	Funded	Actual	Funded	Actual	Funded	Actual	Funded	Actual	Targets
FTE	2,837	3,995	2,867	3,960	2,897	3,504	2,927	3,582	2,927
% Achieved		140.8%		138.1%		120.9%		122.4%	

International Student Enrolment

SFU has established the administrative structures, fee arrangements, and admission policies necessary for achieving its international enrolment goal. With new initiatives to increase retention of international students, they now represent 22.7% of total undergraduate FTEs and 37.0% 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)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	Actual Data					
International UG - FTE	4,570	4,841	5,139	5,335	5,449	5,313
Share of total UG - FTE	19.9%	21.0%	18.9%	23.0%	23.1%	22.7%

Table 5: International Student Graduate Enrolment (FTE)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	Actual Data					
International G - FTE	1,108	1,233	1,310	1,370	1,322	1,455
Share of total G - FTE	29.7%	31.4%	32.8%	34.6%	34.9%	37.0%

2.4.1. Accreditation

SFU sought and was granted accreditation from the Washington-based Northwest Commission on Colleges and Universities (NWCCU),[1] effective September 1, 2015. The NWCCU is one of seven independent regional agencies officially sanctioned by the United States Department of Education to evaluate post-secondary educational quality and institutional effectiveness.

Benefits of institutional accreditation include:

- Accreditation provides an accepted and broadly recognized set of best-practice standards. By demonstrating accountability through improved institutional assessment and evaluation, SFU's reputation for academic quality is enhanced.

- Accreditation helps establish clearer benchmarks for assessing educational goals, contributes to smoothing the progress of curriculum reform, and benefits students' learning experiences.

- International accreditation enhances the value of an SFU degree for alumni abroad.

- Accreditation simplifies relationships with US institutions, including collegiate sports associations.

- The value of accreditation is not limited to quality assurance alone; it also fosters public confidence in an institution's ability to fulfill its stated mission and goals.

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 the 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 with 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 given to 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 advice of external experts in the field.
- Support academic planning.

The review process is intended to ensure that:

- The quality of the unit's programs is high, and there are measures in place to allow the evaluation and revision of teaching programs.
- The quality of faculty research is high, and faculty collaboration and interaction provide a stimulating academic environment.
- Department members participate in the unit's administration and take an active role in the dissemination of knowledge.
- 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 reviews were cancelled for the 2020-21 academic year and rescheduled.

Table 7: SFU's Academic Departmental External Reviews

SFU Academic Departmental External Reviews				
Year	Department	Recommendations received following site visits	External Reviewers' Home Institutions	Action Plan developed and approved by Senate
2018-19				
	Archaeology	Apr 2019	uAlberta / uArizona / uCalgary	Feb 2020
	Communication	May 2019	Chinese University of Hong Kong / McGill	Dec 2019
	Contemporary Arts	May 2019	uBuffalo / uCalgary / Queen's	Dec 2019
	English	Apr 2019	uAlberta / uWaterloo / uWisconsin	Dec 2019
	Master of Digital Media	May 2019	uAlberta / uSaskatchewan	NA[2]
	Molecular Biology and Biochemistry	Apr 2019	uGuelph / McGill / uWaterloo	Dec 2019
	Sociology and Anthropology	May 2019	Carleton / uManitoba / uWindsor / York	Dec 2019
2019-20				
	Computing Science	Apr 2020	uMaryland College Park / uWaterloo / uWashington	Oct 2020
	Statistics and Actuarial Science	May 2020	uLaval / uToronto / uWaterloo	Oct 2020
2020-21 (No external reviews took place during this year due to COVID-19)				
2021-22				
	Biological Sciences	May 2022	uAlberta / uToronto / Western	TBA
	French	May 2022	uAlberta / uMontreal / Western	TBA
	Geography	TBA	Concordia / Ryerson / uToronto	TBA
	Humanities	Apr 2022	Dominican uCalifornia / uFlorida / York	TBA
	Political Science	May 2022	uMontreal / uOttawa / Queen's	TBA
	Physics	Apr 2021	uOttawa / McGill / Memorial	Nov 2021
	School of Interactive Arts and Technology	TBA	TBA	TBA

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

	SFU Administrative Departmental External Reviews	
Findings Released	**Department**	**External Reviewers**
Apr 2016	Space Management Review	Huron Consulting
Apr 2017	Archives and Records Management	Western University / Private Consultant
May 2017	Information Technology Services	University of Victoria / Thompson Rivers University
Jun 2017	Safety and Risk Services	University of Alberta / Xpera
Jun 2017	Teaching and Learning Centre	Queen's University / University of Waterloo
Nov 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
Nov 2021	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 measurements 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 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")
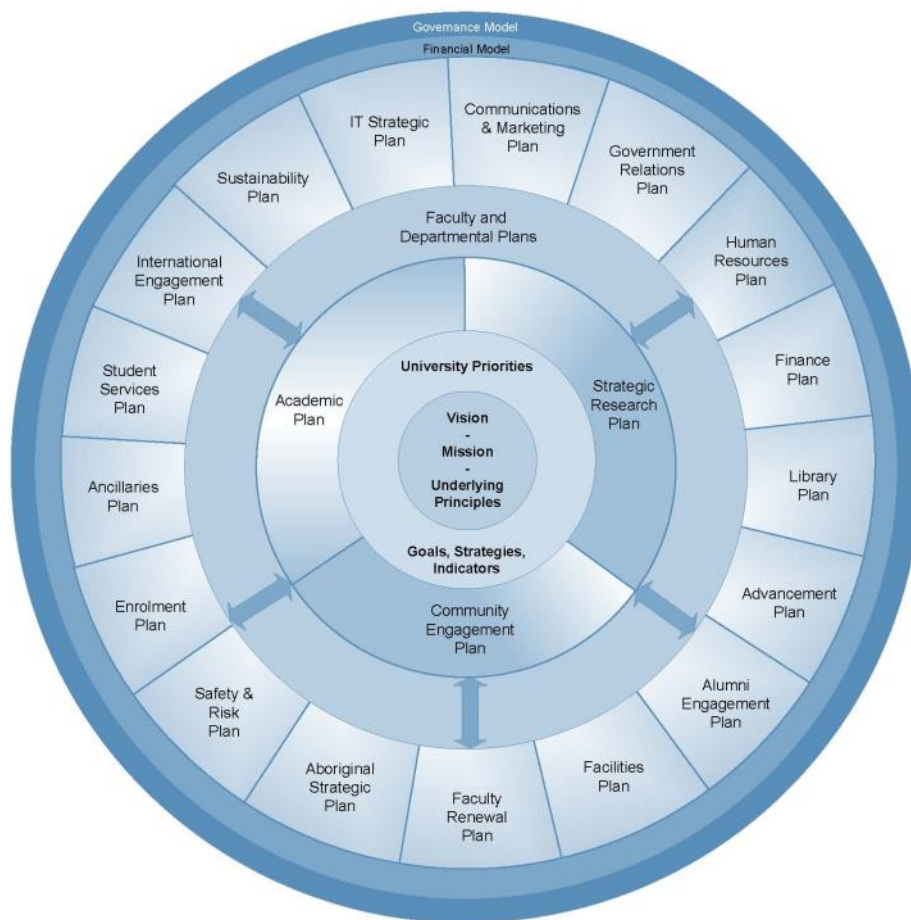
3.2.   Academic Plan

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 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.
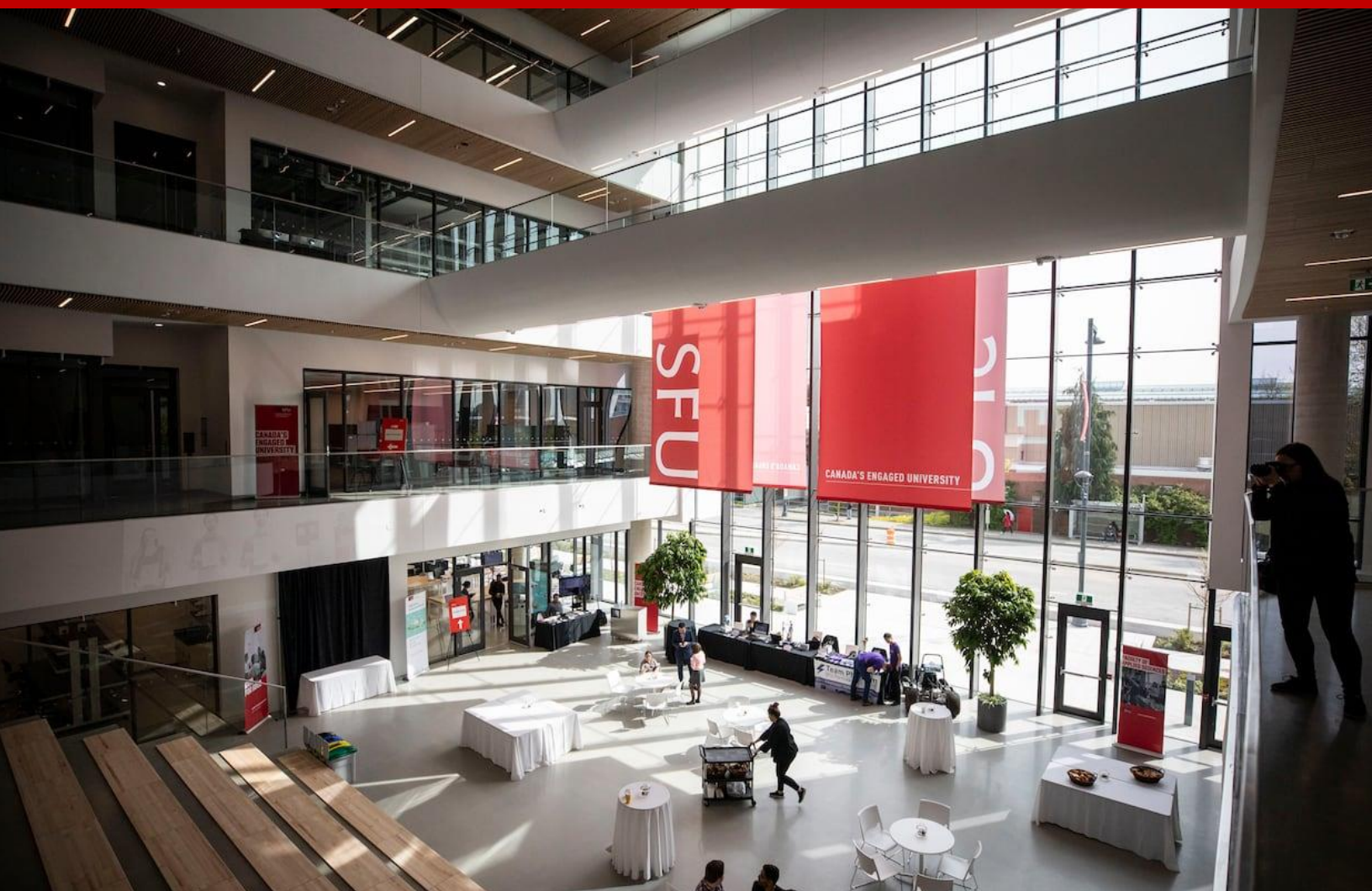
3.3.   Strategic Research Plan

Since 2016, research at SFU has been supported by the 2016-2022 Strategic Research Plan. Built on the university's strengths and successes, this plan has helped position SFU as one of Canada's top research-intensive universities and supported continued growth in both research income and research outputs.

The 2016-2022 Strategic Research Plan identified six research challenges designed to push the limits of discovery and knowledge mobilization, and deliver breakthroughs with impact. These challenges served as an inclusive space where SFU researchers could engage across disciplines, leading to breakthrough discoveries and innovations:

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

The Strategic Research Plan Progress Report was published in January 2022 and includes only a slice of the myriad of research activities taking place at SFU that have been aligned with the Strategic Research Plan.

SFU's next Strategic Research Plan will launch in 2023. With the SFU research community's input, the next SRP will help define the nature of our work and shape the future of research at SFU.

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 mutually 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, and 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 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 and sustainability.

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 approximately 22.7% 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 undergraduate, international applications both increase and decline throughout the pandemic. In many cases, international high school and post-secondary students studying within Canada went home during the pandemic resulting in changes to the behavior of the international applicant pool. For example, applications from international students studying within Canada declined for the fall 2022 intake, while applications from international students studying abroad increased. In addition, since there were observed declines in applications from Fraser International College (FIC), SFU turned to admitting more international direct entry (i.e., high school) and post-secondary transfer (non-FIC) students in 2020-21 in order to keep the international numbers at an appropriate level. 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 its applicants and the programs to which they are admitted.

International Student Graduate Enrolment

The graduate student population consists of 37.0% international students, with proportions of 45.0-76.0% in the science and technology programs. There was an 18.0% increase in international graduate students from 2017-18 to 2021-22. World-class research and faculty, as well as competitive program offerings and advantageous fee programs, attract international graduate students from over 100 countries.

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.

Initiatives and Achievements

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.

SFU's Student Services unit is the leading provider of the services and supports students need to succeed in their studies. Areas of particular focus include intersecting strategies that support student learning, mental health and well-being, and strategies that respond to issues of student affordability. Below are examples of new initiatives from across the Student Services unit and its partners. (Note that this list is not exhaustive and does not represent the many, ongoing projects that support Student Services' goals related to student learning and development.

Academic Advising

SFU's shared academic advising model sees advising responsibilities shared between Student Services and the Faculties. To help facilitate a student's experience in navigating across the various advising units, an online database and booking tool for undergraduate students, Advisor Link, launched in October, 2021. Through this online tool, students now have a dramatically simplified and more consistent experience finding and booking an advising appointment with the right advising resource for their personal circumstances. The tool also provides easier access to non-academic, specialized advising appointments, like those offered by International Services for Students, Financial Aid and Awards, and Career and Volunteer Services. Students are also better supported, as Advisor Link allows advisors across SFU to more easily collaborate, refer students to colleagues, share advising notes, and track advising statistics.

Bullying and Harassment Central Hub

The Bullying and Harassment Central Hub is a newly established portfolio at SFU and was created in response to SFU's adoption of a new Bullying and Harassment Policy (GP 47). SFU community members, including students, staff, and faculty, impacted by bullying and harassment can connect for guidance, support, or assistance in understanding SFU's Bullying and Harassment Policy and to explore reporting options. The Bullying and Harassment Central Hub provides support to SFU's Burnaby, Vancouver, and Surrey campuses. Additionally, it provides ongoing education and prevention programming for the entire SFU community.

Centre for Accessible Learning (CAL)

The Centre for Accessible Learning (CAL) assists the University in meeting its obligations to provide equitable access to learning opportunities for students with disabilities. CAL supports over 1,500 students and continues to respond to growth of greater than 10.0% year over year in the number of students registered for its services. Several strategic initiatives have been established or expanded in response to recent direct engagement with the student community including:

- CAL has increased the number of staff in order to support increased numbers of students with complex needs and increasing percentages of those with mental health conditions as primary or secondary disabilities.

- Extension of the CAL Disability Counsellor with lived experience of disability, in partnership with Health and Counselling Services (HCS). Students with disabilities have unique retention and support needs and the counsellor provides both direct student support as well as guidance and support to other HCS staff. Services have been enhanced to include targeted group support for graduate students and those with ADHD.

- Enhanced resources to support the growing community of students with disabilities more effectively and equitably on the Surrey campus, including the development and resourcing of a Surrey campus CAL Exam Centre and provisions for dedicated advising (opening fall 2022).

- Collaborated with Facilities Services to establish staff certified in assessment of accessible physical environments, which has led to the development of standards and reviews of the facilities essential to equitable engagement of persons with disabilities (e.g., washrooms, pathways, signage).

HIVES Virtual Orientation and Transition Program

Student transition programming moved to a hybrid model, including both virtual and in-person elements. The HIVE (Home for Interactive Virtual Engagement) Program was launched as an innovative virtual community for new, incoming students to connect them with other new students and HIVE leaders prior to starting at SFU to help set them up for success. The model includes HIVE-based programming to foster community welcome events and to provide access to resources to help students navigate student life, academics, and find available supports at SFU.

Health Promotion – Healthy Campus Community Initiative

The Healthy Campus Community initiative engages and enables staff, faculty, students, administrators, and community partners to work collectively toward creating campus conditions that enhance well-being. Key highlights from this year include:

- Tools for Well-Being in the Classroom was launched as a capacity-building initiative. As part of this initiative, instructors implemented well-being check-in activities in their classes and evaluated the impact on student experience and well-being.

- [The Well-Being Through the Supervisory Process: A Faculty Guide to Action](#) provides a framework for both faculty and graduate students to consider how the supervisory process impacts the physical, mental, and social well-being of graduate students.

- SFU Health Promotion partnered with the Institute for the Study of Teaching and Learning in the Disciplines (ISTLD) to advance a well-being stream as part of the Teaching and Learning Development Grants. This [seminar series and grants program](#) brought together faculty to investigate and evaluate strategies that create conditions of well-being in learning environments.

Indigenous Student Centre

The [Indigenous Student Centre (ISC)](#) supports individual and community well-being for Indigenous students by offering responsive and culturally relevant programming and services, such as Indigenous-identified counsellors and cultural, artistic, academic, and physical well-being opportunities. The ISC team additionally plays a vital role in building community capacity and providing education and resources to support the SFU community in reconciliation initiatives and Indigenous events, such as Orange Shirt Day, Red Dress Day, and Indigenous Peoples month. Key initiatives include the following:

- Guided by Indigenous students, educators, and Knowledge Keepers/Holders, the ISC has developed an anti-racism resource for Indigenous students.

- One-time funding through the Student Experience Initiative has helped to launch a pilot project for dedicated staff support to expand the SFU Elders Program.

- An Aboriginal Strategic Initiative (ASI) priority is to expand the Indigenous Student Centre space. A project renovation in the Burnaby Academic Quadrangle was completed in March 2022. The expansion space provides additional study space as well as dedicated Indigenous student support space for academic advising, financial aid advising, and counsellors supporting Indigenous students. It is also expected an Indigenous graduate student coordinator will be hired to meet with students in this space. The expanded space and services provide scope for additional Indigenous graduate student programming and social connections. The expansion also provides an important cultural space for activities, such as drumming. Additional Indigenous student space has also been identified at SFU Harbour Centre and Surrey Campus with plans to hire Indigenous staff support.

Residence and Housing

[Residence and Housing](#) provides on-campus housing and support services to more than 2,000 students. Its dedicated staff facilitates the creation of residence communities that, through its programs and services, emphasize academic support, student success, and leadership development. Guided by SFU's [Housing Master Plan (2015)](#), Residence and Housing continues to expand on-campus housing options that are inclusive of dedicated community space. Key initiatives include the following:

- In May 2021, the opening of two new towers (East and West) expanded SFU's housing options by [482 beds](#) and added much needed amenity space to the residence community. These dedicated amenity spaces include programming space that welcomes students and allows for transitional programming supports, activity space for ongoing and intentional community building, and flexible learning commons spaces that bring the academic experience closer to the residence community.

- With SFU Residence and Housing opening SFU's Family Housing (90 units) in the 2022 summer term and Phase 2 Residence (369 beds) in spring 2023, the University continues to prioritize student experience, success, and well-being through design, intentional programming, and the provision of community space as well as demographic specific living options. Following completion of Phase 2, SFU will have increased on-campus housing options by 57.8%.

Student Affordability Working Group (SAWG)

The Student Affordability Working Group is comprised of members of the Graduate Student Society (GSS), the Simon Fraser Student Society (SFSS), and SFU. The committee was established after the Vice-President, Academic and Vice-President, Students and International initiated a Student Affordability Project during the 2019-20 year. The group considers various direct and indirect costs students incur as part of their studies and seeks ways to decrease these costs to students. The group further considers formulating projects, initiatives, and financial supports to positively impact student financial well-being while consulting with the University and societies on affordability matters. Projects may attempt to decrease costs for all students or provide financial support to assist students with limited resources. Current projects include development of an Undergraduate Financial Calculator to assist students in predicting financial needs and on-campus housing affordability initiatives.
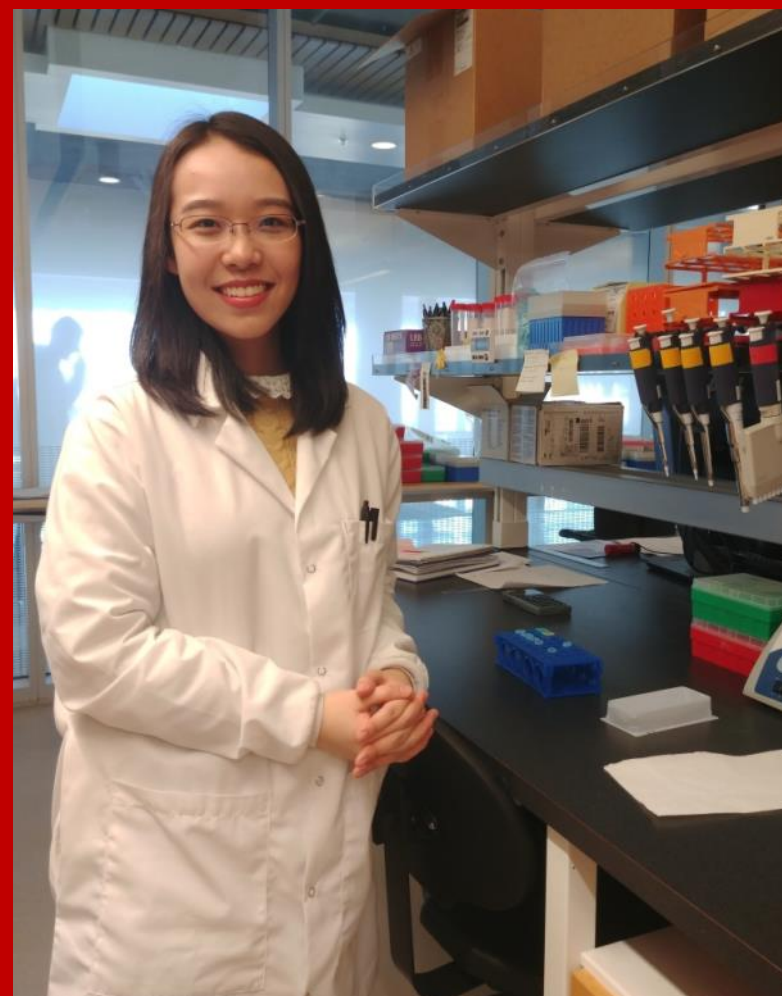
4.2. Core Theme: Engaging Research

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 community including policymakers, civil society leaders, and the general public.

Centres and Institutes

Over 60 research centres and institutes directly contribute to SFU's position among Canada's top universities in research impact. SFU's Research Centres and Institutes support collaborative research to confront key scientific and global challenges, foster creative interactions, and stimulate engagement with students and visiting scholars.

During the past year, [SFU's Institute for Neuroscience and Neurotechnology](#) (INN) was established. It is led by renowned neuroscientist Randy McIntosh, new BC Leadership Chair in Neuroscience and Technology Translation Across the Lifespan. The INN is a cross-disciplinary research hub that empowers its members to engage in cutting-edge neuroscience research, training, and community engagement. It connects researchers from a broad range of disciplinary areas and opens pathways for the University to grow its capacity for innovative, relevant, and translational research in neuroscience and neurotechnology. The institute builds upon SFU's considerable research expertise spanning cellular and systems neuroscience in animal models and human research, with complementary expertise in computational modeling and technology development.

Initiatives and Achievements

Below are some key highlights:

- In 2021, researchers published nearly 2,800 papers and there were more than 118,000 publications world-wide citing SFU publications.

- Worked with Faculties, Safety and Risk Services, and other departments to support research productivity during the COVID-19 pandemic by maintaining access to on-campus resources.

- Launched SFU Core Facility, the BIO3 LAB. It is one of only a few biosecure facilities at an academic institution in Canada that is certified by the Public Health Agency of Canada. Researchers can safely conduct research activities on Risk Group 3 pathogens to help advance breakthrough discoveries that will benefit society.

- The Quantum Algorithms Institute, hosted at SFU's Surrey campus, benefited from $2.2 million in federal funding from Western Economic Diversification Canada (WD) to help it accelerate the innovation and commercialization of quantum technologies.

- SFU Sustainability joined the Vice-President, Research and International portfolio, as well as the ACT–Action on Climate Team. Part of the redesign is grounding SFU's work in a wider framework of the United Nations (UN) Sustainable Development Goals (SDG).

- Launched a SDGs website that showcases some of the many impacts that the community has made across all 17 SDGs (www.sfu.ca/sdgs).

- Placed in the top 10 for three SDGs in the 2021 Times Higher Education Impact Rankings: #5 in Peace, Justice, and Strong Institutions (SDG 16); #6 in Sustainable Cities and Communities (SDG 11); and #7 in Climate Action (SDG 13).

- Joined the UN-led Race To Zero campaign in support of a global effort to act on climate change. SFU set ambitious emission reduction targets that will see 85.0% greenhouse gas emissions reductions by 2030, net zero reductions of direct emissions by 2035, and net zero of all emissions by 2050.

- Launched SFU's Research Expertise Engine to help faculty and staff find a researcher with specific expertise and interests, and help researchers find each other to start interdisciplinary collaborations.

- SFU placed third in the world for entrepreneurial spirit (up from seventh) and 24th overall (up from 34th) among innovative universities—the highest placing university in Canada and the only one to crack the top 100 in the World's University's with Real Impact rankings.

- In 2021, 11 SFU scholars were named to the Royal Society of Canada (RSC)—nine of them as fellows of the society and two as members of the society's College of New Scholars, Scientists, and Artists. It is the greatest number of SFU faculty elected to the RSC in any year, bringing SFU's total number of active members to 65. Membership in the RSC is Canada's highest academic honour.

- In 2021, the University published 36 stories to SFU's Scholarly Impact of the Week, two of which were published in The Conversation Canada.

- Caroline Colijn, SFU Mathematics Professor and Canada 150 Research Chair in Mathematics for Evolution, Infection and Public Health, will lead a new, national infectious disease modeling network that will inform decisions related to public health threats and better prepare Canada for future pandemics. Colijn will oversee the Canadian Network for Modelling Infectious Disease (CANMOD), supported by $2.5 million in funding over the next two years.

- The Canadian Statistical Sciences Institute (CANSSI), headquartered at SFU and led by SFU Professor Donald Estep, was awarded $5.7 million over four years from the Natural Science Engineering Research Council of Canada, as part of the Discovery Institutes Support Program.

- SFU Director of Environmental Science and Geography Professor, Jeremy Venditti, received $3.5 million from Fisheries and Oceans Canada to study the impact of landslides on the flow dynamics, migration, and genetics of Fraser River salmon.

- SFU Labour Studies Professor Kendra Strauss was awarded $2.5 million from the Social Sciences and Humanities Research Council to help co-lead a project on Understanding Precarity in B.C.

- In the 2022 fiscal year, SFU appointed four new Canada Research Chairs and had two renewals.

- SFU's international footprint, through research collaborations, is consistently on the rise, as its researchers increasingly participate in large-scale, international research projects and lead world-class initiatives. During the 2021 calendar year, SFU collaborated with over 2,400 institutions worldwide in 117 countries, co-authoring over 2,300 publications with almost 1,700 of those publications having been co-authored internationally.

SFU's international research collaborations through co-authorships, 2021.
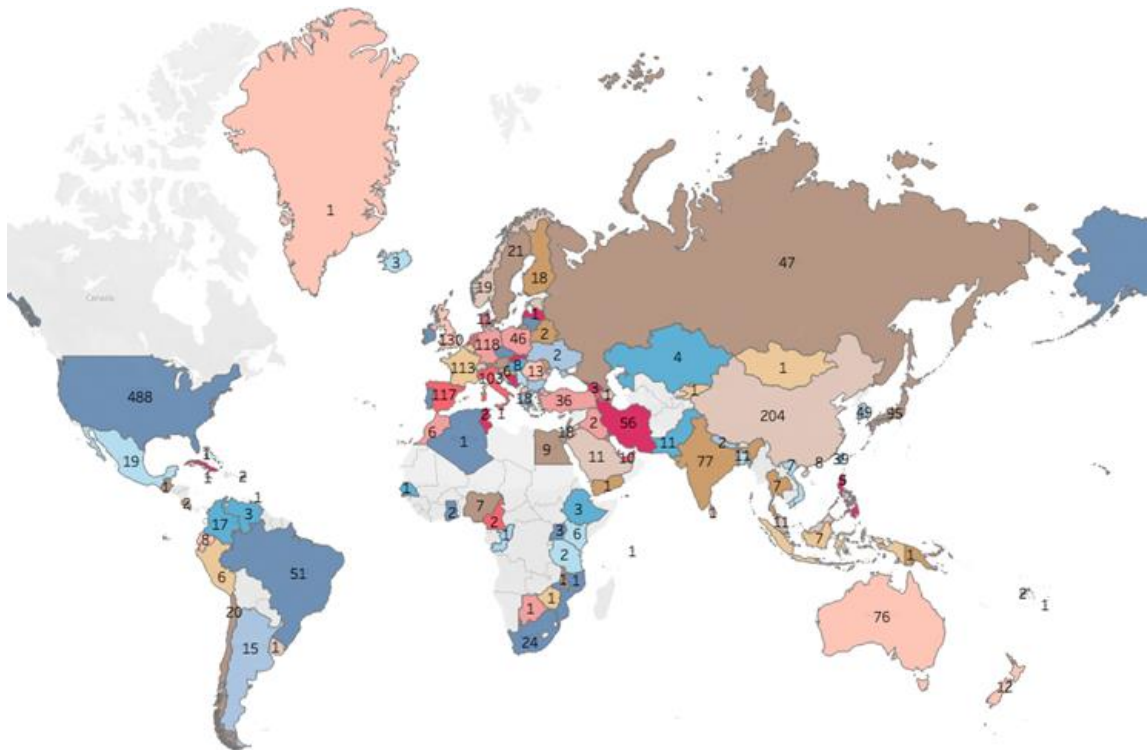
SFU's research is guided by a strategy for wide-reaching collaborations at the local, national, and international levels. This strategy supports knowledge generation and transfer across many sectors. SFU has more than 280 international partnerships in 25 countries around the world.

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 as well as institutional initiatives to support collaboration. 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.

- In 2018, SFU began implementing the 34 calls to action from the SFU Aboriginal Reconciliation Council's report. SFU has allocated $9.0 million to support an Aboriginal Strategic Initiative to respond to the calls to action. Current priorities:

    ◊ A process to establish a new Indigenous leadership position that is guided by and led by Indigenous protocols and practices to understand the needs and wishes of local Indigenous communities.

    ◊ Supporting the actions called for in Looking Forward... Indigenous Pathways To and Through Simon Fraser University.

    ◊ Entering into a Memorandum of Understanding with Tsleil-Waututh Nation and renewing an agreement with the Squamish Nation to continue a path to deepening SFU relationships with local First Nations.

◊ Continued emphasis on scholarship programs, such as the [Aboriginal Student Entrance Award](#) and the [Langara Admission Pathway](#), which has five dedicated awards.

- 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](#). The goal is to enable the kind of transformational change that will position Canadian colleges and universities as leaders in partnering with communities to co-create solutions to the world's emerging complex challenges.

  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. The results of this work will be the founding and administration of a Canadian version of the classification that will offer a framework to post-secondary institutions across Canada to deepen their impact in partnership with the communities they serve.

- In 2018, SFU, together with BCIT, Vancouver Island University, and the University of Northern BC, cofounded the BC Collaborative for Social Infrastructure. With funding support from the McConnell Foundation, the Collaborative has completed a [Guide to Social Procurement](#), expanded the [Community Scholars Program](#), and are focused on work in sustainability and Indigenous economic development and education.

- [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 presents inspiring opportunities for Burnaby residents to connect, co-create, and celebrate diverse forms of learning. Through vibrant and thought-provoking curated and community-led events, the Festival enables attendees to learn with each other and with local experts.

- [RADIUS](#) (RADical Ideas, Useful to Society) offers support to individuals, organizations, social ventures, and students through mentorship, consultancy, and training to grow capacity and the conditions for positive impact. 176 social ventures, 120 RADIUS fellowship alumni, 66 public events, 180 change lab alumni, and 6,000 people have been engaged.

- [SFU Coast Capital Savings Venture Connection](#) (VC) is Simon Fraser University's flagship, early-stage startup incubator offering support through training, mentorship, industry connection, office space, and access to the University's community of past and present entrepreneurs. Since 2008, VC has engaged over 13,500 participants, benefitted from the support of over 150 volunteers, and provided mentorship to 1,350 student teams and business development services to over 220 early-stage startups.

- SFU Galleries are dynamic centres for the presentation and interrogation of art practices and ideas, stewarding holdings of over 5,500 significant regional and national art works from both the 20th and 21st centuries. SFU Galleries encourage conceptual and experimental programs that explore ways in which contemporary art is socially and politically engaged. The new Marianne and Edward Gibson Art Museum is under development.

- SFU Public Square holds space for SFU and its communities to learn together and work towards equitable and sustainable solutions to our world's complex challenges.

  Each year, Public Square collaboratively programs dozens of workshops, debates, public conversations, discussion panels, and other gatherings. These spaces encourage different perspectives and ways of knowing to collide and influence each other. The experience is transformative, inspiring deeper conversations, igniting networks, building capacity, and catalyzing curiosity and concern into advocacy and action.

- The SFU Surrey –TD Community Engagement Centre facilitates and supports the mobilization of university and community capacity to identify and address key societal issues affecting Surrey's City Centre and the surrounding neighbourhoods. Over the last seven years, more than 1,000 SFU student volunteers and 100 community partners have worked with 14,000 children, youth, and families to build more resilient communities in Surrey.

- SFU Woodward's Cultural and Community Programs (SFUW) is committed to a professional and multi-disciplinary artistic practice featuring dance, theatre, music, film, and digital arts. Work engages a wide-variety of community and cultural partnerships, including commissions, presentations, podcasts, public discourse, and artistic residencies.

- SFU's Community Engagement Initiative offers small grants of up to $10,000 to SFU staff and faculty for projects developed with community partners that strengthen relationships and catalyze meaningful impact. Since 2014, over $950,000 has been allocated through SFU's Community Engagement Initiative in support of 166 community-based projects involving people from over 70 SFU departments.

- SFU's Community Engaged Research Initiative promotes principles of participation, cooperation, social transformation, and knowledge translation to lift up and strengthen the capacity of SFU's researchers and students to engage respectfully and ethically with community members.

- SFU's Morris J. Wosk Centre for Dialogue champions dialogue and engagement to facilitate transformative conversations and create real-world impact for society's most pressing challenges. The Centre strengthens Canadian democracy by promoting democratic values and innovation, by providing dialogue training and tools, and by helping governments to engage citizens and stakeholders through its consulting services.

- SFU's Student Community Engagement Competition is a community and SFU-sponsored student competition that encourages students to work with community to develop, pitch, and implement ideas designed to strengthen community resiliency. Over its first eight years, $140,000 has been contributed to support the implementation of 57 student projects.

- SFU's Vancity Office of Community Engagement supports creative engagement, knowledge democracy, and access to arts and culture through public programming, community partnerships, and community-engaged research related to arts, culture, and community; social and environmental justice; and urban issues.

- 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 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.

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 2021-22 was $279.9 million, up $18.6 million from the previous year's $261.3 million. Government of Canada operating grants for 2021-22 were $9.3 million, materially consistent with the previous year's $8.2 million.

- Breakdown of the 2021-22 $279.9 million provincial operating grant:
    ◊ $263.6 million operating grant as stated in the original budget letter dated July 29, 2021;
    ◊ $14.4 million of Sustainable Services Negotiating Mandate (SSNM) funding;
    ◊ $0.5 million operating grant for the Electronic Library Network; and
    ◊ $1.4 million of other miscellaneous provincial funding.

- Tuition and student fees are a major source of operating income and increased from $305.9 million in 2020-21 to $313.1 million for 2021-22, exceeding provincial operating grant funding. The increase was due primarily to tuition fee increases—2% for domestic students and 4% for international undergraduate students.

- 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 67% of total operating expenses for 2021-22.

- 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 $3.5 million was allocated in 2021-22 for the program.

- The Strategic Initiative Project Program (SIPP), which began in 2019-20, continued to fund existing projects in 2021-22. 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 2021-22 with a market value of $668.0 million. The endowment fund consists of 996 individual endowments that provided $24.0 million of support in 2021-22 for academic programs, student financial aid, research, professorships, library collections, and athletics.

- In November 2021, the University announced a full divestment from fossil fuels by 2025. Since the announcement, SFU's Global Equity Portfolio, valued at $450.0 million as of December 2021, is now 100% fossil fuel free. SFU's Socially Responsible Investment (SRI) funds were also increased by $30.0 million to $53.0 million in December 2021. This accounts for 8.0% of the endowment and makes SFU's allocation to SRI funds among the highest in Canadian universities. In addition, the University continues to be ahead of its 45.0% carbon footprint reduction target by the year 2025 for the public equity portion of the University's investment portfolio.

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 2021-22:

- 2021 saw the official opening of the new Student Union Building following completion in 2020.

- The 482 bed Student Residence Phase 1 Expansion project was officially opened to its first residents in May 2021.

- The Stadium project at the Burnaby campus was opened in May 2021.

Other major capital initiatives being planned or underway include:

- Complete construction of the Dining Hall Expansion, Applied Sciences Building Envelope Upgrade, and Student Residence Phase 2 projects.

- Start construction of the Lorne Davies Complex Upgrade project, the First Peoples' Gathering House, and the SFU Art Museum.

- Develop plans for a replacement Child Care facility.

SFU's 2022-23 to 2026-27 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.

Library highlights include the following:

- The [Special Collections Division](#) develops and manages extensive holdings of rare books, manuscripts, archival collections, visual material, and oral histories with a current emphasis on collecting content that reflects the literary, political, and cultural history of BC.

- The [Student Learning Commons](#) offers 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. Services are available on all three campuses, and dedicated graduate-student spaces are available in Burnaby and Vancouver.

- The [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, a working antique letterpress, and more.

- The [Digital Humanities Innovation Lab](#) assists researchers with the development of digital scholarship research by providing consultation, training, mentoring, research software development and technical support to faculty and graduate students.

- [Research Data Management](#) services support the responsible handling and organization of data created during a research project. Good practices help researchers to satisfy grant funding and publisher requirements, create efficient research and publishing workflows for projects, and support research integrity and re-use of data sets.

- The Library partners with the [Public Knowledge Project](#), a multi-university initiative developing free open source software and conducting research to improve the quality and reach of scholarly publishing. This world-class project is based at SFU and works in close collaboration with the SFU Library.

Sustainability

SFU is in the third year of implementing its [SFU 2020-2025 Sustainability Plan](#), a living document that is undergoing renewal in 2022. In addition to including more ambitious emissions reduction targets, the 2022 renewal process prioritizes climate justice, resilience, and action as core themes. The plan aims to mobilize the entire institution to embed climate action throughout its operations, research, academics and community engagement. Over the next three years, the renewed plan will continue to address emerging priorities, new research, changing societal standards, and community needs.

The innovation and contributions from students, staff, faculty, and partners have positioned SFU as a sustainability leader that is not only seeking to meet the targets in the 2025 Sustainability Plan, but also building an active community around critical climate issues, science-based solutions, and an equitable path forward.

In October 2021, [SFU committed to the United Nations-led Race to Zero Campaign](#), the largest global alliance of its kind to date. As part of this initiative SFU has set ambitious emission reduction targets that will see 85% greenhouse gas emissions reductions by 2030, net zero reductions of direct emissions by 2035, and net zero of all emissions by 2050.

In November 2021, [SFU announced a full divestment from fossil fuels by 2025](#). As a leader among Canadian universities, SFU has already achieved zero direct investments in fossil fuels and only 5% of indirect investments remain in fossil fuel-related industries. Many of the strides SFU has made are driven by the commitment of its Board of Governors, its Investment Advisory Committee, Responsible Investment Committee, groups like SFU 350, and its students, who continue to raise awareness about the importance of the impact that the University can make.

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 2021-22 Ministry Mandate Letter and the 2022-23 Letter of Direction.

In this section, SFU demonstrates its support for the [2022 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 and Letter of Direction. Below are points of particular relevance 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 2021-22

Ministry Mandate 1:

Work with the Ministry to resume full on-campus learning and services for students, faculty, and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2021-22 as you respond to COVID-19 impacts and recovery.

The COVID-19 pandemic created many challenges for all post-secondary institutions in the province. SFU, like so many other institutions, took the Province's advice when it came to keeping its campus community safe as it transitioned back to on-site learning. On May 25, 2021, the Province announced the BC Restart Plan. The next day, SFU announced its plans for fall 2021, which saw the return of approximately 70-80% of its students to its campuses. The return was gradual, starting with faculty and staff over the summer term and the near full complement of students following in September.

During this transitional time, the University continued to remain open and transparent with all its COVID-related actions and responses. Prior to the start of fall 2021 enrollment, Dr. Réka Gustafson, BC's deputy health officer, joined SFU leadership for a staff and faculty townhall to answer health and safety questions on June 10.

Once again taking the Province's lead, as students prepared to return to on-site classes in September, SFU promoted vaccination, expressing to its community that it was the best tool for limiting transmission of COVID-19. Furthermore, the University worked to implement self-disclosure of vaccination status for all those who accessed its campuses, including students, faculty, staff, and visitors. Rapid testing was offered to those who were not vaccinated or chose not to disclose, and vaccination clinics were established on campus in late August. These clinics remained on campus and accessible to the SFU community through to the end of September.

On October 26, about 98% of faculty, 94% of continuing staff, and 90% of students had declared their vaccination status with roughly 99% of faculty, 97% of continuing staff, and 97% of students self-reporting as fully vaccinated. SFU further asked fully vaccinated individuals to provide proof of immunization, which was later audited.

Working closely with the Provincial Health Office (PHO), the BC Centre for Disease Control (BCCDC), and the Ministry, on December 23rd, SFU announced that most classes would be delivered remotely for the first two weeks of the spring term, which started in January 2022. This gave the University time for additional planning and data-gathering as it adapted to the spike in COVID-19 cases due to the Omicron variant. Labs, studios, and a small number of other programs continued in-person during this time. Throughout, SFU remained in close contact with the PHO, the BCCDC, and the Ministry and watched developments closely while working on learning continuity planning.

In February, SFU received approximately 45,000 rapid antigen test kits from the province to distribute to students, staff, and faculty. They were all distributed accordingly by the end of the month.

As the spring term concluded in April, SFU was seeing an extremely low incidence of COVID-19 on its campuses, likely owing to its highly immunized community and layers of protection. Local post-secondary surveillance data from Fraser Health showed that of regional COVID-19 survey respondents who received a positive PCR or rapid antigen test result between January 3 – February 12, 1.4% (440 people) indicated having attended a post-secondary institution within 14 days prior to symptom onset. 53 of 440 (12%) indicated attendance at SFU. This represents an average of just over one reported case in the SFU community per day during that time frame.

COVID-19 has placed immense challenges on our society over the last two years. SFU was quick to respond when the virus first appeared and continues to adjust plans as necessary. The University is committed to continue working with the Provincial Health Office, the BC Centre for Disease Control, and the Ministry of Advanced Education and Skills Training to ensure the health and safety of its students, faculty, and staff.
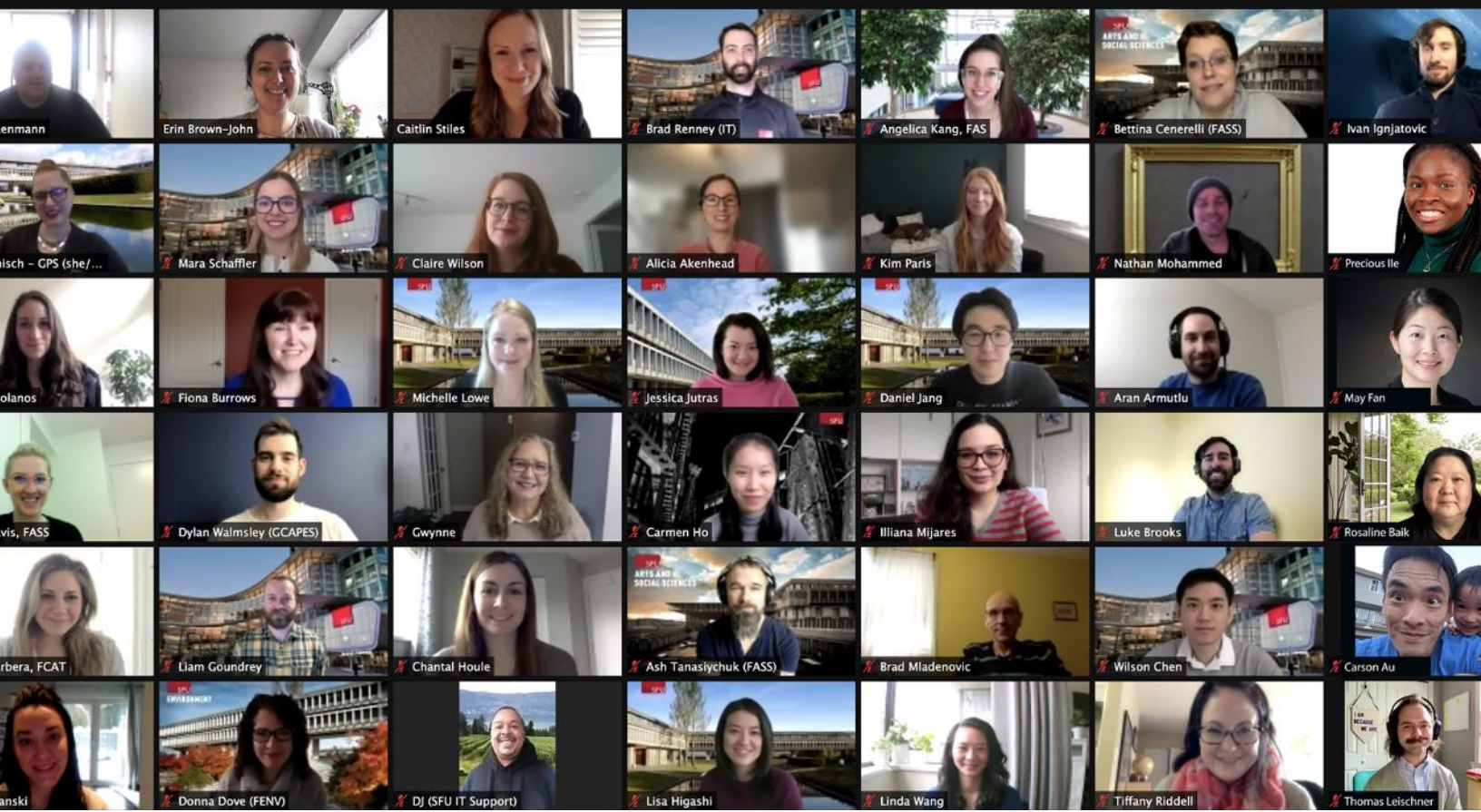
Ministry Mandate 2:

Work with the Ministry and your communities, employers, and industry to implement postsecondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

SFU is committed to working with the Ministry, the community, and industry to promote and encourage success for all of its students, including vulnerable and underrepresented groups, and promoting gender parity. The University also places a high priority on the wellness and safety of its community. Below are some examples of SFU's commitment to these endeavours.

- 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 career planning and development services for all students and recent alumni, co-ordination of volunteer and internship opportunities locally and abroad, and 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 12 years. Below are the yearly totals of SFU co-operative education placements from 2010 to 2021.

Table 9: SFU Co-operative Education Placements 2010-2022

Year	Spring	Summer	Fall	Total	+/- %
2022	1,544	TBA	TBA	TBA	TBA
2021	1,233	1,513	1,548	4,294	23.4%
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	

- The University has an established [Indigenous Transfer Pathway Partnership](#) in place with Langara College. The partnership has created better opportunities for Indigenous students and allowed both institutions to work in partnership with the Indigenous community to meet each of 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 provides them with the tools and confidence to be successful as they move forward.

- Through academic and event programming, the [Department of Gender, Sexuality, and Women's Studies](#) 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 five years.

Table 10: Youth in Care Tuition Program

Program Year	Total Eligible	Total Enrolled
2021-22	34	30
2020-21	39	30
2019-20	28	27
2018-19	25	25
2017-18	19	15

Ministry-led Campus Navigator Community of Practice

Coordinated, individualized support navigation is provided for students with complex support needs, such as students who were formerly in care. Financial Aid and Awards, The Office of Student Support Rights and Responsibilities, Student Engagement and Retention, and other related support providers collaborate to identify and provide comprehensive wrap around support to individual students on an ongoing basis, as identified by student need. Representatives from these offices also contribute to the Ministry Campus Navigator Community of Practice meetings and provide consultation advice for staff and faculty regarding support provision.

Health and Safety

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 and 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.

Sexual Violence Support and Prevention

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 2019-20: Response and Future Pathways.

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 in its 2020-21 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, 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 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.

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 a concrete reflection of the measures taken by the University in the implementation of its policy. The annual report for the academic year 2021-22 will be released in fall 2022. SFU's annual reports can be found here.

Ministry Mandate 3:

Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector, and stakeholder collaboration to support mandate commitments where education, innovation, and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

SFU is committed to working in collaboration with government, community, and industry stakeholders to support and facilitate increased access to post-secondary education and skills training and high opportunity jobs for British Columbians. The University is also committed to innovation and supporting equity as it builds toward a clean economic future.

To provide ample access to post-secondary education for BC's high school graduates, 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.

SFU's programming is constantly evolving to meet the needs of its students, the labour market, and society as a whole as it strives to provide education for high opportunity jobs. The University is comprised of eight Faculties, all designed to meet the unique demands of the changing global and economic market.

SFU is also continually expanding its Lifelong Learning programming, offering professional and continuing education classes and certifications specifically targeted to areas in high demand. Co-operative education is another example of SFU's impactful labour market programming, with 4,294 students placed into the workforce in 2021. 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
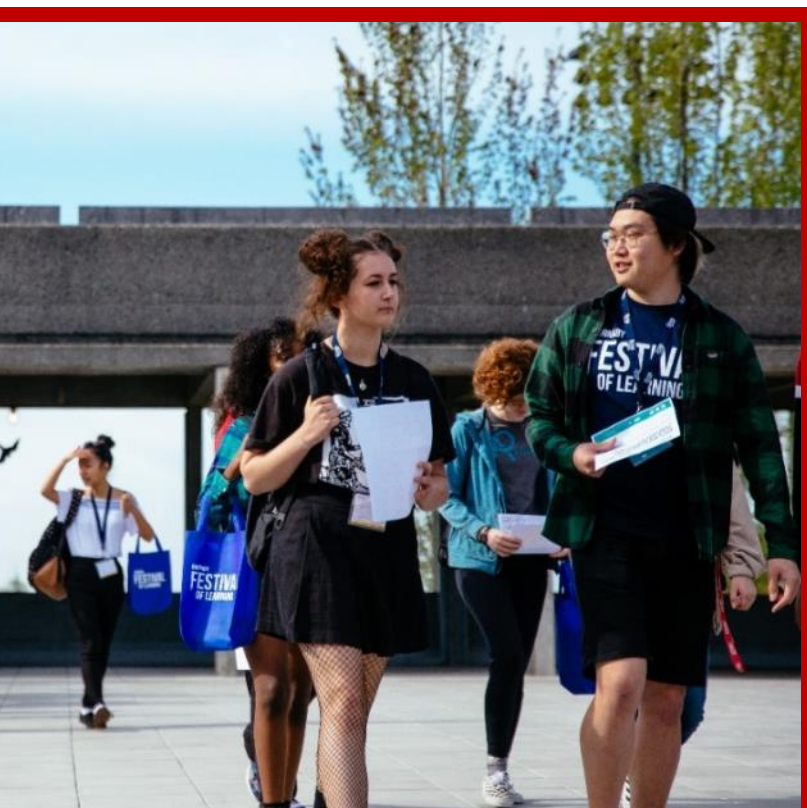
Alongside its vast programming in traditional academic disciplines, such as the arts, sciences, and social sciences, SFU continually looks to add new courses, programs, and degrees that are considered to be priority occupations. SFU's Career Services provides job outlook and career planning for students. Below is a non-exhaustive sample of SFU programming and the priority occupations these programs are preparing students to enter:

Table 11: 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.

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 resume 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.

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 (pg. 67). 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, which offers one of the only Bachelor of Environment degrees in Canada, and the launch of the Sustainable Engineering Program. These programs not only illustrate SFU's development of new and relevant programs, but also the University's commitment to the BC government's CleanBC initiative. It is programming committed to tackling environmental issues, such as climate change and promoting and developing clean technology.

The table below illustrates SFU's commitment to the workforce demand for STEM graduates. Since 2015-16, SFU has seen a 36.5% increase in STEM credentials awarded.

Table 12: Stem Credentials Awarded by Fiscal Year

Credentials Awarded	Fiscal Year						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Science and Technology	804	750	838	867	837	738	810
Engineering	237	270	288	286	289	302	358
Mathematics	529	600	613	617	703	851	975
Total	1,570	1,620	1,739	1,770	1,829	1,891	2,143

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.

SFU created the Community Engaged Research Initiative (CERi). 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.

As SFU prepares its students for careers in high demand fields, it is doing so in an educational environment that values and promotes equity. The University has established an Equity, Diversity, and Inclusion (EDI) council whose mandate is to develop an aspirational vision for EDI at SFU that will guide and strengthen the University's commitment to fostering inclusive workplaces and learning environments, and equitable opportunities for all.

The University recently appointed Dr. Yabome Gilpin-Jackson as its first Vice-President, People, Equity, and Inclusion.

Today's constantly changing employment market has created a demand for education that focuses on relevant programming for high-demand careers. Working with government, community, and industry stakeholders, SFU is committed to providing high-quality degrees, certificates, and courses that meet this demand, and is doing so in an environment that promotes equity, diversity, and inclusion.

Cyber Security

SFU takes the security of all its computer services and resources very seriously. The Information Services Department at SFU has many protocols and safeguards in place to combat any cyber threats or breaches. Below is a list of some of the major issues and the associated services SFU has in place to address them:

- Anti-Spam (CASL) Compliance
- Data Security Standard
- Desktop Security
- Identity Protection
- Keeping Your Personal Information Safe During the Holidays
- October is Cyber Security Awareness Month
- Phishing Scams
- Remote Work
- Security Hygiene
- Tips for Safe Computing
- Travelling with Technology
- Multi-Factor Authentication (MFA)

5.1.2. Minister's Letter of Direction 2022-23

Ministry Direction 1:

Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:
- Working to align education and skills training to goals of the BC Economic Plan
- Supporting the implementation of Skilled Trades Certification
  Note: SFU does not offer any trades certification programs

Working to Align Education and Skills Training to Goals of the BC Economic Plan

British Columbia's current StrongerBC Economic Plan relies heavily upon the province's investment in its future working-age demographic. Post-secondary institutions across the province will need to do their part to support this plan. Below is a non-exhaustive list that highlights some SFU initiatives that are responding to the key initiatives within the BC Economic Plan:

- SFU is doing its part to address the need for more training opportunities by creating new, relevant schools, such as the School of Sustainable Energy Engineering in Surrey. Its commitment to fighting climate change can be seen in the high priority SFU places on environment studies with the creation of the first Faculty of Environment in Western Canada.

- In support of StrongerBC's push for support for businesses, SFU's Beedie School of Business continues to work closely with industry throughout BC and Canada as it supports entrepreneurialism and business growth. One such example is its Graduate Certificate in Science and Technology Commercialization, which is a unique entrepreneurship program that helps scientists and engineers commercialize their inventions and overcome marketplace challenges. A second is the Charles Chang Innovation Centre, which is designed to help students

discover their economic and social potential. The Centre will provide them with the skills and resources to discover, evaluate, and actualize opportunities that positively impact their communities. Another is Radius, which supports individuals, organizations, social ventures, and students through mentorship, consultancy, and training to grow capacity and the conditions for positive impact.

SFU's Work Integrated Learning Program, or Co-operative Education, continually works to bridge academic study with work or practice by providing businesses with a continual stream of high achieving student employees.

- StrongerBC's Future Leaders Program is creating career development and work experience opportunities in natural resource management and technology sectors targeted for young people aged 18 to 29.

SFU is contributing to this program through many initiatives with one such initiative being the Masters in Resource Management-Research Project. This program aims to increase a student's familiarity and competence in understanding the dynamics of natural resources, the strategies and techniques of natural resource and environmental planning and management, and the biological, physical, social, economic, and institutional implications of resource decisions.

In the technology sector, SFU has many programs and initiatives that provide training that prepares students to work in technology-based careers. One example is the Mechatronic Systems Engineering Program, which is a dynamic, multidisciplinary program that combines three engineering fields: mechanical, electrical, and software engineering. This highly integrated approach creates smart, inventive, and ever-increasing efficient solutions for a wide range of high-tech engineering problems.

- In support of StrongerBC's commitment to the health care sector, SFU has a Faculty of Health Sciences, which is focused on population health and strives to improve the health of individuals and populations, partnering with local, national, and global communities to further SFU and societal goals: social justice and health equity for all. The Faculty offers undergraduate and graduate degrees that cover a wide range of health science topics, including:

  ◊ Chronic and Infectious Diseases
  ◊ Global Health
  ◊ Mental Health and Addictions
  ◊ Environmental and Occupational Health
  ◊ Population and Public Health
  ◊ Social and Health Policy Sciences
  ◊ Social Inequities and Health
  ◊ Health Care Systems

- In support of the Agritech Concierge Program, SFU, as a member of Canada's Digital Technology Supercluster, is part of a project, led by Verge Ag, in collaboration with Terramera, i-Opentech, and QuantoTech, that will help farmers be more efficient, increase their output, lower their costs, and have a positive impact on the environment. SFU, as a collaborator in this project, is playing an important role in developing the world's first interactive, operational planning software for autonomous agriculture.

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Ministry Direction 2:

Contribute to Ministry engagement on upcoming initiatives, including:
- *The Future Ready: Skills for the Jobs of Tomorrow Plan*
- The Ministry's sexualized violence policy review
- Further tech-relevant seat expansions
- The funding formula review of provincial operating grants

The Future Ready: Skills for the Jobs of Tomorrow Plan

SFU supports providing skills for the jobs of tomorrow and provides many services and opportunities for its students to train in and pursue careers in needed and relevant fields. Below is a sample of the many initiatives and/or services SFU has in support of this endeavour:

- SFU has a dedicated Career and Work unit that provides job boards for both summer employment and full-time employment upon graduation, job search strategies, resume building workshops, interview help and support, and a host of other services related to job and career success. Students are welcome to peruse the information made available to them in the unit's office as well as meeting with career educators and career peers.

- SFU's Work Integrated Learning (Wil) or Co-operative Education department provides students with invaluable work experience and career pathways. With dedicated co-op coordinators and advisors, WIL helps students search and apply for jobs in fields relevant to their degrees during their non-study semesters. WIL has a large network of employers locally, nationally, and internationally and can help students find jobs in many different employment sectors. Often, these work-term jobs become a student's first full-time career-related job upon graduation.

- SFU is planning for the workforce of tomorrow through collaboration and strategic partnerships. In partnership with the City of Surrey and Kwantlen Polytechnic University, SFU is seeking to advance opportunities in the manufacturing and innovation sector. The partners have been working with industry to explore the competitiveness factors of this sector and have identified skilled worker shortages as a trending factor. They have developed a strategy to build innovative talent that will grow next-generation manufacturing jobs in Surrey and around the province.

- The Coast Capital Venture Connection at SFU Surrey helps students to gain the skills, knowledge, and resources needed to become entrepreneurs. The program provides general training, a mentorship program, office space, networking events, media exposure, and much more. It provides students with the tools they need to take an idea and make it a business/ career reality.

The Ministry's Sexualized Violence Policy Review

In the fall of 2016, Simon Fraser University launched a university-wide process to develop a sexual violence and misconduct policy. Throughout this process, students, faculty, and staff were encouraged to provide input and feedback on the policy, including definitions, jurisdiction and how the policy would be operationalized. This process, spearheaded by the Sexual Violence and Misconduct Policy Advisory Committee, ended on March 30, 2017, when the University's Board of Governors approved SFU's Sexual Violence and Misconduct Prevention, Education and Support Policy, GP 44.

British Columbia's Sexual Violence and Misconduct Policy Act (2016) requires all post-secondary institutions within the province to review their sexual violence and misconduct policies every three years. March 30, 2020, marked the three-year anniversary of the implementation of SFU's Sexual Violence and Misconduct Policy. SFU's review process began in August 2019 and consisted of two rounds of community consultations. The review ended on March 19, 2020, when the University's Board of Governors approved the revised Sexual Violence and Misconduct Prevention, Education and Support Policy, GP 44.

SFU has committed to creating an annual report outlining the University's response to providing support, education, and outreach to the University community on sexual violence and misconduct prevention, intervention, and support.

Further Tech-Relevant Seat Expansions

SFU has many programs that are committed to training students for jobs in the technology sector. It's Faculty of Applied Sciences, which consists of the School of Computing Science, the School of Engineering Science, the School of Mechatronic Systems Engineering, and the recently added School of Sustainable Energy Engineering, focuses entirely on preparing students to enter into technology-related jobs upon graduation. The creation and opening in 2018 of the School of Sustainable Energy Engineering, in particular, highlights SFU's commitment to adding new and relevant technology seats. This state-of-the-art program is housed in a new building at the Surrey campus that was built specifically for this innovative new program.

Other Faculties and Schools at SFU are also continually adding new technology seats. The School of Interactive Arts and Technology (SIAT), launched Semester in Alternate Realities, which proposes a unique educational experience meant to inspire interdisciplinary teams to solve a real-world problem exploring Virtual reality (VR) and hybrid VR physical installations.

Working in collaboration with KPMG, SFU's Beedie School of Business recently launched the KPMG Data Analytics and Visualization Micro-credential, a new tech-focused innovative data analytics and visualization micro-credential program. This graduate program is designed to meet the increasing demand for analytics and visualization skills for KPMG's practitioners, ensuring they have the skills to remain at the forefront of the consulting industry and can offer the most innovative end-to-end services to clients.

Another example of an SFU micro-credential is the Leadership and Agile Production Management program, which is offered by the School of Interactive Arts and Technology. The program equips students with a broad understanding of management and leadership through agile and hybrid methodologies (watergile).

In April 2022, SFU Senate discussed definitions of micro-credentials and potential processes that could provide SFU the opportunity to get more involved in the micro-credential space.

Above, are a just a few examples of SFU's commitment to providing British Columbians with relevant tech-related university seats and training for an everchanging and increasingly tech-driven work culture.

The Funding Formula Review of Provincial Operating Grants

SFU will support the Ministry's review of the funding formula and will coordinate its participation in the steering committee and working groups with the Research Universities' Council of British Columbia (RUCBC).

5.2. Ministry Performance Measures

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

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially Achieved	90% - <100% of the target
Not Achieved	<90% of the target

5.2.1.   Ministry Performance Measure: Student Spaces

Ministry Accountability Objective: Capacity

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

SFU's Achievement:		Achieved
2021-22 Target:	20,201	**107.4%** % of target
2021-22 Actual:	21,701	

SFU's total student headcount for the 2021-22 academic year was 35,396, which included 29,660 undergraduates and 5,736 graduates.

The undergraduate and graduate FTEs for 2021-22 reached 21,701, which exceeded the government-funded enrolment target of 20,201 by 7.4%.

A majority of students enter SFU's undergraduate programs either directly from BC Grade 12 or through college transfer. In 2021-22, 50.5% of the University's new undergraduates came from BC Grade 12 with average entry grades of 88.0%. BC college transfer students made up 30.9% 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.

SFU's Achievement:		Achieved
2021-22 Target:	6,075	**103.2%** % of target
2021-22 Actual:	6,269	

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: Indigenous Student Spaces

Ministry Accountability Objective: Access

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

SFU's Achievement:		Achieved
2021-22 Target:	≥ 2020-21 actual 533	**103.9%** % of target
2021-22 Actual:	554	

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

SFU is committed to equaling or increasing its Indigenous FTEs. Following the target principle established in other performance measures, SFU's target for the "Ministry Performance Measure: Indigenous 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 Indigenous student enrolment. 2020-21 was the first time in six years that Indigenous student enrolment had not eclipsed the previous year. SFU is quite confident this one year dip was due to COVID-19 as 2021-22 surpassed all previous years for Indigenous enrolment and marks a 30.0 % increase in Indigenous student enrolment since 2014-15.

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.

SFU's Achievement:		Achieved
2021-22 Target:	≥ 90%	**99.6%** % of target
2021-22 Actual:	89.6% (±1.1%)	

The University remains concerned with course availability. In fall 2021, 59% of undergraduate students surveyed were getting the specific courses they wanted and 66% 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.

SFU's Achievement:		Achieved
2021-22 Target:	≥ 90%	**102.4%** % of target
2021-22 Actual:	92.2% (±1.0%)	

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:			Achieved 99.1% % of target
2021-22 Targets ≥85%	**Overall Performance**		
	2021-22 Actual: 84.2% (±1.0%)		
	Written Communication:	2021-22 Actual 85.6% (±1.3%)	
	Oral Communication:	2021-22 Actual 80.3% (±1.4%)	
	Group Collaboration:	2021-22 Actual 77.0% (±1.5%)	
	Critical Analysis:	2021-22 Actual 91.5% (±1.0%)	
	Problem Resolution:	2021-22 Actual 77.9% (±1.5%)	
	Learn on Your Own:	2021-22 Actual 89.1% (±1.1%)	
	Reading and Comprehension:	2021-22 Actual 87.8% (±1.2%)	

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.

SFU's Achievement:		Substantially Achieved
2021-22 Target:	≥ 90%	**94.4%** % of target
2021-22 Actual:	84.1% (±1.5%)	

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

Co-operative Education provides students with a unique opportunity to expand their career horizons while gaining local, national, or international and intercultural work experience. Since 2010, SFU students have worked in approximately 42,306 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.

SFU's Achievement:		Achieved
2021-22 Target:	≤11.6%	**137.9%** % of target
2021-22 Actual:	7.2%	

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 (2021 Edition), BC is expected to have 1,004,000 job openings between 2021 and 2031. 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.

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.

SFU's Achievement:	Achieved	
All Sources		
2021-22 Target: ≥ 2020-21 actual $167.3 m	**102.6%** % of target	
2021-22 Actual: $171.6 m		
Federal sources		
2021-22 Target:	≥ 2020-21 actual $79.5 m	
2021-22 Actual:	$109.7 m	
Provincial sources		
2021-22 Target:	≥ 2020-21 actual $19.9 m	
2021-22 Actual:	$7.8 m	
Other sources		
2021-22 Target:	≥ 2020-21 actual $67.8 m	
2021-22 Actual:	$54.1 m	

Approximately 64% of SFU's research funding is sourced from the federal government through the Tri-Agency (the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada) and the Canada Foundation for Innovation, 5% comes from provincial sources, and 31% from other funding sources.

Furthering and advancing meaningful research is an integral part of SFU's Vision. Faculty are continually pushing the boundaries as evidenced by Re$earch Infosource's number two ranking of SFU as the comprehensive Canadian university with the greatest publication impact in 2021. 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 2021-22

2021-22 Performance Reflected by Ministry Measures			
Ministry Performance Measure	Achieved	Substantially Achieved	Not Achieved
Student Spaces	✔		
Credentials Awarded	✔		
Aboriginal Student Spaces	✔		
Student Satisfaction with Education	✔		
Student Assessment of the Quality of Instruction	✔		
Student Assessment of Skill Development	✔		
Student Assessment of the Usefulness of Knowledge and Skills		✔	
Unemployment Rate	✔		
Sponsored Research Funding	✔		

Table 16: Summary of Performance 2020-21

2020-21 Performance Reflected by Ministry Measures			
Ministry Performance Measure	Achieved	Substantially Achieved	Not Achieved
Student Spaces	✔		
Credentials Awarded	✔		
Aboriginal Student Spaces		✔	
Student Satisfaction with Education	✔		
Student Assessment of the Quality of Instruction	✔		
Student Assessment of Skill Development		✔	
Student Assessment of Usefulness of Knowledge & Skills in Performing Job		✔	
Unemployment Rate	✔		
Sponsored Research Funding	✔		

6.   FINANCIAL INFORMATION

Financial Information

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

CANADA'S ENGAGED UNIVERSITY

Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation

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. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION[7] and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS Identify whether the initiative is: • New[8] • Planned / In Progress / Implemented or Ongoing	**INITIATIVES AND PARTNERSHIPS** Provide key details on 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.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by … Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS**

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[7] "…" represents omitted text not related to post-secondary education from the original Call to Action.
[8] New initiatives start in the current reporting year and have not been previously reported on.

Ongoing	**Community Capacity Building for Rural Aboriginal Communities** • The Stepping Stones Community Capacity Building Certificate for Aboriginal peoples is a continuing studies certificate program designed to help Aboriginal students develop the skills needed to create healthy economies and environments that honour their unique cultures, traditions, and ways of life.

12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

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

Ongoing	**Indigenous Languages Program (INLP)**
	• Certificate in Indigenous Language Proficiency
	• Diploma in Indigenous Language Proficiency
	• Indigenous Languages Minor
	• Graduate Certificate in the Linguistics of a First Nations Language
	• Master of Arts in Linguistics of a First Nations Language
	• Courses offered in co-operation with local First Nations communities and language authorities include the following languages:
	   ○ Heiltsuk (Bella Bella)
	   ○ Hul'q'umi'num' (Vancouver Island)
	   ○ Kaska, N/S Tutchone, Han, Dene, Tlingit (Yukon)
	   ○ Secwepemctsin (Kamloops, Williams Lake)
	   ○ Skwxwú7mesh (Squamish)
	   ○ Xaad-Kil Haida (Old Masset)
	   ○ Hənq̓əmínəm̓ - Downriver (Pitt Meadows)
	   ○ Halq'emeylem - Upriver (Chilliwack)

	○ Nsyilxcən (Okanagan)
	○ Nuxalk (Bella Coola)
	○ St'at'imcets (Lillooet)
	○ Tsilhqot'in (Williams Lake)
	First Nations Language Centre
	• The First Nations Language Centre at Simon Fraser University co-ordinates the activities of grassroots community partners across BC and academic linguists from SFU, UBC, UNBC, and many other universities in a project to document, analyze, and revitalize Aboriginal languages.

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing	Indigenous Health Research
	• [Dr. Jeff Reading](#), Professor, Faculty of Health Sciences, First Nations Health Authority Chair in Heart Health and Wellness at St. Paul's Hospital. Professor Reading has more than two decades of experience enhancing knowledge in Indigenous health issues, both in Canada and globally.
	• [Dr. John O'Neil](#), Professor of Global and Indigenous Health. From 2007 to 2017, Professor O'Neil was Dean of the Faculty of Health Sciences at SFU. Previously, he was Director of the Manitoba First Nations Centre for Aboriginal Health Research, and Professor and Head of the Department of Community Health Sciences in the University of Manitoba's Faculty of Medicine. He has published more than 150 papers and reports related to Indigenous health.
	• [Dr. Lyana Patrick](#) focuses on challenging colonial constructions of community planning as it connects to health and well-being. Specifically, her work on the interconnections between justice and health seeks to promote Indigenous understandings of community building and toward better understanding the factors that hinder or help Indigenous peoples to create community connectedness.
	• [Krista Stelkia](#) 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.
	Indigenous Health Programs
	• [Master of Science (MSc) Program in Indigenous Population Health](#)
	o Students will earn an MSc in Health Sciences from Simon Fraser University and receive mentorship and training in Indigenous population health practice and First Nations approaches to research from the First Nations Health Authority. Graduates will have marketable skills in mixed methods epidemiology, enhanced knowledge of First Nations data governance, and demonstrated ability to apply these skills in real work settings, such as the First Nations Health Authority.
	• [Master of Science (MSC) Opportunities-Indigenous Healthy Life Trajectories Initiative](#)
	o 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.
	• [Promoting Indigenous-Led Action on Respecting Tobacco Project (PILAR)](#)

	o SFU's Faculty of Health Sciences and the First Nations Health Authority are working in partnership to conduct a 3-year project (2017-2020) aimed at strengthening commercial tobacco control in Aboriginal communities. This will be achieved by carrying out a consultation intervention in BC First Nations communities.
	Faculty of Health Sciences Indigenous Courses • Separate from the MSc Program in Indigenous Population Health, the Faculty of Health Sciences offers these Indigenous courses: o HSCI 406 – Global Perspectives in Indigenous Health o HSCI 842 – Indigenous Health in Canada

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New Implemented	**Health Research** • The First Nations Health Authority (FNHA) and Simon Fraser University have signed a Research Affiliation Agreement that will support FNHA to manage federal government funds for research into Indigenous health and wellness. The agreement will also help FNHA build its future capacity for directly holding federal grants. The first agreement of its kind between FNHA and an academic institution, it gives FNHA research affiliate status with SFU.

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	**San'yas: Indigenous Cultural Safety Training** • San'yas: Indigenous Cultural Safety (ICS) training is a unique, facilitated on-line training program designed to increase knowledge, enhance self- awareness, and strengthen the skills of those who work both directly and indirectly with Aboriginal peoples. The goal of the ICS training is to further develop individual competencies and promote positive partnerships. SFU Human Resources has made this training available to all faculty and continuing SFU employees. Over 500 faculty and employees have taken this training to date.

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

Ongoing	**Faculty of Education: Office of Indigenous Education**
	• The Faculty of Education is committed to collaborative work with diverse Indigenous communities and organizations as well as individual students and educators in a range of rural and urban locations. The Office of Indigenous Education's focus is inclusive of Aboriginal peoples in Canada (First Nations, Métis, and Inuit) as well as Indigenous peoples from other countries. The Office's vision emphasizes:
	    o Collaboration and equal partnerships with a diversity of Indigenous communities and organizations.
	    o Equitable representation of Indigenous peoples in enrolment across programs.
	    o Integration of Indigenous content and perspectives across the curriculum.
	    o Equitable representation of Indigenous peoples on faculty and staff.
	    o Support and encouragement of Indigenous research and scholarship.
	    o Integration of Indigenous awareness and local protocol as part of all faculty and staff orientation.
	    o Requirement of anti-racism, multicultural, and Indigenous pedagogical approaches as a part of all teacher certification.
	
	Faculty of Education 2018-2023 Academic Plan
	The Faculty of Education has made Indigenizing curricula, programs, and practices a priority. The goals in the plan are to:
	    o Integrate Indigenous knowledge, curricular materials, and teaching approaches into classrooms.
	    o Review and enhance program structures and develop initiatives to decolonize practices.
	    o Increase enrolment for Indigenous students and create Indigenous education pathways.
	    o Build student capacity for scholarly understanding based on equity and decolonization initiatives.
	    o Develop fundamental knowledge about Indigenous/Settler history and relationships for students,

faculty, and staff.
- o Document processes undertaken to Indigenize curricula and teaching practices to develop a model for the University and beyond.
- o Establish goals for increasing Indigenous representation in faculty and staffing.

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

Indigenous Education Advisory Committee
- SFU's Faculty of Education formed this committee in 2012 (originally the Indigenous Education Advisory Committee) to ensure that its Indigenous activities are in congruence with the vision for Indigenous Education in the Faculty of Education and aligned with the intent of the University's Vision and its Indigenous planning.

Indigenous Education: Education for Reconciliation, North Vancouver
- This Graduate Diploma in Advanced Professional Studies has been developed by Field Programs in partnership and collaboration with School District #44 (North Vancouver) and the Skwxwú7mesh Úxwumixw (Squamish Nation) and səlilw̓ətaʔɬ (Tsleil-Waututh Nation) and hosted on their traditional territories.

Education Faculty Indigenous Courses
- EDUC 311 Foundation in Aboriginal Education, Language, and Culture.

Skwxwú7mesh Úxwumixw MEd
- This two-year degree program is designed for leaders within the Squamish Nations, representing diverse educational settings.

Associate Dean of Indigeneity
- SFU's first Associate Dean of Indigeneity in the Faculty of Education, Dr. Michelle Pidgeon of Mi'kmaq ancestry, was appointed in fall 2020.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	Communication and Journalism Research • [Dr. Karrmen Crey](#) is Sto:lo and a member of the Cheam Band. She is an Assistant Professor in the School of Communication where her research examines the rise of Indigenous media in Canada and the institutions of media culture that Indigenous media practitioners have historically engaged and navigated to produce their work. Her current research examines Indigenous film festivals and Indigenous digital media, particularly Indigenous virtual reality and augmented reality. **SFU offers these applicable courses:** • [HIST 325](#) - History of Aboriginal Peoples of North America to 1850 • [HIST 326](#) - History of Aboriginal Peoples of North America Since 1850 • [HIST 427](#) - Topics in Indigenous Histories • [HIST 443W](#) - Aboriginal Peoples, History, and the Law • [HIST 888](#) - Indigenous Peoples • [CRIM 419](#) - Aboriginal/Indigenous Justice • [CRIM 429](#) - Indigenous Peoples and International Law • [PLCY 821](#) – Indigenous Policy [Indigenous Digital Media Grant](#) • 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.).

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	**Director of Indigenous Business Programs** In 2020/21, Simon Fraser University's Beedie School of Business 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. **Executive MBA in Indigenous Business and Leadership** • The SFU Executive MBA in Indigenous Business and Leadership (EMBA IBL) is the only accredited MBA program in North America addressing Indigenous business, economic development, and governance. Designed primarily for mid-career Indigenous professionals from across Canada, participants are proven leaders who share an interest in Indigenous business management, economic development, nation-building, and self- determination. **First Peoples Enterprise Accelerator Program** • The First Peoples Enterprise Accelerator Program is a ten-year collaboration between Simon Fraser University and the RBC Foundation to support entrepreneurship in Indigenous communities. The vision of the program is to be a catalyst and resource for sustainable economic growth and diversification in Indigenous communities, using citizen entrepreneurship as its primary vehicle. **The Fireweed Fellowship** • 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. Indigenous Courses in MBA Program • BUS 618 - Indigenous Business Management (4) • BUS 648 – Indigenous Business and Communities (2 credits, EMBA equivalent of 741) • BUS 730 – Business and Indigenous Communities (2 credits, offered in FT MBA and PT MBA) • BUS 741- Business and Indigenous Peoples (2 credits, offered in FT MBA, PT MBA, GDBA)

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

Ongoing	**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.
	
	• The Aboriginal Reconciliation Committee Art Cluster
	    ○ The Aboriginal Reconciliation Committee Art Cluster was established to address art related Calls for Action arising from the Walk This Path With Us report which made the recommendation to remove the mural. This recommendation has been accepted.

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)](#)
    - [INDG 332](#) – Ethnobotany of British Columbia First Nations (new course)
- [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, Métis, 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 undergraduate and graduate Indigenous students, including an [Indigenous Graduate Entrance Scholarship](#) and [Indigenous Graduate Travel Award](#).

- [Indigenous Student Centre](#)
  - A space expansion to the Centre opened in the fall of 2021.

- [Indigenous Student Cultural House](#)
  - Part of SFU's Residence and Housing Living and Learning Communities initiative, the Indigenous Student Cultural House is designed for Canadian Indigenous students who want to connect with other Indigenous students, engage with and share their own Indigenous heritage and knowledge, and participate in cultural and educational opportunities guided by SFU's Indigenous Student Centre.

- [Indigenous Gathering Space](#)
  - 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.
  - 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.

In Progress	**Indigenous Spaces** • [First Peoples' Gathering House](#) ○ 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. **Partnerships** • 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. • The University entered into an [Indigenous Transfer Pathway Partnership](#) 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. • SFU recognizes the [Associate Arts Degree in Criminology from the Nicola Valley Institute of Technology](#), British Columbia's Indigenous public post-secondary institute of technology. Students with this credential can transfer directly to SFU's Criminology program to complete the final two years of a Bachelor of Arts Degree. • SFU will accept credits from the [Native Education College Indigenous Land Stewardship Certificate](#) towards degrees at SFU. • The 11-month [Indigenous Justice Studies Certificate from the Native Education College](#) is transferable to SFU with 25 credits that can be used toward various SFU degrees • SFU is currently working on an MOU with the Tsleil-Waututh Nation. • SFU and the Surrey School District have an agreement to offer [dual credit courses for Surrey School District Indigenous students](#) who will be taking the Educational Assistant program through Surrey College. • 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.
Ongoing	
New	
In Progress	