

SFU ACADEMIC PLAN (2025-2030)

We respectfully acknowledge the x^wməθk^wəy əm (Musqueam), Sk̓ w̓x̓ wú7mesh Úxwumixw (Squamish), səlilwətał (Tseil-Waututh), q̓ íc əy (Katzie), k^wik^wəłəm (Kwikwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose unceded traditional territories our three campuses reside.

MESSAGE FROM THE PROVOST AND VICE-PRESIDENT ACADEMIC

Dear colleagues,

I am pleased to share the new SFU Academic Plan (2025-2030), which upholds the vision, values and priorities outlined in *What's Next: The SFU Strategy* and identifies the focus areas that will help shape the university's academic goals over the next five years.

The SFU Academic Plan, along with individual Faculty and Unit multi-year plans, will ensure SFU teaching, research, engagement and service activities are well-positioned to achieve our collective goals and continue delivering significant societal benefits in the years ahead. This plan has been developed collaboratively with input from SFU deans and academic leaders, senior administrators, Senate committees and Senators, Board members, student councils and a wide range of other individuals and groups across the university community. SFU's Senate strongly endorsed the plan at its October 2025 meeting.

As the higher education sector evolves, it is important that we consider how we will change and adapt to strengthen SFU's role and reputation as a research-intensive university that offers an outstanding educational experience to our students. In addition to the launch of the new SFU School of Medicine, the activities that will set SFU apart in the years ahead include introducing new student pathways to learning, advancing research and innovation, strengthening our international connections and understanding, and our continued commitments to decolonization and Indigenization, as well as inclusion and accessibility.

We acknowledge that the planning process has taken place in a time of budget constraint. The Academic Plan is designed to guide our work and see us through changing and challenging times. As such, the academic planning model considers student enrolment planning, renewal of our faculty complement and budget projections over a five-year timeframe to help inform strategic resource allocations and support our long-term fiscal sustainability.

Thank you to all involved for the work that went into the development of the SFU Academic Plan and the Faculty and Unit plans. I look forward to seeing these plans progress, building on decades of valuable contributions by our faculty, staff and students.

Sincerely,

Dilson Rassier

Provost and Vice-President Academic
Chief Budget Officer

Simon Fraser University

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PROCESS AND PURPOSE OF ACADEMIC PLANNING

The SFU Academic Plan (2025-2030) serves as a framework to align Faculty and Unit activities with *What's Next: The SFU Strategy*, advancing our academic mission as a leading research university that provides an exceptional learning environment for our students to flourish.

This plan was developed through a consultative and iterative academic planning process carried out in accordance with Senate Guidelines for Academic Plans, including review by the Senate Committee on University Priorities (SCUP). It outlines high-level academic priorities at an institutional level and provides indicators of progress towards strategic goals. The approach adopted integrates academic planning with undergraduate and graduate enrolment, faculty renewal and budget planning to provide context for resource allocation decisions (see pages 10-11).

The Academic Plan outlines six focus areas that intersect with the priorities of *What's Next: The SFU strategy* (see pages 4-9):

- Program Development and Curriculum Renewal
- Research Excellence
- Decolonization and Indigenization
- Inclusive Excellence and Access
- Internationalization and Global Engagement
- Institutional Effectiveness

The Academic Plan also embeds the priorities set out in the Strategic Research Plan to expand research and innovation, deepen engagement with communities, and grow the impact of our scholars.

As part of the planning process, each Faculty and Unit within the Provost and Vice-President Academic portfolio prepared a priorities matrix that considers the intersection between *What's Next: The SFU Strategy* and the focus areas of the Academic Plan. This work has informed individual plans and helped develop a cohesive understanding of what each Faculty, School/Department or Unit wants to achieve. These plans will collectively advance the SFU strategy.

The Academic Plan serves to align learning, teaching, research, community engagement and support activities with planning priorities and guide resource allocations by:

- Encouraging creative collaboration and alignment across Faculties, Units and the institution as a whole to achieve the specific goals outlined in the Academic Plan.
- Supporting strategic initiatives and experimental activities that complement the overarching aims of the Academic Plan while less directly linked to the goals outlined in the Academic Plan.
- Reinforcing the values set out in *What's Next: The SFU Strategy* and ensuring adherence to legal, governmental and accreditation mandates and requirements.

With respect to academic freedom, these forms of alignment are intended to advance the priorities identified through the academic planning process, while affirming scholarly autonomy in the conduct of teaching, research and dissemination of knowledge.

WHAT'S NEXT: THE SFU STRATEGY

VISION: WHO WE ASPIRE TO BE

We are a leading research university, advancing an inclusive and sustainable future.

PURPOSE: WHY WE EXIST

We create and connect knowledge, learning, and community for deeper understanding and meaningful impact.

VALUES: HOW WE DO IT

- Academic Freedom and Critical Thinking
- Excellence and Responsibility
- Respect and Reciprocity
- Equity and Belonging
- Engagement and Openness
- Resilience and Sustainability
- Innovation and Adaptability

FRAMEWORK FOR ACTION

- Uphold Truth and Reconciliation
- Engage in Global Challenges
- Make a Difference for B.C.
- Transform the SFU Experience

Drawn from [What's Next: The SFU Strategy](#).

FOCUS AREA

PROGRAM DEVELOPMENT AND CURRICULUM RENEWAL

COMMITMENT

Design and deliver coherent, innovative curriculum that is continually improved through assessment and adaptation to provide an exceptional student experience, and features opportunities for community-engaged and experiential learning.

GOALS

Launch the SFU School of Medicine and graduate the first class as well as the first residents eligible to work as family physicians within the timeframe of this plan, adding much-needed capacity in B.C. to deliver high quality, community-embedded, socially accountable, and culturally safe health care.

Develop and implement curriculum informed by Indigenous perspectives that emphasizes interdisciplinary case-based, team-based, and immersive clinical learning. Grounded in a competency-based approach that is centred on primary and community-level care, prioritize skills, knowledge and attitudes that prepare students to meet diverse patient needs.

Strengthen the multi-campus model that offers distinct learning and research opportunities at each campus while harmonizing support services across campuses.

Define the unique academic identity of each campus (Burnaby campus for its comprehensive program offerings; Surrey campus for technology, health and innovation; and Vancouver campus for professions, arts, performance, and policy). Collaborate across campuses and online to establish an integrated and synergistic framework of core programming, research and support activities.

Streamline curricula, academic policies and pathways for program completion that enhance student access and improve student outcomes.

Advance this goal through university-wide and Faculty-specific initiatives that simplify program requirements and pathways; reduce unnecessary redundancy among required and elective courses; apply more predictable, student-centered course scheduling that assists students with planning; and increase coherency between in-person, hybrid and online course delivery. Operationalize recommendations from the Academic Advising Review to better guide navigating curriculum.

Expand access to co-operative education across Faculties to enhance integration of academic and workplace learning.

Reduce barriers to student participation in co-operative education and work closely with businesses, non-profit organizations and government to deepen students' learning and economic and social contributions.

Develop and implement strategies for critical understanding and ethical and effective engagement with new technologies in teaching, learning, writing and research.

Introduce university-level policies and guidelines on the innovative, transparent and equitable use of new technologies by instructors and students, including generative artificial intelligence (AI). Consider academic integrity, intellectual property, data governance and privacy questions that arise when integrating digital technologies across disciplinary contexts.

FOCUS AREA

RESEARCH EXCELLENCE

COMMITMENT

Continue to expand SFU's research activities, deepen our engagement with communities, businesses and governments, and increase the impact of our scholars on the world.

GOALS

Recognize and embed the priorities identified in the [Strategic Research Plan](#) (2023-2028 plan and subsequent iterations) and related implementation plans and initiatives for:

Advancing community-centred climate innovation.

Supporting health and wellness of individuals, populations and communities.

Expanding the foundations of knowledge and understanding our origins.

Strengthening democracy, justice, equity and education.

Transforming industry and economies through technology, management and policy.

Support interdisciplinary research clusters and cross-centre collaborations to address complex societal problems on local and global scales.

Develop new ways of connecting student learning to emerging interdisciplinary research clusters. Cultivate team-based research funding applications in, for example, areas such as sustainability, digital transformation (including artificial intelligence), and health-related fields. Advance initiatives that connect SFU's academic strengths to global challenges through joint research, community-based knowledge exchange, and international visibility on critical issues.

Strengthen institutional support for research.

Optimize supports for more effective research planning and grant-writing in a changing funding landscape. Provide infrastructure to help support research partnerships, community engagement and knowledge mobilization.

Enhance skills development in research-informed teaching and learning, as well as student mentorship and supervision.

Expand opportunities for undergraduate students to gain early exposure to research, and for graduate students and post-doctoral fellows to engage in high-impact research in environments where they are supported and prepared for careers within and beyond academia.

FOCUS AREA

DECOLONIZATION AND INDIGENIZATION

COMMITMENT

Create welcoming campus spaces for Indigenous peoples, including academic pathways and supports for academic success and decolonized teaching and research, making valuable contributions to upholding SFU's commitment to Truth and Reconciliation.

GOALS

Support the decolonization and Indigenization of courses and programs, fostering teaching and learning environments that respect diverse Indigenous knowledge systems and world views.

Open and establish operations of the new First Peoples' Gathering House. Expand professional development opportunities for faculty and staff that include land-centred learning and teaching that deepens understanding of the traditional territories on which our campuses reside.

Expand program pathways and outreach activities (including K-12) that support Indigenous student recruitment, community-building and success.

Build on existing pathways and respond to the needs of Indigenous learners through the collaborative efforts of Indigenous and non-Indigenous staff, faculty, students and communities. Attract Indigenous students to a broadened range of undergraduate and graduate programs across Faculties, including the new SFU School of Medicine.

Strengthen Indigenous partnerships and meaningful community engagement with a focus on addressing the educational goals of Host Nations.

Cultivate respectful and reciprocal collaborations with Indigenous communities and organizations, including those that foster Indigenous language revitalization and in-community teaching.

Build scholarly knowledge on ethical and co-created research in and with Indigenous communities locally and globally.

Support faculty to decolonize and Indigenize research tools, methods and networks, and increase access to research resources for Indigenous undergraduate, graduate, and lifelong learners. Facilitate partnerships with Indigenous scholars internationally to deepen understanding of decolonization in other countries and to inform this work at SFU.

The SFU Academic Plan refers to “decolonization” and “Indigenization” in alignment with definitions provided in [Walk This Path With Us: Report of the SFU Aboriginal Reconciliation Council \(2017, page v\)](#) – also known as the ARC Report – in which ARC members acknowledge tensions and debate around the use of the following terms, noting that no single term is acceptable to or preferred by all.

DECOLONIZATION – The ARC Report uses the term “decolonizing” to represent an “agenda that seeks to redress historical and current practices that have had deleterious effects” on Indigenous peoples.

INDIGENIZATION – The ARC Report uses the term “Indigenizing” to refer to “incorporating Indigenous knowledge and ways of knowing into the practices (such as the curriculum) of the institution” and intends references to “Indigenization” to connote respect for the diversity of Indigenous peoples.

These definitions are augmented by those in [Looking Forward... Indigenous Pathways To and Through Simon Fraser University: Wholistic understandings of access, transition, and persistence \(2020, page 12\)](#), co-authored by Dr. Michelle Pidgeon, Joe Tobin, Trina Setah, Andrea Leveille, Donna Dunn, Mindy Ghag, Karen Johnson, and Dr. Tania Bubela.

FOCUS AREA

INCLUSIVE EXCELLENCE AND ACCESS

COMMITMENT

Embrace our differences while advancing inclusive systems, policies and procedures that remove barriers, improve access, and achieve opportunities for all to learn, teach, work, and flourish.

GOALS

Introduce additional credentials and laddering pathways that leverage existing credit and non-credit course offerings, and further accessible learning and skills development across the academic journey.

Implement the recommendations of the Additional Credentials report to expand SFU's existing ecosystem of educational credentials with accessible in-person, online and blended learning options (micro-credentials; certificates and diplomas at the undergraduate, post baccalaureate, and graduate levels; and other non-credit credentials). Facilitate pathways within and between non-credit, undergraduate and graduate studies.

Advance diversity in student recruitment and foster a more inclusive academic environment.

Hone inclusion policies and practices that support diverse students in areas ranging from recruitment to housing, health, academic studies, work-integrated learning, and student retention and program completion. Enhance opportunities for professional development on pedagogical frameworks that support inclusivity and help meet diverse learning needs.

Create more welcoming, equitable and accessible teaching, learning, research, and work environments that promote faculty, staff and student wellbeing and align with university accreditation, employment, and human rights standards.

Continue to challenge structures of inequity in policies, practices, hiring, and programs. Foster environments that are welcoming and supportive of the diverse experiences of staff, faculty and students, with particular attention to the needs and voices of equity-deserving groups. Advance the recommendations of SFU's Community Wellbeing and Accessibility Plans.

Expand community engagement and access by convening venues for evidence-informed dialogue and shared problem solving on critical issues.

Facilitate conversations that encourage democratic participation, create real-world impact for society's most pressing challenges, and promote continued and reciprocal engagement between academics, practitioners, and the public.

ACCESSIBLE AND INCLUSIVE LEARNING

SFU strives to make accessible, quality education in welcoming environments available to the university community. Aligned with current legislation, specifically Section 42(1) of the *British Columbia Human Rights Code*, the university's commitment to this goal is embodied in the following expectations for achieving a culture of [inclusive excellence](#):

- Upholding our SFU values
- Embodying a culture of inquiry
- Creating a positive and constructive environment
- Ensuring zero-tolerance for bullying and harassment
- Contributing personally and systematically to the prevention of all forms of discrimination
- Promoting the health and wellbeing of individuals and the community

FOCUS AREA

INTERNATIONALIZATION AND GLOBAL ENGAGEMENT

COMMITMENT

Enhance the university's global connections, collaborations, and profile by engaging faculty, staff, students, alumni, and community partners in addressing complex local and global challenges.

GOALS

Develop and implement an internationalization and global engagement plan.

Through pan-university consultation and engagement, mobilize a plan that engages the university community, cultivates impactful international partnerships, and enhances SFU's global reputation.

Amplify global impact through teaching, research, scholarship and community engagement.

Leverage SFU's interdisciplinary strengths to elevate the university's global reach. Foster international collaborations that bring together diverse worldviews and address pressing challenges, reinforcing SFU's role as a globally-engaged, community-connected university.

Enhance global experiential learning opportunities that attract diverse learners and promote cross-cultural understanding and engagement.

Enhance partnerships with leading universities, international organizations and networks in strategic regions that facilitate multi-disciplinary experiential and co-operative education. Expand study abroad and dual degree opportunities that embed learning that builds global perspectives and competencies.

Enhance the international student experience by fostering a supportive, inclusive, and globally connected environment that promotes mutual learning and cultural exchange between international and Canadian students, thereby enriching the educational experience of all students.

Grow and diversify international student enrolment across a wider range of programs and delivery models. Implement focused international recruitment strategies in key markets, including participation in global collaborations and industry-facing events that help attract outstanding students. Ensure the implementation of enhanced advising and other student support initiatives addressed in this plan are attentive to the academic success and wellbeing of international students.

Strengthen and leverage global alumni and partner networks.

Expand engagement with internationally based alumni, key influencers, and strategic partners to amplify SFU's profile, reach, and impact globally. Cultivate these relationships to open new scholarly opportunities for SFU students and faculty, and to build connections that foster long-term institutional growth and help secure mentorship, donor and endowment support.

FOCUS AREA

INSTITUTIONAL EFFECTIVENESS

COMMITMENT

Ensure resource allocations and support activities directly and effectively promote the SFU academic mission.

GOALS

Align multi-year strategic enrolment plans with SFU and provincial priorities as an integral component of multi-year academic and budget planning.

Focus and more closely align domestic student enrolment with provincially funded levels. Direct a portion of revenue outside the provincial operating grant that exceeds multi-year financial projections into non-recurring strategic investments (e.g., enhancing teaching and research infrastructure, endowments, and enterprise systems that support the academic mission and create operating efficiencies).

Increase the share of academic instruction delivered by continuing, research-active faculty.

Develop faculty renewal plans that increase the faculty complement over the next five years alongside elevating the proportion of instructional activity delivered by continuing faculty. Maintain the proportion of research faculty relative to teaching-track faculty, and better recognize the scholarly contributions of teaching faculty. Support SFU's existing commitment to hiring and retaining at least an additional 15 Black and 15 Indigenous scholars, and establish mechanisms to encourage Faculties and Departments to proactively identify related opportunities and supports.

Ensure technology, data, and facilities infrastructure and capital investments support and align with the academic mission.

Strengthen enterprise IT and related systems that focus on student recruitment, student services, academic planning, operational effectiveness and environmental sustainability, and reduced administrative complexity. Consolidate and enliven space use at the Vancouver campus while conserving teaching space; expand the Surrey campus in support of the SFU School of Medicine; and focus capital projects at the Burnaby campus on those addressing academic priorities, such as renovating learning spaces and research labs.

Ensure contingency plans are in place to mitigate potential disruptions to learning, teaching, research and operations due to regional and global pressures.

Informed by lessons as a legacy of the COVID pandemic and the impact of recent government policy changes on international enrolments, develop and renew dynamic response plans for maintaining university operations and supporting student course and program completion when faced with such significant changes or events.

RESOURCE ASSUMPTIONS AND IMPLICATIONS

Resources are expected to be constrained over the duration of the SFU Academic Plan (2025-2030) based on the current outlook in the higher education sector as a result of federal government policy changes affecting international students, global economic instability, and anticipated constraints on the provincial budget.

To fulfill the commitments and goals described in the SFU Academic Plan, university leaders will face challenging choices regarding resource allocation priorities. Constrained revenues and increased cost pressures raise fundamental questions about how many students the university can educate while delivering an outstanding student experience within an environment of research excellence, and how the university will provide the resources to accomplish this in an effective way.

The following table summarizes the *intentions* of the SFU Academic Plan for 2030/31 with respect to enrolment, budget, and faculty renewal planning relative to baseline projections approved for the 2025/26 year. Annual enrolment targets, tuition, budgets, faculty renewal plans, and hiring are subject to approval by applicable governance bodies, including Senate and the Board of Governors.²

The *intentions* shown below are simultaneously the commitments, goals, and underlying assumptions and modelled implications of the plan. They are anticipated to guide future resource allocations, recognizing they will need to be regularly reviewed and revised in consultation with the applicable governance bodies as circumstances evolve.

KEY VARIABLES	PLANNING ASSUMPTIONS ¹	BASELINE: FISCAL YEAR 2025/26 ¹	INTENTIONS: FISCAL YEAR 2030/31 ¹
Undergraduate Enrolment (Domestic)² <i>The domestic high school-leaving population in SFU's traditional student catchment areas is not expected to grow and, locally, will continue to shift to the region south of the Fraser River.</i>	Gradual contraction in domestic credit enrolment from current level to 3% above ministry-funded target by 2030/31 in alignment with sustainable provision of support services. Growth limited to tech-seat expansion and SFU School of Medicine.	18,660 AFTE ³ 24,600 Headcount ⁴	17,420 AFTE ³ 23,220 Headcount ⁴
Undergraduate Enrolment (International)² <i>International student recruitment is expected to continue to be challenging, while diversification of country of origin and program of entry is anticipated to be possible.</i>	Further contraction in international enrolment, while noting SFU's ongoing investment in international recruitment activities may increase enrolment from some areas.	3,200 AFTE ³ 4,300 Headcount ⁴	2,570 AFTE ³ 3,550 Headcount ⁴
Graduate Enrolment (Domestic and International)² <i>Research-based program enrolment is expected to remain at levels where coursework, supervision and student funding can be supported by existing resources. Non-thesis programs will begin welcoming new types of learners through laddering pathways.</i>	Stable enrolment over the next five years.	3,560 PFTE ⁵ 5,290 Headcount ⁴	3,530 PFTE ⁵ 5,290 Headcount ⁴

KEY VARIABLES	PLANNING ASSUMPTIONS ¹	BASELINE: FISCAL YEAR 2025/26 ¹	INTENTIONS: FISCAL YEAR 2030/31 ¹
Tuition and Grant Revenue² <i>The provincial government is expected to continue restricting increases in tuition while funding faculty/staff salary increases per the Public Sector Employers' Council (PSEC) mandate. Apart from new funding for the School of Medicine and technology-related programs, provincial operating grant funding is not expected to increase.</i>	Steady tuition. ⁶	\$288M	\$300M
	Steady operating grant, which includes expansion for technology-related programs only; School of Medicine ¹ and faculty/staff salary increases not included in the adjacent amounts.	\$353M	\$356M
	Steady operating revenue.	\$647M	\$663M
Continuing Faculty Line (CFL)⁷ Complement and Faculty Renewal² <i>With lower overall enrolment projections and modest growth in CFL complement, the overall instructional activity level per CFL is expected to remain stable as the proportion of instruction by CFL increases. Plans include maintaining the overall share of research-track faculty relative to teaching-track faculty and meeting the university's commitment to hire at least an additional 15 Black and 15 Indigenous scholars. Other allocations of operating budgets are expected to decline.</i>	Increase in CFL ⁷ faculty complement by 2% to 5%.	1,077	1,099 to 1,134
	Increase in share of instruction by continuing faculty members. ⁸	72% overall (59% to 85% at Faculty level)	At least 80% overall, and at least 75% at Faculty level
	Maintain proportion of CFL in research-track positions.	82% overall (77% to 90% at Faculty level)	At least 80% overall, and at least 75% at Faculty level
	As an outcome of the above: - Increase in Faculty share of primary operating revenues. ⁹ - Growth in CFL line ¹⁰ share in Faculty budgets.	49.5%	50.1% to 50.8%
		71.2%	71.7% to 72.6%

NOTES

¹ Baseline (2025/26) reflects initial budget allocations and projected enrolment and CFL hiring for that fiscal year.

Intentions (2030/31) are based on goals articulated in this plan and scenario modelling. All numbers should be read as indicative; enrolment and revenue numbers have been rounded to avoid conveying a false sense of precision. All enrolment, revenue and faculty hiring related to the School of Medicine is excluded from this table.

² The SFU enrolment plan is subject to annual approval by the Senate Committee on Enrolment Management and Planning (SCEMP), Senate, and the Board of Governors. Annual tuition increases are subject to Board approval, consistent with the requirements of the B.C. Ministry of Post-Secondary Education and Future Skills. The annual university faculty renewal plan is also approved by the Board and, within this, annual faculty renewal plans of Faculties are approved by the Provost.

³ AFTE (Activity FTE) refers to the number of full-time equivalent undergraduate students enrolled based on their course activity, excluding co-op enrolment.

⁴ Headcounts are defined as the number of unique students who are registered in at least one term of the fiscal year, including co-op enrolment.

⁵ PFTE (Program FTE) refers to the number of full-time equivalent graduate students enrolled by program, based on B.C. Ministry of Post-Secondary Education and Future Skills criteria for full-time and part-time status, excluding co-op enrolment.

⁶ Tuition fees are assumed to increase at a rate of 2% per year for funded undergraduate, regular graduate, and co-op students; and at a rate of 4% per year for unfunded undergraduate and international differential-fee-paying graduate students.

⁷ CFL (Continuing Faculty Line) refers to the number of continuing professors, associate professors, assistant professors, instructors, university lecturers, senior lecturers, lecturers, and lab instructors.

⁸ For faculty renewal planning purposes, instructional activity is defined as the sum of undergraduate non-co-op AFTEs and graduate non-co-op PFTEs, averaged over the previous two fiscal years.

⁹ An increase in the CFL complement to match an increase in the share of instruction undertaken per CFL requires a reduction in the budget share allocated to other purposes. Here it is assumed that non-CFL expenditures, including those within Faculties, will be reduced by the same proportion across the university. Actual allocations are subject to annual approval by the Board of Governors, and will be based on the goals articulated in the SFU Academic Plan, as well as other strategic considerations.

¹⁰ The CFL line is based on average base salary plus 21% to account for benefits as of September 30, 2024 and for estimation purposes is assumed to increase at a rate of 1% per year, not including any negotiated salary increases per the Public Sector Employers' Council (PSEC) mandate.

IMPLEMENTATION PLANS AND PROGRESS REPORTS

In a time of budget constraint with overall enrolment projections at stable but reduced levels relative to previous years, the underlying assumptions of the SFU Academic Plan (2025-2030) include cautious revenue projections; an emphasis on increasing the share of instruction by research- and teaching-track faculty; refreshing research capacity; and introducing measures to improve institutional effectiveness in ways that promote the academic mission and support student, faculty and staff wellbeing.

The Academic Plan identifies strategic goals across six focus areas that together are designed to:

- Translate the vision and values outlined in *What's Next: The SFU Strategy* into academic priorities.
- Align the university's learning, teaching, research, engagement and support activities.
- Provide context to guide institutional planning, as well as Faculty and Unit planning.
- Inform multi-year student enrolment, faculty renewal and budget planning.

In recognition of the important link between teaching and scholarly activity, this plan also embeds Strategic Research Plan priorities and implementation plans alongside other research-related goals associated with teaching and learning.

Implementation planning (accompanied by metrics to assess progress towards goals) will commence following the launch of the new SFU Academic Plan. With the exception of noting co-leads to help steer implementation planning and advance the plan's goals (see page 13), the role of the SFU Academic Plan is to identify academic goals, priorities and resource allocation intentions for subsequent operational planning as the next phase of the planning process.

In addition to annual monitoring and updating of resource assumptions as circumstances evolve (in consultation with applicable governance bodies), broad-based reviews will occur approximately two and four years following the launch of the SFU Academic plan to assess progress towards planned outcomes.

The first review (2027) is intended to confirm whether implementation plans are well in place and that the Academic Plan is informing anticipated resource allocations. The second review (2029) in the lead up to the next five-year planning process is intended to confirm whether planned actions are advancing strategic goals effectively and to identify opportunities for improvement.

Faculties and Units are anticipated to develop their own review processes to assess progress towards the goals of their individual multi-year plans over time, and these reports will be shared with Senate and the Board of Governors in conjunction with the SFU Academic Plan interim progress reviews. Through these forms of continuous improvement activities, the SFU Academic Plan and individual Faculty and Unit plans will continue to play an important role in advancing our academic mission.

PLANNING MODEL

ACADEMIC PLANS

- SFU Academic Plan
- Individual Faculty and Unit Plans
- All Faculties, including School of Medicine, Graduate Studies
- Lifelong Learning
- Library
- Student Services
- Learning and Teaching*
- SFU International*
- Engagement and Dialogue*

**Forthcoming plans*

MULTI-CAMPUS VISION

- Vancouver Campus
- Surrey Campus

STRATEGIC RESEARCH PLAN

Priorities embedded in SFU Academic Plan and augmented in some cases by Faculty-specific research plans.

		PROMINENT AREAS OF ALIGNMENT WITH WHAT'S NEXT: THE SFU STRATEGY				
SFU ACADEMIC PLAN (2025-2030) FOCUS AREAS	SUMMARY OF STRATEGIC GOALS	UPHOLD TRUTH AND RECONCILIATION	ENGAGE IN GLOBAL CHALLENGES	MAKE A DIFFERENCE FOR B.C.	TRANSFORM THE SFU EXPERIENCE	(CO)LEADS
Program Development and Curriculum Renewal <i>Design and deliver coherent, innovative curriculum that is continually improved through assessment and adaptation to provide an exceptional student experience, and features opportunities for community-engaged and experiential learning.</i>	Launch SFU School of Medicine	●		●		Dean of School of Medicine
	Strengthen multi-campus model				●	Provost
	Streamline curricula, policies and pathways	●			●	AVP Academic; Registrar; Dean of Graduate Studies; Deans
	Expand access to co-operative education across Faculties	●	●	●		AVP Learning and Teaching; Deans
	Develop strategies for ethical and effective use of new technologies, including generative AI		●	●		AI Learning and Teaching Task Force
Research Excellence <i>Continue to expand SFU's research activities, deepen our engagement with communities, businesses and governments, and increase the impact of our scholars on the world.</i>	Advance Strategic Research Plan priorities and implementation plans	●	●	●	●	Strategic Research Plan Implementation Leads; Dean of Libraries
	Support interdisciplinary research clusters and cross-centre collaborations		●	●		VP Research and Innovation; Deans
	Strengthen institutional support for research	●	●	●	●	VP Research and Innovation; Deans
	Enhance skills development for research-informed teaching and student mentorship	●			●	VP Research and Innovation; AVP Learning and Teaching; Dean of Graduate Studies; Dean of Libraries
Decolonization and Indigenization <i>Create welcoming campus spaces for Indigenous peoples, including academic pathways, supports for student wellbeing and academic success, and decolonized teaching and research, making valuable contributions to upholding SFU's commitment to Truth and Reconciliation.</i>	Support decolonization and Indigenization of courses and programs	●			●	Deans; Indigenous Executive Lead
	Expand program pathways and outreach	●		●		Deans; Dean of Graduate Studies; AVP Students
	Strengthen Indigenous partnerships	●		●		Indigenous Executive Lead
	Build scholarly knowledge on research in and with Indigenous communities	●	●		●	VP Research and Innovation
Inclusive Excellence and Access <i>Embrace our differences while advancing inclusive systems, policies and procedures that remove barriers, improve access, and achieve opportunities for all to learn, teach, work, and flourish.</i>	Introduce additional credentials and laddering pathways	●		●	●	AVP Learning and Teaching; AVP Academic; Dean of Lifelong Learning; Dean of Graduate Studies; Registrar
	Advance diversity in academic environments	●			●	AVP Students; ED Campus Services (Housing); AVP Communications
	Create more equitable and accessible teaching, learning, research and work environments	●			●	Provost; VP People, Equity and Inclusion; Deans
	Convene venues for evidence-informed dialogue and problem solving on issues	●	●	●		ED Community Engagement and Dialogue
Internationalization and Global Engagement <i>Enhance the university's global connections, collaborations, and profile by engaging faculty, staff, students, alumni and community partners in addressing complex local and global challenges.</i>	Develop and implement an internationalization and global engagement plan		●	●		Provost; Executive Lead, International Strategy
	Amplify global impact through teaching, research, scholarship and community engagement	●	●	●		Provost; Executive Lead, International Strategy
	Enhance global experiential learning opportunities	●	●	●		Deans; Executive Lead, International Strategy
	Enhance the international student experience thereby enriching the experience of all students		●		●	Provost; Deans, Executive Lead, International Strategy; Registrar; AVP Communications
	Strengthen global alumni and partner networks		●		●	VP Advancement and Alumni Engagement; Executive Lead, International Strategy
Institutional Effectiveness <i>Ensure resource allocations and support activities directly and effectively promote the SFU academic mission.</i>	Align multi-year strategic enrolment plans with SFU and provincial priorities	●	●	●	●	Provost; AVP Academic; AVP Finance
	Increase share of academic instruction delivered by continuing faculty	●			●	AVP Academic; Deans; VP People, Equity and Inclusion
	Align technology, data and facilities infrastructure with the academic mission				●	AVP Academic; CIO; Dean of Libraries; AVP Facilities and Campus Planning; AVP Students
	Establish contingency plans to mitigate potential disruptions in operations				●	Provost; Chief Safety and Risk Officer